The Evolution of J. Sterling Morton High School During Its First Fifty-Seven Years

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LOYOLA UNIVERSITY OF CHICAGO

THE EVOLUTION OF
J. STERLING MORTON HIGH SCHOOL
DURING ITS FIRST FIFTY-SEVEN YEARS

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

BY
LINDA K. CHASE

CHICAGO, ILLINOIS
JANUARY 1995
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ACKNOWLEDGMENTS

There is a quote which states,

"We cannot hold a torch to light another's path without brightening our own."

Ben Sweetland

Many special people have brightened my path and grateful acknowledgment is made to the following professionals, friends and family for their generous time, support, guidance and love:

Dr. Joan K. Smith, committee co-director, whose talent, knowledge, historical expertise and commitment to excellence gave my dissertation purpose and meaning;

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My parents Marie and Charles Soukup who encouraged me in my quest for
knowledge, taught me how to accept life's many challenges, and allowed me to pursue my dreams; and

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CHAPTER I

INTRODUCTION

American public education began in the late eighteenth century as a local endeavor, with citizens taking the initiative to clear land, build schools, hire teachers, raise funds, and determine who would supervise the operation. This early tradition explains the long-standing American conviction that public schools are primarily the responsibility of the communities they serve. The purpose of this study is to trace the developments that have impacted J. Sterling Morton High School in Cicero, Illinois during its first fifty-seven years. The journey of Morton High School from 1889-1946 is outlined in this chapter, along with a brief history of American secondary education; and a summary of the major topics discussed in each remaining chapter.

This dissertation studies the influence on the Morton curriculum of: the social and cultural expectations of local ethnic groups; technological movements; the application of educational research and progressive education ideas; the impact of world events; and the effect of major educational groups or trends on the evolution of a large urban high school program during the first fifty-seven years. The literature is not abundant on the evolution of a specific comprehensive American high school. Instead, most studies center on: (1) the impact of
movements such as the Progressive Educational Movement 1890-1920 on secondary education; (2) significant groups such as The Committee On Secondary Studies known as "The Committee of Ten" or the Commission on the Reorganization of Secondary Education of the National Education Association (1918); or (3) specific educators such as Stanley Hall, whose study of adolescent behaviors was instrumental in the development of American secondary education.

This writer found few accounts describing the development of a specific urban high school in the literature. This indicates there may be a need to write a historic descriptive study of the evolution of a comprehensive urban American high school.

Robert J. Havighurst of the University of Chicago states, "There has been almost no treatment of urban education from the point of view of the historian. All we have in most books or research monographs is a brief and almost stereotype introduction on the historical background." Every large urban high school is at the same time unique and similar to other large secondary schools. The writer hopes that an accurate history of a specific comprehensive high school will contribute to the literature.

The emergence of Morton East High School during its first fifty-seven years, 1889-1946, was studied using the typical historic classifications used by some American historians who study these periods such as described by Gerald L. Gutek in Education In The United States, 1986. The period 1890-1920 is typically referred to as the Progressive Era in American education. The period of 1920-28 is called Normalcy; and 1929-40 is referred to as the Depression Years. The study of
Morton High School's first fifty-seven years indicates a close parallel to these broader descriptions of the development of American education. The Progressive Era, 1890-1920, is best called "The Early Years" of Morton; the Normalcy Period, 1920-28, is best categorized as "The Formative Era." The years 1929-40 were "The Great Depression Era;" and the impact of World War II on Morton High School deserves special attention as "The War Years" era.

The Development of American Secondary Education

Eighty-two years before Morton High School was organized as a four year school, the English Classical School of Boston opened as the first free public secondary school in the United States. In 1827, Governor James G. Carter convinced the Massachusetts legislature to require towns with 500 or more families to offer instruction in algebra, American history, bookkeeping, geometry, and surveying. Towns that had a population of four thousand or more were required to add instruction in Latin, Greek, general history, rhetoric, and logic. The law was not observed in most towns but did serve as a model for other states.

From 1820 to the late 1870's, private academies provided secondary education for students in the United States. Theodore Sizer, in The Age of the Academies, reports that the academies developed to provide increased educational opportunities with a non-structured curriculum. The goals of academies were to teach students about republican citizenship and opportunities in the emerging industrial society. In The Age of the Academies, Sizer defines the academy as, "a
social institution that typified the optimism of the American people during the enthusiastic period between the Revolution and the Civil War. This was the period of rough frontier individualism, class mobility and the vote for all males, regardless of whether they owned property. Jacksonian Laissez-faireism set the stage for economic free enterprise in the land of opportunity. The Academy was just an extension of free enterprise and entrepreneurism into the field of education. By 1855, Sizer reports there were 263,096 students served by 6,189 academies. The curriculum of the academies included both a classical college preparation program and, like the earlier "private venture schools", offered practical courses which could quickly be put to use by students entering the world of work such as modern languages, navigation, surveying, accounting and bookkeeping. Given the Laissez-fair nature of academy curricula, there were as many types of curricular offerings as there were academies.

The academies were mostly private schools, controlled by independent boards of trustees which were self-perpetuating. The trustees usually financed the initial costs of starting an academy and tuition fees paid most of the operating costs. The teaching staff of the academies included some college graduates who were competent in their instructional areas, but others were untrained charlatans interested only in quick tuition fees. The primary methodology used in teaching was the development of mental discipline and acquisition of facts. This was achieved by memorizing textbooks, recitation, drill and repetition. Few course outlines were available, numerous short courses were offered, and no established system of
accreditation existed to insure some type of comparative quality between academy programs. The academies grew during a period of great religious individualism. Various denominations proliferated and perpetualized themselves through their academy based educational programs. Many of the small church colleges still existing today started as academies during this era.6

During the post-Civil War period of the 1870's and 1880's, the private academies gradually were replaced by public high schools. This movement coincided with the transformation in the United States from a rural to an urban/industrial society which was able to support an extensive public secondary school system because of a larger property tax base. Sizer points out that by the beginning of the twentieth century, the U.S. economy had changed from individual entrepreneurship to a corporate structure.7 With economic entrepreneurship giving way to corporate control, the educational counterpart of entrepreneurship -- the academy -- also declined and was replaced with public high schools equipped to meet the growth of cities and corporate employer needs.8

By the time of the Civil War, about 300 high schools had been founded in the United States.9 By the end of the nineteenth century, there were one-and-one-half-times more public high schools than academies, reports Krug in The Shaping of the American High School.10 The U. S. Commissioner of Education reported that in 1889-90, there were 2,526 public high schools enrolling 202,063 students. This compared to 94,391 pupils attending 1,632 private academies and/or secondary schools.11
Public high schools were a natural extension of the Common School Movement of the early nineteenth century. This movement was fought mostly in the legislative chambers of each state and was ingrained by the 1870's. In contrast, the high school movement was fought more in the courts than in legislative chambers. The precedent to use tax dollars for free secondary education was written by Justice Thomas C. Cooley of the Michigan State Supreme Court in 1874 in the Kalamazoo Case. A group of Kalamazoo taxpayers challenged the Board of Education's right to levy a tax to support a high school. They argued that the high school curriculum, which was mostly college preparatory, didn't warrant public support by taxes. The question at hand was, "Why should taxpayers be forced into supporting education for a small minority that were college bound?"

Cooley upheld the Kalamazoo board's right to tax for operating a public high school on two points. First he argued that the state had an obligation to offer free elementary education, and further, it had an obligation to maintain equal educational opportunity for all. Since the state of Michigan was operating free elementary schools and colleges, he ruled it would be inconsistent not to provide the interim stage to bridge students from elementary school to college. Cooley's decision encouraged state legislatures to pass laws permitting local boards to establish high schools. Generally, these laws at first encouraged public high schools; and later required their establishment in all states of the union. In Illinois the General Assembly passed a law authorizing the creation of township high school districts by a vote of the electorate in 1874. The Richards vs. Raymond,
92.II.612 decision of 1879 was the first decision of an Illinois court to uphold using tax monies to fund high schools. The 1904 Illinois Supreme Court decision in the Russell vs. High School Board of Education case, held that, "the duty of the General Assembly to provide a system of free schools included the duty to provide high school facilities." This case captured wide public attention in Illinois.

Justice Cooley’s decision, and the actions of state legislatures and courts, were influenced by a number of economic and social changes occurring in the later part of the nineteenth century. As mentioned previously, the United States evolved from a rural based economy and society to an urban industrialized one. Urban living required specialized training beyond the eighth grade. Urban life and its specialization resulted in children not having the same opportunities for direct life survival experiences as they did in rural environments. These social changes required schools to take on additional functions to move children from childhood to adulthood. The American high school provided the vehicle to facilitate adolescent functioning in an urban industrial adult society.

Coincidental to the shift from rural to urban living, the industrialization of America required a better trained labor force than that provided by the common school. The high school provided the institution to convey the greater knowledge and vocational training required in an urban industrial society. During the industrialization of America, society became more sensitive to the needs of children and adolescents. Child labor laws prevented children from entering the work force and kept them in school. Compulsory school attendance laws were passed to
reduce juvenile delinquency and develop better citizens. On the other hand, the industrialization of America produced greater wealth and a large enough tax base to support public high school education.¹⁴

**Shaping Illinois High Schools**

In Illinois the evolution of secondary education followed closely the national scene. The leadership for this movement came from Chicago, the rapidly growing urban center on the southwestern shoreline of Lake Michigan. Both the city of Chicago school system and the University of Chicago, a private university, were instrumental in providing the leadership for the growth of secondary education in Illinois. The second superintendent of the Chicago public schools, Mr. William Harvey Wells is viewed by historians as the founder of the first public secondary school in Illinois.¹⁵ Mary Herrick in *The Chicago Schools* reports that, "High schools were new everywhere: Philadelphia had opened one in 1838 and New York City in 1849."¹⁶ These high schools' graduates were quickly absorbed by the growing industrial expansion occurring in Chicago and other northern cities after the Civil War. Chicago's industrial base had an almost unquenchable need for employees with training beyond the eighth grade, and the city responded by providing secondary education opportunities and vocational training in the 1880's. The impact that secondary education had on the economy and population of the nation from the 1880's through the end of World War II resulted in the United States being the economic world leader through the 1960's.
Impact of Urbanization

The literature which describes the evolution of the geographical area served by J. Sterling Morton High School was secured from local historic documents and old newspaper accounts. The present towns of Cicero, Berwyn, Stickney, Lyons, Forest View and McCook are located immediately west of the Chicago city limits. They have been served for years by three major rail lines and two major highways. As Chicago absorbed more and more immigrants from eastern Europe, it was only natural that they moved west, following the major streets and/or rail lines.

The history and culture brought by these immigrants to Cicero and Berwyn influenced the programs offered in District 201. During Morton's first half century, Cicero was the melting pot of the western movement of Chicago's eastern European population. The towns of Berwyn, Stickney, Forest View and Lyons are the products of Cicero's expansion and growth. Cicero is the largest of the six feeder communities for J. Sterling Morton High School. A clear understanding of its development is crucial to comprehending the evolution of the high school served by it. Many of the specific records concerning the town of Cicero were difficult to locate and many other facts are unclear, as early newspaper and other historical accounts have discrepancies. The Town of Cicero, by Walter Bishop Spelman, A.B., published by the vocational department, a division of printing at J. Sterling Morton High School, is the most authoritative source.

By the late 1880's Chicago's population was sprawling westward into Cicero township on its west side, following the Burlington and Northwestern railroad lines.
This vast undeveloped area of swamp and prairie was to become the second largest industrial city in Illinois by 1946. With the advent of drainage systems and roads, the sparsely settled areas of Cicero township became more desirable to settlers, and, in turn, to the city of Chicago. Chicago, through annexation, took 60 percent of the original Cicero township. The last of four such Chicago acquisitions took place in April of 1899. The following year, the area containing the Hawthorne race track was ceded to Stickney. Cicero township did not have a four year high school until 1893, when Clyde High School, renamed J. Sterling Morton in early 1903, opened its doors.

Significance and Organization of the Study

A brief history of Morton reveals that in 1899, Mr. Harry Church became principal and superintendent of a small high school of fifty-one pupils located in a brick building standing on Ogden Avenue. In 1903, this small school grew and was moved to the present site of Morton East High School. It was then named J. Sterling Morton High School after the originator of Arbor Day. In 1908 an annex was added and in 1916 an addition was built. In 1924, after a fire, a rebuilding effort began which led to the erection of a beautiful auditorium in 1926. This was the last building program undertaken during the first half century of Morton's existence.

The literature confirms that by the 1890's, the concept of free public high schools was becoming institutionalized in the United States. The comprehensive
American high school, as we know it today, evolved between 1890 and 1946. The study of this evolution at J. Sterling Morton High School is important to the literature in that it describes the economic, political and social forces which shaped it. Gutek states, "The American high school took shape during the period from 1880 to 1920, the same era that saw the basic American social and economic patterns shift from a rural to an urban orientation."\textsuperscript{14}

Chapter II describes the emergence of J. Sterling Morton as a comprehensive high school during the "Early Years" period of 1889-1919. This era in public education is marked by the strong leadership of Harry V. Church, Morton's superintendent from 1899 until 1933. Church guided Morton through its growth years, when student population grew from fifty-one to over seven thousand. Further, the standardization of high school curriculums and high school accreditation guidelines emerged as a result of the Committee of Ten Report and the accreditation standards developed by the North Central Association (NCA). The National Education Association (NEA) Committee of College Entrance Requirements Report also influenced the student high school program at Morton and other high schools across the nation. During this era, the demands of local industries for a trained employee pool resulted in the development of a strong vocational program at Morton years before the passage of the federal Smith Hughes Act in 1917. By 1919 Morton had developed the framework for a comprehensive high school. The blueprint for the comprehensive high school was set by the NEA's Commission on the Reorganization of Secondary Education
(CRSE) Report of 1918. The "Seven Cardinal Principles," as this report was called, laid the framework for standardizing the program of the comprehensive American high school which emerged during the "Formative Years" era of 1919-29.

Chapter III describes how Morton's program grew during the formative years based upon the CRSE report recommendations. This occurred during a dramatic student enrollment explosion (817 students in 1920 to 4431 in 1929); a major fire which destroyed much of Morton's facility; and the social and cultural influence of the twenties. Morton's program added special education, a junior college, athletics, music, numerous clubs and a major increase in vocational education courses.

The "Great Depression" era, 1929-39, discussed in Chapter IV impacted Morton's financial and curriculum conditions. Morton's strong economic base was not enough to prevent the district from issuing teaching orders in lieu of paychecks; delay much needed facility expansion; and force program changes. Only Morton's club, music and vocational programs grew dramatically during this era. The impact of strained management/teacher relationships resulted in four superintendent changes during this period. In 1938-39, world events created a demand for the war material products of Cicero's industries and brought the district out of the depression era before many other Illinois school districts.

By 1939 the local economy was growing, as Morton entered the "War Years" era of 1940-46. During this period Morton's basic program was not expanded. Instead each school department oriented their courses to contribute to the nation's war effort. These departmental efforts are discussed in Chapter V as is the status
of each department at war's end in 1946.

The summary of Morton's first fifty-seven years of service to the community is discussed in Chapter VI. The specific questions studied in the development of Morton High School during each major era of its evolution are analyzed in this chapter. Specifically these questions discuss the effects of social and cultural expectations of major ethnic groups who attended Morton High School; the effects of technology; the effects of educational trends and research from the progressive education movement; the effects of world events; and the effects of major national educational groups on Morton between 1889 and 1946.

Scope and Limitations of this Study

The historical study of the development of a large midwest urban high school is limited to its initial fifty-seven years of existence. This time period was selected because a review of the literature indicates that the period 1890-1946 covered the evolution of the comprehensive American high school. The variables selected for study are the social and cultural impact of immigrants, technological changes, educational trends and research, the progressive education movement, and world events. Each had a similar common impact on the evolution of the comprehensive American high school in many urban centers across the United States. The availability and quality of early documents at J. Sterling Morton High School add to the validity of this historic description. The conclusions of this study should be interpreted as a description of the evolution of American secondary education in the
midwest, recognizing that other variables may have affected this evolution differently in other parts of the country.
END NOTES

CHAPTER I


4. Ibid, 12.

5. Ibid, 100-101.


7. Ibid, 41.

8. Ibid, 41.


11. Ibid, 5.


16. Ibid, 41.


CHAPTER II
THE EARLY YEARS

The 1993-94 school year marked the 104th anniversary of education at the Morton High School. This dissertation is both a celebration and a journey through history and educational change in America during the first fifty-seven years of Morton's existence. Ninety years ago in 1903, the J. Sterling Morton High School current facility was built on its present site at Twenty-Fifth Street and Austin Boulevard. The school opened its doors to the teenagers who lived scattered across the vast, recently drained prairie of Cook County School District 201. Fourteen years before, however, J. Sterling Morton High School had its beginnings on Thirty-First Street, east of Austin Boulevard, and north of Ogden, when eight students embarked upon the first high school courses in this sparsely settled region. Originally Morton High School was a two year high school named Clyde Public High School.

By 1898 the necessity for local high school training was so instilled in the communities in Cicero township that an election was held on April 9 to form a township high school district to serve all the communities. The proposition carried, forming Cook County High School District 201; its first board of education was elected on June 4, 1898. Its members were W. B. Porter, of Berwyn; R. J. Bills, of
Clyde; E. B. Higgs, of Morton Park; Charles Stoffel, of Hawthorne, and H. A. Fsysler, of Grant Works. Three days later the panel met at the Morton Park Clubhouse to form a temporary board organization structure. On August 2, 1898, they received their certification from the state of Illinois. Harry V. Church was employed as the first principal/superintendent in January, 1899. He held the post until January 7, 1933. During this period Morton's enrollment grew to have the largest suburban high school student population in the state, outside of Chicago.

With the population expansion westward from Chicago, the number of students increased so that it was necessary to build a larger high school. The present site on Austin and Twenty-Fifth Street was selected and the new school facility was named after J. Sterling Morton who was the founder of Arbor Day. He had been the ex-governor of Nebraska and in 1903 was the Secretary of Agriculture in President Cleveland's cabinet. The present location was selected because geographically it was in the middle of the district. However in 1903, it stood remote and isolated looking across miles of open, undeveloped country. In the summer, to the north, east and west, it was an expanse of phlox, goldenrod and other prairie grasses.

There were other neighborhoods in Cicero but Clyde was the only one with a high school. To the east of Clyde was Morton Park, Hawthorne, and Drexel. To the west was LaVergne, Berwyn, and the villages of Lyons and McCook. They all stood as separate neighborhoods with long, open stretches between; all were within the town of Cicero except for Lyons and McCook. A single, narrow wooden
sidewalk led from neighborhood to neighborhood, and between them was open prairie and undrained swamps. "But this scene changes and the view that unfolds like a panorama during the next one-third of a century reveals a transformation unimagined. The grandparents of many of today's youth came teeming here, as elsewhere, during this period. Many came from the old countries seeking homes, freedom, and educational opportunities for their children." The neighborhoods built up, new cities were formed, and eventually District 201, made up of the towns of Cicero, Berwyn, Lyons, Forest View, McCook and Stickney, came into being as J. Sterling Morton grew.

Facility Expansion

In addition to classrooms, the new facility built in 1903 contained an auditorium, gymnasium, cooking room and physics laboratory. The various neighborhoods in District 201 continued to grow, and the classrooms soon became overcrowded. Table 1 shows that during its first ten years of existence, Clyde High School grew from eight students in 1889 to fifty-one pupils in 1899. However, from 1899 to 1917 Morton grew to over 550 students and its curriculum offerings, cited in Table 2, evolved into the forerunner of the present day comprehensive high school.
TABLE 1
EARLY YEARS ENROLLMENT
1889-1920

<table>
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<th>Enrollment</th>
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</tr>
<tr>
<td>1899</td>
<td>51</td>
</tr>
<tr>
<td>1917</td>
<td>550</td>
</tr>
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</table>


In 1908 a new section was added to Morton containing a gymnasium and an auditorium for seating twelve hundred people. The original gymnasium in the 1903 facility was turned into a woodshop and cafeteria, and the assembly hall into classrooms. Seven years later, in 1915, another addition to the original building was constructed to add a community room, offices, a sewing and manual training room, chemistry, physics, and biology labs, teacher rest rooms and many classrooms. Also built at this time was a swimming pool and a boys' gymnasium.
Finally in 1928, a mammoth addition circling the old building for two-thirds of its perimeter was completed to replace a 1923-24 addition which was destroyed by fire. The major construction of what is now Morton East High School, was completed during the first twenty-five years of its second leader, Harry V. Church.³

**Early Leadership**

The first leader in Morton's early history was Peter Downey. In 1889 he had a vision to begin offering secondary education to individuals who talked of furthering their education. He persuaded the parents of eight students who had just graduated from grammar school to attend the newly formed Clyde High School. The curriculum included Latin, algebra, science, English and history and Downey taught all the subjects himself. He also served as principal of the school.

In 1899 a new visionary leader emerged. Harry V. Church came to Clyde Township High School with a progressive vision of creating a quality secondary education program. "To him, and to the board that employed him, growth and expansion seemed inevitable."⁴ The neighborhoods in Cicero were growing rapidly and the demand by the new industries in the area and the residents was for quality education. With unbounding energy and with great vision he guided the growth and development of Morton from a three teacher school of fifty one students in 1898 to an institution of more than seven thousand students and 265 faculty members by 1933 when he left.⁵

Church graduated from the College of Emporia in Kansas with an A.B.
degree and finished his training at the University of Chicago with an M.A. degree in 1894. He was known as both an excellent student and a good athlete. Church played baseball and tennis and was a member of the track team. For a time he held the record for the broad jump at University of Chicago while completing his M.A. degree. After completing his master's he started teaching in Cicero in the Goodwin Grammar School. Four years at Goodwin, and one year at Western Springs, gave Church the practical experience, vision, and the reputation necessary to assume the principalship of the expanding high school on Ogden and Austin.

The opportunity for guiding and directing the growth of a new high school in a rapidly growing community was a real challenge to Church. He was an educational pioneer who succeeded in keeping Morton ahead in the race for providing the new and the best education opportunities. "What we of today accept as the usual was the unusual when he launched it," states an unpublished memorial document in the 1940's. Cases in point are the courses that Morton offered in art, music, home economics, physical training, business education, vocational shop training, orthopedic department, and the junior college which opened in 1924. Church introduced public speaking in the early 1900's followed by the addition of manual training and sewing in 1908. All three additions were in the progressive spirit, although he was criticized for even thinking that the mothers of the girls were not capable of furnishing all needed sewing instruction in the home. Also in the early 1900's Morton had the distinction of being one of the only
high schools in America with physical training for every student every day of the week.⁸

A chronicler writing in 1932 for "Berwyn's Own Hall of Fame" in Berwyn Events, one year before Mr. Church's retirement, has ably put into words a description of the skill with which Church directed the growth of Morton:

No engineer ever directed with greater skill and technique a greater plant, than that which Harry V. Church has built from nothing to its present commanding proportions, no general ever assembled a working force of finer specialized training and fitness than the present Morton faculty, and lastly, no man whose life work has been to make successful men and women of our children, could have started and carried through so relentlessly the plan and dream of his heart and mind as has Harry Victor Church. . . . The curriculum had become so broad that it included five separate programs: a commercial track, a vocational track, a college preparatory track and a junior college, and evening school. Thus under Mr. Church's guidance Morton served all the educational needs of the youth in the community.⁹

Harry Church was also a moving spirit in organizing the National Association of Secondary School Principals (1917) and the National Honor Society (1916). Previous to this in 1909, he was responsible for founding the Judd Club, a group of the leading high school administrators in the Chicago area who met regularly at the University of Chicago. Church was the executive secretary of all three of these influential groups from the time of their founding until his forced retirement in 1933.¹⁰ Among his many leadership duties as secretary of the National Association of Secondary School Principals was the job of editing and publishing its many bulletins and proceedings which reached out to thousands of members in every state and numerous foreign countries. Church was also an important member of two commissions. During President Hoover's administration he served on an
eleven man commission for the National Survey of Secondary Education. In addition, for many years he was a member of the Commission of Unit Courses and Curricula for the North Central Association of Colleges and Secondary Schools (NCA). An honor which Church greatly cherished but was not known to his closest friends was a "Citation for Public Service" which was given to him in 1941 by the Alumni Association of the University of Chicago. This citation includes the following statement:

The Alumni Association of the University of Chicago holds that a University education should be the training and inspiration for future unselfish and effective service to the community, the nation and humanity; and that men and women in accepting the privileges of a university education assume also the obligation to society to exercise leadership in those civic, social and religious activities that are essential to a democracy. Harry Victor Church, [18]94, an alumnus of the University of Chicago, having, in the judgement of the Alumni Association, demonstrated a practical acceptance of these obligations and responsibilities by public-spirited citizenship, is hereby declared a worthy alumnus and awarded the Alumni Citation of USEFUL CITIZEN. In making this citation the Alumni Association acknowledges with pride the service which has reflected credit on the University and its Alumni.

According to one source, "What great good fortune it was that an early board of education selected the late Harry Victor Church, a man who was to become a national leader in secondary education, to work out a basic system of education for the Morton High School and Junior College." As a result of his leadership, Morton High School continued to function successfully by employing the same broad curriculum, principles of organization and method, and emphasis on the all-round development of the student that Church established during his thirty four years as
superintendent. According to the Mortonian, Church's leadership was so successful that, "Mr. Church's ability and desire for providing better education gained for him the honor of being the most widely known principal in the United States." 

**Curriculum Development**

The evolution of the Morton High School curriculum reflected the influence of The Committee of Ten Report and the NCA. The Committee of Ten was chaired by Charles Eliot, president of Harvard University. This group of distinguished college leaders selected the subjects around which to organize the best high school curriculum. The committee's recommendations focused on the mental discipline approach popular at that time. In *American Secondary Education*, author William French indicates that the committee justified its perspective with the theory of mental discipline. "Recommended subjects, it claimed, could be used profitably by both the terminal and college preparatory students for training their powers of observation, memory, expression, and reasoning." After much discussion the committee determined that the nine academic subjects around which to organize the high school curriculum were: (1) Latin; (2) Greek; (3) English; (4) other modern languages; (5) mathematics (algebra, geometry, trigonometry, and higher advanced algebra); (6) physical sciences (physics, astronomy, and chemistry); (7) natural history or biological sciences (biology, botany, zoology, and physiology); (8) social sciences (history, civil government, and political economy); and (9) geography, geology, and meteorology.
The report "standardized" the secondary college preparatory curriculum for much of the twentieth century. In the words of Ellwood P. Cubberley, "The committees were dominated by the subject-matter specialists, possessed of a profound faith in mental discipline." No concern for student "abilities, social needs, interest, or capabilities . . . found a place in their . . . deliberations." The committee's unwillingness to recognize the value of art, music, physical education, and vocational education was based on the theory that these subjects had little mental or disciplinary value.

In 1895 the North Central Association was formed. This group was made up of colleges and secondary schools in the North Central States to develop closer working relations and address articulation between colleges and high schools. In 1899 the National Education Association established the Committee on College Entrance Requirements. Its goal was to solve the issue of student high school course selection and determine the required courses for high school graduation.

This committee's recommendations included:

1. A set of core subjects to be required of all students regardless of their educational destination.
2. Remainder of courses to be elected by each student.
3. A unit of study to be defined as a subject studied four or five periods per week for a year.

They also recommended four units of foreign languages, two units of mathematics, two units of English, one unit of history, and one unit of science.
In 1902 the North Central Association Committee on Unit Courses indicated that an acceptable high school program would require fifteen units of work for graduation. A unit was to cover a school year of thirty five weeks taught for four or five forty-five minute periods a week. The core requirements for admission to all North Central Colleges were three units of English and two of mathematics. Shortly after this, the recommendations of the Committee on College Entrance Requirements and the North Central Committee on unit courses were adopted by Morton High School. By 1917 biology and physics were added to the program as a result of the high school accreditation movement. Church also developed the social science department to meet the social and cultural program needs of the community and its students. He added separate boys' and girls' civics, commercial geography, separate boys' and girls' vocations, and commercial law. All of these courses were in the practical application, high interest impact direction of progressive secondary education.

Table 2 shows the Morton High School's curricular development from 1889-90 to 1917-18. It began as a two year high school program and by 1899 it had implemented the curricula recommended by The Committee of Ten. A comparison of the Clyde High School curriculum in 1899 with the recommendations of The Committee of Ten indicates all areas of The Committee of Ten were covered except for number nine: geography, geology, and meteorology. It was impossible to determine from the board of education's archives the extent geography, geology, or meteorology were covered in any of the described courses offered in 1899.
By 1917-18 it had included vocational education courses which were aided by the passage of the Smith Hughes Act of 1916. Its proponents had labored many years for its passage, and superintendents like Harry Church had developed sound vocational programs prior to the federal funding provided by this act. The additions to the Morton curriculum cited in Table 3 emerged during the 1908-15 period at Morton according to the archives. The 1918-28 period at Morton showed the real impact of the Smith Hughes federal funds. The programs in place by 1918 were the result of local funding from Cicero's strong industrial base. However, Morton began offering vocational courses as early as 1908. By 1910 Morton's staff was developing one of the most comprehensive vocational/manual training programs in the nation including: bookkeeping, shorthand, typewriting and business arithmetic (accounting) and metal work, woodwork and freehand drawing. The home economics department grew to include cooking, sewing, millinery and house plans. All of these programs were designed to meet the practical needs of the students and the industrial needs of the urban movement. The vocational/manual training and home economics department additions were progressive leadership efforts by the Morton staff to meet the needs of students in District 201, six years before the federal government passed the Smith Hughes Act.
TABLE 2
MORTON CURRICULUM EVOLUTION

<table>
<thead>
<tr>
<th>Foreign Languages</th>
<th>1889-90</th>
<th>1899-1900</th>
<th>1908-1918</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>Latin</td>
<td>Latin</td>
<td>Latin</td>
</tr>
<tr>
<td>Greek</td>
<td>Greek</td>
<td>Spanish</td>
<td>German</td>
</tr>
<tr>
<td>German</td>
<td>German</td>
<td>French</td>
<td>Bohemian</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bohemian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td>Bookkeeping</td>
<td>Shorthand</td>
<td>Typewriting</td>
</tr>
<tr>
<td></td>
<td>Business Arithmetic (Accounting)</td>
<td>Metal Works</td>
<td>Wood Works</td>
</tr>
<tr>
<td></td>
<td>Freehand Drawing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Algebra</td>
<td>Algebra</td>
<td>Algebra</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English I, II, III, IV</td>
<td>English I, II, III, IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Speaking</td>
<td>Penmanship</td>
</tr>
<tr>
<td>Science</td>
<td>Physiology</td>
<td>Physiology</td>
<td>Physiology</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Social Science</td>
<td>History</td>
<td>History</td>
<td>Civics (boys, girls)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Commercial Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vocations (girls, boys)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Modern History</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Commercial Law</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Cooking</td>
<td></td>
<td>Cooking</td>
</tr>
<tr>
<td></td>
<td>Sewing</td>
<td></td>
<td>Sewing</td>
</tr>
<tr>
<td></td>
<td>Millinery</td>
<td></td>
<td>Millinery</td>
</tr>
<tr>
<td></td>
<td>House Plans</td>
<td></td>
<td>House Plans</td>
</tr>
</tbody>
</table>
In the early 1900's, "Students received full credit for each course completed only if they attained a grade of 85 or better. Grades between 75 and 85 entitled the student to only 3/5 of a credit, and grades below 75 were failing." By 1908 enrollment reached three hundred, and the new facility completed in 1903 again became inadequate for the student body and the developing curriculum. The gym was retrofitted into a workshop and cafeteria, and classrooms were carved out of the auditorium. A new gym and an auditorium with a seating capacity of twelve hundred were added. In 1915 four hundred students were enrolled at J. Sterling Morton High School. A central heating system and administrative offices were added.

Between 1899 and 1918, Harry Church's leadership was evident in meeting Morton's ever-expanding facility needs. His contribution as a true progressive educational program leader at the secondary school level has never been properly recognized. Church and his staff in 1899 inherited a traditional college prep program spelled out by The Committee of Ten. However it was Church's progressive vision that Morton's program should offer its students the necessary skills for future success which made him such a dynamic leader who was definitely ahead of his time in expanding the curriculum. Table 3 outlines the impact Church had on the evolution of Morton during the first half of his tenure as superintendent.
from 1899-1918.

The addition of Bohemian as a modern language, and the dropping of Greek as a required discipline of study, was a statement for the more practical and useful instructional program Church was advocating for the secondary school curriculum. Bohemian was selected because of the large Czech immigrant population which moved into District 201 or who relocated from the Pilsner section of Chicago. The Czechs moved to Cicero and Berwyn for the jobs available at the Western Electric plants in Cicero.
<table>
<thead>
<tr>
<th>ADDITIONS</th>
<th>DROPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foreign Language</strong></td>
<td></td>
</tr>
<tr>
<td>Bohemian</td>
<td>Greek</td>
</tr>
<tr>
<td><strong>Vocational/Manual Training</strong></td>
<td></td>
</tr>
<tr>
<td>Bookkeeping</td>
<td></td>
</tr>
<tr>
<td>Shorthand</td>
<td></td>
</tr>
<tr>
<td>Typewriting</td>
<td></td>
</tr>
<tr>
<td>Basics Arithmetic (Accounting)</td>
<td></td>
</tr>
<tr>
<td>Metal Work</td>
<td></td>
</tr>
<tr>
<td>Weed Work</td>
<td></td>
</tr>
<tr>
<td>Freehand Drawing</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
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<tr>
<td>Public Speaking</td>
<td></td>
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<tr>
<td>Penmanship</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
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<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
</tr>
<tr>
<td>Civics (Boys, Girls)</td>
<td></td>
</tr>
<tr>
<td>Commercial Geography</td>
<td></td>
</tr>
<tr>
<td>Vocations (Girls, Boys)</td>
<td></td>
</tr>
<tr>
<td>Commercial Law</td>
<td></td>
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<tr>
<td><strong>Home Economics</strong></td>
<td></td>
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<tr>
<td>Cooking</td>
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<tr>
<td>Sewing</td>
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<tr>
<td>Millinery</td>
<td></td>
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<tr>
<td>House Plans</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Training</strong></td>
<td></td>
</tr>
<tr>
<td>Daily for Boys and Girls</td>
<td></td>
</tr>
</tbody>
</table>
Analysis of Early Years

During the early years of Morton's development (1889-1919), the school's enrollment increased from 8 students in 1889 to 550 students in 1919, an increase of 1,454 percent. The social and cultural mixing which occurred during the first thirty years of secondary education in District 201 impacted the programs developed. The large Czech population immigration into the district resulted in the addition of "Bohemian" as a modern language. The inclusion of home economics and vocational/manual training courses was largely driven by the social/cultural motives of the immigrant populations who wanted to obtain jobs and live the "good life" in their new country. This is also reflected in the addition of a formal course in public speaking for all students in the English department and civics (boys, girls) and vocations (boys, girls) in social science.

The rapid growth of the industrial base in District 201, anchored by the ever expanding Western Electric complex in eastern Cicero, impacted the evolution of Morton. Western Electric was the "high technology" leader of the early twentieth century and Morton came to be known as "Czech Tech" because of its strong vocational and manual training program which insured its graduates the opportunity for instant high paying jobs just blocks away from Morton High School.
Educational research as we know it today was just emerging during Morton's early years. This was the period of progressivism in American secondary education. Under the strong leadership of Harry Church, the school's superintendent/principal, and the influence of John Dewey and others at the University of Chicago, Morton assumed a leadership role by adding vocational and practical subjects to the high school curriculum. Thus, Morton offered a more comprehensive program with more opportunities for practical application by students, as cited in Table 3. Many of the courses added since 1900 emphasized practical, useful courses for the students coming to Morton including: dropping Greek and adding Bohemian; adding a state of the arts vocational/manual training program with seven course offerings by 1919; adding biology and physics in the science department; adding public speaking in the English department; adding civics, commercial geography, vocations, and commercial law in social science; adding a controversial home economics department with four course offerings; and developing of a daily physical training program for boys and girls. The progressive movement definitely affected Morton's instructional program during its first thirty years of service.

The changes occurring in the United States during the progressive movement 1890-1920 were happening the world over. Industrialization, urbanization and changing social mores led to armed conflicts, beginning with the Spanish American War and World War I, both of which influenced the program development at Morton High School. The Spanish American War introduced
America to a world leadership position and continued its prominence as a producer of goods for the world at large. It assisted in speeding up the industrialization and urbanization process underway in American metropolitan centers, thus creating concentrated wealth capable of supporting quality free secondary education for all.

The "Winds of War" blowing over Europe in the first part of the twentieth century hastened the immigration of peoples from southern and eastern Europe. Many of these soon took up residence in the growing neighborhoods of Cicero and Berwyn. Their children needed an education, and their ethnic cultures in most cases valued this government service. Thus, Morton's experienced its gigantic 1,454 percent increase in enrollment from 1889 to 1919. This caused three major building programs to occur during this period, and Morton High School seemed crowded, immediately after each building program was completed.

During its first thirty years of existence, 1889-1919, Morton was impacted by each major national or regional group dealing with secondary education in the United States. The Committee of Ten influenced the instructional program in place in 1899 when Harry Church assumed his superintendency. This program provided for committee chairman Eliot's basic concept of secondary education, "uniformity in the subjects studied and in the instruction given to college preparatory and terminal students."\textsuperscript{23} The National Education Association in 1899 set up the Committee on College Entrance Requirements which resolved some of the questions about required and elective courses; determined what constitutes a common core curriculum; and developed a standard called a "unit" for graduation.\textsuperscript{24}
The Regional North Central Association of College and Secondary Schools, established in 1895, formed a committee on unit courses which in 1902 specified that to be accredited, high schools must require at least fifteen units for graduation with a core requirement of three units of English and two units of mathematics. Morton had already enforced this requirement.

In 1918 the National Education Association formed the Commission on the Reorganization of Secondary Education to examine the mission of the high school. The Commission issued the Cardinal Principles of Secondary Education which listed the following as the goals for secondary education: health, command of fundamental processes, vocational preparation, citizenship, worthy home membership, worthy use of leisure, and ethical character.

Analyzing what happened to the program at Morton from 1889 to 1919 as depicted in Table 2 identifies the impact of each of these regional and national groups on Morton's program evolution. The data indicate that under Church's leadership, Morton was a leader and innovator in these changes, i.e., physical training daily, modern language, and vocational education. Although Morton High School had moved to a leadership role in program development by 1919, this was not the typical case. Gutek points out, "from 1880 to 1920, the high schools in United States were primarily college preparatory, emphasizing Latin, modern foreign languages, mathematics, science, English, and history."

The major reason that Morton found itself a leader in secondary education by 1919 was the vision and leadership of Harry V. Church, its dynamic
superintendent. Church also gave leadership to the national and local educational scene by being one of the driving forces in organizing the National Honor Society, the National Association of Secondary Principals, and the "Judd Club" consisting of superintendents and principals in the Chicago metropolitan area. Harry Church continued to develop his vision for Morton during the formative years of the 1920's described in Chapter III.
END NOTES
CHAPTER II


5. Ibid, 1.


7. Ibid, 8.

8. Ibid, 8.


10. Ibid, 2.

11. "Mr. Church Became a National Figure With Added Prestige to the Local Schools," unpublished news release, (Cicero: Memorial Fund Drive Harry Victor Church, 1947, J. Sterling Morton High School Archives), p. 2.

12. Ibid, 3.

13. Ibid, 1.


27. Gerald L. Gutek, Education in the United States, 12.
CHAPTER III
THE FORMATIVE YEARS

In economics, politics, social relations and demographics, the "Roaring Twenties" were very important years in Morton's history. The district took thousands of children of immigrants and assisted in assimilating them into American society. Morton's programs and staff were key factors in this process. The school's curriculum program instilled a sense of community pride and American patriotism in the student body which still exists today. After World War I, student assemblies and recognition ceremonies provided for a "Moment of Silence" for those Morton alumni who gave their lives for their country. During this time period, residents who often were underpaid factory workers sacrificed to pay off a fifteen year mortgage so they could own their own bungalow. These same people pledged to pay for the construction of their neighborhood church and for the phenomenal facility growth of Morton High School.

The communities sending students to Morton in the twenties, primarily Cicero and Berwyn, were no utopias. The "Roaring Twenties" were also known as the era of prohibition, the period (1920-33) when the Eighteenth Amendment to the U.S. Constitution forbade the manufacture, sale, and transportation of alcoholic
beverages. This law, enforced sporadically at best, met with great opposition in Cicero, Illinois, and the sparsely populated areas making up District 201. Bootlegging, speakeasies (illegal saloons), and smuggling, better known as rum-running, all thrived under the control of organized crime. Although the Eighteenth Amendment prohibited the manufacture and sale of alcoholic beverages, demand for these products grew in urban centers like Chicago and in growing suburbs whose recent immigrants wanted access to these products which they had enjoyed in their homelands. Their manufacture and marketing was a lucrative although illegal business, but accepted by District 201 residents. The western portions of District 201 offered rural distillers an opportunity to produce illegal beverages for bootlegging to Cicero and the broader Chicago urban markets. Even in Cicero, hundreds of small stills, breweries, and wineries appeared as "ma and pa" operations.

The mission of American secondary education for the 1920's and beyond was set in 1918 when the National Education Association's Commission on the Reorganization of Secondary Education (CRSE) presented its report, The Cardinal Principles of Secondary Education. The CRSE report recommended that all students remain in high school until age eighteen. It further advocated that secondary education should adapt to changing social and economic conditions, characteristics of students, and current educational theory and practice. The Seven Cardinal Principles, (1) health; (2) command of fundamental processes (reading, writing, speaking, and arithmetic); (3) worthy home-membership; (4)
vocation; (5) citizenship; (6) worthy use of leisure; and (7) ethical character became the foundation for high school programs. All of these impacted Morton's curriculum during the 1920's. The period immediately after World War I also saw the District 201 communities of Cicero, Berwyn, Stickney, and Lyons explode with a building boom. In 1918 the enrollment at Morton was approximately 550 students and the facilities were apparently quite adequate. However, by 1923 the enrollment had grown to 1850 students. Table 4 indicates the dramatic enrollment growth at Morton during the twenties.
TABLE 4

FORMATIVE YEARS ENROLLMENT

1920-29

Facility Expansion

To meet the enrollment increase in 1920, Superintendent Church laid plans for a building addition to include numerous classrooms, additional labs, a girls' swimming pool, two girls' gymnasiums, a cafeteria for 1500 students, a teachers' cafeteria for 150, and a new 2500 seat auditorium with a stage large enough to serve as a basketball court and/or gymnasium. Elsie Duris, a member of the high school *Maroon and White* staff, described this building as follows:

The new addition to our school is to occupy the entire south end and also the west side of the now-standing buildings. It is to be four stories high, and there will be fifty-four rooms—forty-five of which will be regular recitation rooms, and five large study rooms. The ground floor is to be devoted entirely to the printing department with a large room for gas engines. The first floor will be occupied by the academic department. The plan shows thirteen recitation rooms and two large study rooms which will be equipped with reference and collateral books for the English and civics classes. The commercial department will occupy the entire second floor with one large room reserved for the art classes. The south building will have an additional floor to consist of cooking rooms with full equipment and storage rooms. Eventually on this same floor will be laid out the cafeteria. Below that will be our large new auditorium. A large entrance is planned on the south side with office flanking it.¹

Superintendent Church and the school architects planned to build these additional facilities around the original buildings. Fortunately the original Morton buildings had been placed on the center of the two block site on Austin Avenue. The new structure, encircling the older facilities, was completed for school opening in September, 1924. However, on December 24, 1924, less than a year after the modern, fire proof structure was occupied, a fire swept though the older portions of Morton High School. The fire started in the oldest building and crept toward the
new auditorium. Unfortunately the fire was not discovered for several hours, and it destroyed a large part of Morton, damaging most of the music department. Ruth Palmer, a student at Morton in 1924-25, wrote the following description of the disaster at J. Sterling Morton High School.

Smoke filled the air, drops of water sprayed down on me, the cold gripped my fingers and toes, and an undescribed feeling gripped my heart. I heard the roar of the flames, the shouts of the firemen, and above all the confusion was the constant "Chug-Chug" of the engines. I saw my Dad climb that icy ladder up to the roof; I saw the crowd gather, the sparks fly - all this whirled in my mind at the same time and still I couldn't seem to realize what was happening.

Poor Joan of Arc, I thought, and that shivering Discus Thrower (at least I always imagined he was shivering). Well, I needn't pity him now, and that big maroon curtain, the gift of the class of [19]12, and--Oh my stars!--there goes the gym!

No one can imagine how I felt while Morton burned!²

Within weeks after the fire, Superintendent Church announced plans for the addition of a new wing and teacher's cafeteria for 125 instructors. A $300,000 bond issue was proposed to finance the project. The auditorium, which was completely destroyed in the fire, was ultimately replaced with the present one which has a seating capacity of 2,680 and a stage for basketball games and gym classes. The fire-ravaged portions were demolished and replaced within two years with newer, more spacious facilities. The total addition was completed in 1926 and contained thirty classrooms; the present Chodl Auditorium; a new library; science laboratories; and a cafeteria.
Beginning of Special Education

In 1921 Morton was one of the first schools in Illinois to add an orthopedic department for treating and educating the less fortunate K-12 children of the community who had deformities and behavioral problems of a diverse nature. The planning for this began in 1920 and is described in the school paper The Maroon and White in 1923.

Last year Mr. Church, reading school law, discovered that there was a definite appropriation made for the education and care of crippled children. He immediately followed this discovery with action. He asked Mrs. Gile's sociology classes to make a preliminary survey to discover the need for such a department in the district. Two senior classes blocked out the school district and appointed two or three students for each division. These reported the number of crippled children found in each block. This survey was then supplemented by visits of a truant officer. Mr. Church then presented the matter to the Board of Education, showing the list as gathered in the surveys. The Board immediately decided to start the school in the fall (1921).³

The Maroon and White continued,

On September 17, 1921, Miss Fette again went over the district to see just who might be eligible to membership and then invited them to appear for the first clinic, which was held September 22, 1921. Through the cooperation of Mrs. Giles, Dr. Henry B. Thomas was obtained to make the orthopedic examinations. This service is given free by Dr. Henry B. Thomas once each month. Under the direct of Miss Fette and with Mrs. Stockdale in charge of the academic work, the school for crippled children started its work on September 22, 1925 with four definitely enrolled. Since that date, the school has grown to a membership of twenty-seven crippled children (by 1922). These children are transported to the school free of charge and given their lunches and all their treatments. No treatment is given to these children without the order of either Dr. Thomas or their own surgeon, providing they have one. The academic instructor spends every effort in keeping the child mentally trained. At the same time, she does not attempt to develop his mind to the detriment of his body. In other words, all his education, both mentally and morally, is based upon his physical ability. This does not mean that every child sent to J. Sterling Morton's Orthopedic Department will be dismissed or transferred back to the regular grade school a normal child physically. On the
other hand, it does mean that every physically handicapped child will be given every opportunity known to science to retard further possible physical handicap, and if possible, to make him a tax producer rather than a tax consumer. Morton High School provided the leadership for the development of Special Education. No longer is it considered just in the state of Illinois for any school system to levy taxes for all the children of all the people, and overlook the education of less fortunate boys and girls. A law was passed June 19, 1923, in this state providing for such children.4

After four years, enrollment increased from four in 1921 to fifty-nine in 1925, and a school bus equipped to accommodate physically handicapped children was put into operation. Morton's school for crippled children became known locally as the Orthopedic Department. Children from all grades of the elementary schools (K-8) and the first three years of the high school were eligible for the program. No treatments were given students unless the child's own doctor or the school's physician, Dr. Thomas, provided the necessary written recommendation.

When a clinic is necessary, Dr. Thomas sees to it that there is one at which he gives both clinical examinations and advice concerning physically handicapped children brought to the school on the day which the clinic is held. At first it was planned that the clinic be held only for those in the orthopedic department, but the Cicero Welfare Association requested that their nurses be allowed to bring in cases for examination and advice even though the patients are under school age.5

Special equipment used in the program included: a sun lamp, the radiant vitant lamp, three padded tables used for massage and for muscle training, and a table for scoliosis cases. Also,

in order to make the work easier for the children, modern conveniences have been installed. The desks are all adjustable to the size of the student. To help in giving musical training a piano and victrola have been supplied. Because of a few sewing machines, an ironing board, and an iron, the girls get a chance to learn to iron and sew.6
In 1925 larger chairs were purchased to meet the enrollment of older and larger students. During the 1924-25 school year, two students were operated upon, and three were fitted for braces as a result of screening at the orthopedics school. The Berwyn Kiwanis Club sponsored one of the students for care at St. Luke’s Hospital and others at Chicago’s Shriner’s Hospital. Also serious football injuries to the Morton players were brought to this department for immediate attention.

Building The Junior College

In 1924 the Morton High School district formed a junior college district coterminous with the high school boundaries and housed in the same building. This permitted Morton graduates to enter a two year college course of study for transfer to any accepting college in the country. Its first courses were in liberal arts, teacher-training, engineering, pre-medic, pre-legal and pre-commercial. Morton College was a pioneer in the junior college movement in Illinois. On September 15, 1924, when it opened its doors, seventy-six students enrolled. It was the second community college in the state of Illinois outside of Chicago.  

During the 1924-46 period, the junior college grew steadily in status and recognition. In 1925 it was recognized by the University of Illinois, and in 1926 by the Illinois Department of Public Instruction. By 1927 the college received accreditation from the North Central Association of Colleges and Secondary Schools, and was a member of the American Association of Junior Colleges in 1929. From the start, it offered a university-transfer program, and it soon added a
two year vocational education program and an adult continuing education program. These two programs were constantly being expanded and updated to meet the technology changes of area industries.

From a handful of students in 1924, the college enrollment grew steadily in the 1920's. From its founding in 1924 until July of 1967, Morton College was controlled by the Morton High School Board of Education. The high school superintendent served as the college president, and the college and high school also shared the same business manager, departmental chairmen and faculty. From 1924-46, the college shared facilities with Morton High School since most of its classes and administrative offices were located in that building. In 1946 the college expanded into the community by renting space in stores and offices along Cermak Road, and even used church facilities throughout the District 201 community.  

As Morton College's first president, Harry Church soon discovered that managing both the high school and the college were too much of a burden. "Walter B. Spelman was named dean of men [or Church's aide de campe] in 1926. He served in that position until his death in 1941. Under Spelman's tenure, the student government was formed."
## TABLE 5

### MUSIC DEPARTMENT GROWTH

<table>
<thead>
<tr>
<th>1893</th>
<th>1918-19</th>
<th>1928-29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls Chorus (1907)</td>
<td>Girls Chorus</td>
<td>Morton Opera (1922)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morton Junior Orchestra (1922)</td>
</tr>
<tr>
<td></td>
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<td>Morton Jazz Orchestra (1922)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>String Quartet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Violin Choir</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beginner's Band (1921)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morton Senior Band (1921)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drum Corps (1921)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bugle Corps (1921)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Four Girls Glee Clubs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Picked Boy &amp; Girls Glee Club</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mixed Chorus (1922)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Treble Choir (1922)</td>
</tr>
<tr>
<td>Girls Glee Club</td>
<td>Boys Glee Club</td>
<td>Boys Glee Club</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morton Opera (1922)</td>
</tr>
</tbody>
</table>


**Music Developments**

Through the efforts of Superintendent Church, the music department blossomed into a large organization in the 1920's. (See Table 5). The employment of Mr. Nickolas in 1923 was a key factor in its growth. In 1928 Morton launched a vocational music program, including four years of high school work and two of junior college for those desiring to go into professional performing. By the 1928-29 school year, the music department could boast of more than twenty-five separate
organizations. The most important was the Morton orchestra, which was formerly called the senior orchestra. The need for this name change occurred when college students were admitted. "On that memorable day in 1926 when the new [2680 seat] auditorium was first opened, it formed part of the combination of orchestras numbering approximately 150 pieces." The orchestra also played at other notable occasions during the next thirty years. Besides this orchestra, there were two junior orchestras, a jazz orchestra, string-quartet, violin choir, three bands, four glee clubs in addition to the picked girls' and boys' glee clubs, a mixed chorus, college women's glee club, music appreciation courses, treble choir, harmony class, theory and history of music classes, and private lessons given by two teachers. Organized in 1925, the violin choir grew into the best known and most unique musical organization at Morton. The 1925 Mortonian stated that, "It has played on the radio and at countless entertainments."

**Extracurricular Developments**

In the 1920's extracurricular high school activities expanded. By 1925 clubs included radio, chess, dramatics, tennis, Hi-C, and the "M" club. The radio club was very active and in March 1925, members of the group arranged their personal and school equipment in the gymnasium to broadcast the inaugural address of President Calvin Coolidge to the student body. The facilities of WLS radio station were used by students. In 1925 the violin choir of Morton broadcasted several shows. The initials "WLS" stood for "World's Largest Store;" since the station was
owned by Sears, Roebuck, and Company.

As Morton grew, its school newspaper also grew in popularity. Table 6 describes the evolution of the Morton student newspaper from its inception.

**TABLE 6**

**HISTORY OF THE MORTONIAN WEEKLY**

<table>
<thead>
<tr>
<th>NAME</th>
<th>YEARS</th>
</tr>
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<tbody>
<tr>
<td>J. Sterling Morton High School Bulletin</td>
<td>1912-16</td>
</tr>
<tr>
<td>Mortonews</td>
<td>1916-17</td>
</tr>
<tr>
<td>Morton Times (published in a local paper)</td>
<td>1917-18</td>
</tr>
<tr>
<td>Mortonette</td>
<td>1918-20</td>
</tr>
<tr>
<td>Morton News</td>
<td>1920-22</td>
</tr>
<tr>
<td>Maroon and White</td>
<td>1922-26</td>
</tr>
<tr>
<td>Mortonian</td>
<td>1926-30</td>
</tr>
<tr>
<td>Mortonian Weekly</td>
<td>1930-46</td>
</tr>
</tbody>
</table>


In 1912 the school board published the *J. Sterling Morton High School Bulletin* as an official school paper. The Bulletin consisted of four pages with two columns on a page. The board, students, and faculty each contributed approximately one-third of the paper. Publication ended in the spring of 1916 due to its cost. In the fall of 1916, a group of students formed a club to support a student paper which they could call their own. The name of the second paper
became the Morton News. Honor rolls, bits of school news, and humor were found in its pages. However,

due to the war, conservation became the cry of the times. The whole Morton athletic field was turned into a farm, and many hours were spent by Mr. Church and the students in planting vegetables. Soon a few of Morton boys left for the front. All the joy and spirit of happiness left the students, and the school paper was discontinued for another brief period.12

When this happened a local newspaper offered to devote one page weekly to school news under the title of Morton Times which was written by students. About a year later the Morton Times ceased to be printed for lack of student/staff interest.

"With the close of the war came a renaissance. All the buried enthusiasm and joy began to appear as the buds in early spring. Progress in all the school's activities was very noticeable, and steps for publishing a school paper were [re]considered."13 This paper was named The Mortonette and consisted of four pages with three columns on a page. It was organized haphazardly since any student who wanted to write an article had to meet a day before publication to compose his/her contribution. In about an hour the paper was written and taken to press. As time went on, the feminine name, Mortonette, became unsatisfactory as a representation of the school; so a group of ambitious students changed the name to the Morton News. This publication was published monthly and was the first paper to be printed in the schools.14

The Maroon and White had its birth in 1922. This paper appeared weekly, sold for five cents, and consisted of eight, ten by seven inch pages, with two columns on a page. In conjunction with this weekly, a magazine appeared. In 1926
this student paper underwent a change in name to The Mortonian. "The size increased to eleven by seventeen inches, accuracy in editing was greatly improved, and the paper as a whole showed signs of accomplishment and professionalism."\textsuperscript{15}

Confusion often arose at the school because both the annual and the weekly newspaper appeared under the same name; thus, on February 14, 1930, the weekly assumed the name, the Mortonian Weekly. In 1923 Morton organized one of the first National Honor Societies in the nation, recognizing academic achievement. By 1929 there were 325 chapters nationally with eighty one thousand student members.\textsuperscript{16} Table 7 describes the development of extracurricular activities between the early years period and the formative years of the twenties.
<table>
<thead>
<tr>
<th></th>
<th>1893</th>
<th>1918-19</th>
<th>1920-28</th>
<th>1929-39</th>
<th>1940-46</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td>Radio Club</td>
<td>Radio Club</td>
</tr>
<tr>
<td>Chess (1921)</td>
<td></td>
<td></td>
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<td>Chess</td>
<td>Chess</td>
</tr>
<tr>
<td>Dramatics (1921)</td>
<td></td>
<td></td>
<td></td>
<td>Dramatic Assoc.</td>
<td>Dramatic Assoc.</td>
</tr>
<tr>
<td>Hi-Y (1921)</td>
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<td></td>
<td></td>
<td>Hi-Y</td>
<td>Hi-Y</td>
</tr>
<tr>
<td>M Club (1921)</td>
<td></td>
<td></td>
<td></td>
<td>M Club</td>
<td>M Club</td>
</tr>
<tr>
<td>Morton Council (1923)</td>
<td></td>
<td></td>
<td></td>
<td>Morton Student Government Assoc. (MSGA)</td>
<td>Morton Student Government Assoc. (MSGA)</td>
</tr>
<tr>
<td>Mortonian</td>
<td></td>
<td></td>
<td></td>
<td>Mortonian Weekly</td>
<td>Mortonian Weekly</td>
</tr>
<tr>
<td>Production Room (1925)</td>
<td></td>
<td></td>
<td></td>
<td>National Honor Society</td>
<td>National Honor Society</td>
</tr>
<tr>
<td>French Club (1921)</td>
<td></td>
<td></td>
<td></td>
<td>Art League</td>
<td>Art League</td>
</tr>
<tr>
<td>Art League</td>
<td></td>
<td></td>
<td></td>
<td>Spanish &quot;Circulo Castellano&quot; Club</td>
<td>Spanish &quot;Circulo Castellano&quot; Club</td>
</tr>
<tr>
<td>Alumni Assoc. (1921)</td>
<td></td>
<td></td>
<td></td>
<td>French Club</td>
<td>French Club</td>
</tr>
<tr>
<td>Junior/Senior Girls Club (1921)</td>
<td></td>
<td></td>
<td></td>
<td>Dropped 1937</td>
<td>Girls Athletic Assoc. (1923)</td>
</tr>
<tr>
<td>Morton Senate (Debate Club)</td>
<td></td>
<td></td>
<td></td>
<td>Morton Senate (Debate Club)</td>
<td>Girls Athletic Assoc.</td>
</tr>
<tr>
<td>Girls Athletic Assoc. (1923)</td>
<td></td>
<td></td>
<td></td>
<td>Intramural in Field Hockey Baseball</td>
<td>Intramural in Field Hockey Baseball</td>
</tr>
<tr>
<td>Intramural in Field Hockey Baseball</td>
<td></td>
<td></td>
<td></td>
<td>Archery (1939)</td>
<td>Archery</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hockey</td>
<td>Hockey</td>
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</tbody>
</table>
### TABLE 7 (CONTINUED)

**Morton's Extra Curricular Programs**

<table>
<thead>
<tr>
<th>1893</th>
<th>1918-19</th>
<th>1920-28</th>
<th>1929-39</th>
<th>1940-46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Soccer (1939)</td>
<td>Soccer</td>
<td></td>
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</tr>
<tr>
<td>Track</td>
<td>Basketball</td>
<td>Basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dancing</td>
<td>Track</td>
<td>Track</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td>Bowling (1939)</td>
<td>Bowling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dancing</td>
<td>Dancing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Golf</td>
<td>Golf</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Junior Red Cross</td>
<td>Junior Red Cross</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creative Dance</td>
<td>Creative Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tap Dance</td>
<td>Tap Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
<td>Volleyball</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior Forum</td>
<td>Senior Forum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior Red Cross (1923)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Forum</td>
<td>Camera Club (1925)</td>
<td>Camera Club</td>
<td>Camera Club</td>
<td></td>
</tr>
<tr>
<td>Morton Circus (1925)</td>
<td>Tennis (1939)</td>
<td>Tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camera Club (1925)</td>
<td>Morton Typists</td>
<td>Morton Typists</td>
<td>Morton Typists</td>
<td></td>
</tr>
<tr>
<td>Morton Typists (1928)</td>
<td>Skating (1939)</td>
<td>Skating</td>
<td>Skating</td>
<td></td>
</tr>
<tr>
<td>Quill &amp; Scroll (1928)</td>
<td>Quill &amp; Scroll</td>
<td>Quill &amp; Scroll</td>
<td>Quill &amp; Scroll</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managers Club</td>
<td>Managers Club</td>
<td>Managers Club</td>
<td></td>
</tr>
</tbody>
</table>

Growth of Morton Athletics

Prior to the 1920's Morton High School was only active in three interscholastic sports: boys' swimming (1910), boys' basketball (1916), and boys' baseball. In 1920 Mr. Thomas Joseph arrived at Morton as a young graduate of DePauw College in Indiana. With the support of Church, Joseph guided the explosive growth of Morton athletics in terms of number of participants and interscholastic sports offered. (See Table 8 below.)

<table>
<thead>
<tr>
<th>TABLE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>MORTON ATHLETICS--INTERSCHOLASTIC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming (1910) Basketball (1910) Baseball</td>
<td></td>
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</tbody>
</table>

Morton's trophies provide a history of the achievements from 1920-46. In 1927 Morton won the national basketball championship at the University of Chicago. In the spring of 1928, the principals of some of the leading Chicago suburban schools each appointed a representative to form an athletic conference. These schools were Deerfield, Evanston, Morton, New Trier, Oak Park, and Proviso. They met in the office of the State Athletic Association to organize the Suburban League. Mr. W. Wiebe was Morton's representative at this event and was elected secretary of the league.\textsuperscript{17} The first heavyweight (varsity) basketball championship was won by Morton in 1929; the lightweight championship went to New Trier. This began a long history of athletic successes for Morton at both the conference and state levels. Trophies in bowling, golf, soccer, swimming, and tennis are also displayed in school's trophy cases.\textsuperscript{18} In fact Morton teams earned nearly 130 trophies by 1964. The trophies represent every major sport in which Morton's students participated. Basketball gained the greatest number of trophies, with over forty. Track was second with nearly twenty team and individual trophies.\textsuperscript{19}

Athletic success influenced Morton's physical education curriculum. Morton was one of the first schools in the State and nation to initiate what is now called adaptive physical education. \textit{The Mortonian} (1923) athletic page states, "Boys having some physical defects were put in corrective classes. Mr. McLean had charge of this work."\textsuperscript{20}

In 1923 Morton High School also formed the Girls' Athletic Association (GAA). The program was strictly intramural but extremely broad in its offerings,
including at the onset: hockey, baseball, basketball, track, dancing and swimming. \(^{21}\) Right from the beginning there was evidence that girls' sports took the "back seat" to boys' sports. The 1923 *Mortonian Yearbook* states, "Girls' [field] hockey had its beginning at Morton last fall on account of the boys' monopoly of the athletic field, the girls did not have practice enough to have organized teams." \(^{22}\) Boys' and girls' athletics expanded tremendously during the 1920's.

**Curriculum Changes**

During the 1920's Morton also developed innovative curriculum options. The continuation and evening schools were two educational options developed by Superintendent Church for the Morton students and the broader community. The continuation school was designed to fulfill the educational needs for district students up to the age of eighteen, who left school to enter the world of work before completing high school. The evening school was designed for district adults who worked during the day but wanted to complete a high school education.

In 1928 Morton High School organized the Vestibule School. Its primary purposes were to assist students who were absent for a week or more, and to assist in the adjustment of pupils who came to Morton as transfers from other schools and other countries. Students with an excused absence after being out more than a week and with permission from appropriate school personnel could get an assignment permit for "Vestibule." Work satisfactorily made up in Vestibule School and approved by the Vestibule teacher was sent to the student's teacher(s) for
inclusion in grading. By 1939 the Vestibule School was assisting twelve hundred students a year.

During the formative years Morton also added a girls' "corrective class" (adaptive physical education), a nutrition class for the undernourished, and a student medical inspection program in the physical training department. In 1922-23, enrollment was growing so rapidly that a split-shift or half-day schedule was initiated and this stayed in effect until 1958 when Morton West was opened. The split-shift system was used at Morton for nearly thirty-five years. Freshmen attended classes from 8 a.m. to 12:30 p.m.; upperclassmen from 12:30 p.m. to 5 p.m. When enrollment reached sixty-five hundred by 1929, one-way stairways were started to eliminate the congestion when students passed between classes.

In 1924 Superintendent Church organized a "production room" under the direction of a faculty member, Miss Viola Beebe. The ten best and most efficient typists in the senior class did special production work for faculty members who needed special assistance. It emphasized application of skills learned in the classroom to real life experience.23
### TABLE 9

**HUMANITIES CHANGES**

<table>
<thead>
<tr>
<th>Foreign Languages</th>
<th>1893-99</th>
<th>1900-19</th>
<th>1920-29</th>
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</thead>
<tbody>
<tr>
<td><strong>Latin I &amp; II</strong></td>
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<td></td>
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<tr>
<td><strong>Greek I &amp; II dropped</strong></td>
<td></td>
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<tr>
<td><strong>Spanish I &amp; II</strong></td>
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<tr>
<td><strong>Bohemian I &amp; II</strong></td>
<td></td>
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<tr>
<td><strong>French I &amp; II</strong></td>
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<tr>
<td><strong>Polish I &amp; II</strong></td>
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<table>
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<tr>
<th>Social Sciences</th>
<th></th>
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<tbody>
<tr>
<td><strong>Civics (Boys &amp; Girls)</strong></td>
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<tr>
<td><strong>Commercial Geography</strong></td>
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<tr>
<td><strong>Vocations (Boys &amp; Girls)</strong></td>
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<tr>
<td><strong>Commercial Law</strong></td>
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<td></td>
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<tr>
<td><strong>World History</strong></td>
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</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Modern History</strong></td>
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<tr>
<td><strong>Commercial Law</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Social Science</strong></td>
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<table>
<thead>
<tr>
<th>English</th>
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</thead>
<tbody>
<tr>
<td><strong>English I, II, III, IV</strong></td>
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<tr>
<td><strong>Public Speaking</strong></td>
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<tr>
<td><strong>Journalism I &amp; II</strong></td>
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</tbody>
</table>


The major changes in the humanities area between 1920-29 are described in Table 9 above. Polish I and II were added to the foreign language offerings and reflected the needs and influence of the many Polish immigrants who moved into
Cicero and Berwyn during this era. The inclusion of world history reflected the melting pot District 201 was becoming, with numerous eastern and southeastern Europeans moving there. Along with this, the progressive movement emphasized the study of real life problems and this was reflected in a new social science course, and in journalism I and II. The social science course studied community, state and national problems. The two journalism courses published daily papers with emphasis on world, national and community issues.
<table>
<thead>
<tr>
<th></th>
<th>1893</th>
<th>1918-19</th>
<th>1928-29</th>
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<td>Math II</td>
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<td>General Science (Boys, Girls)</td>
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<td>Physiology</td>
<td>Physiology</td>
<td>Meteorology</td>
</tr>
<tr>
<td><strong>Technology (Commercial, Industrial, Vocational)</strong></td>
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</tr>
<tr>
<td>Bookkeeping I</td>
<td>Bookkeeping I &amp; II</td>
<td>Shorthand I &amp; II</td>
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<td>Shorthand I</td>
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<td>Typewriting I</td>
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<td>Business Arithmetic (Acct.)</td>
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<td>Wood Work</td>
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<td>Pattern Making</td>
<td>Pattern Making</td>
<td>Cabinet Making</td>
<td></td>
</tr>
<tr>
<td>Cabinet Making</td>
<td>Vocational Auto I</td>
<td>Vocational Printing I</td>
<td></td>
</tr>
<tr>
<td>Vocational Printing I</td>
<td>Electricity</td>
<td>Electricity</td>
<td>Electricity</td>
</tr>
<tr>
<td>Electricity</td>
<td>Drawing &amp; Shop</td>
<td>Building Trades Drafting</td>
<td></td>
</tr>
<tr>
<td>Drawing &amp; Shop</td>
<td>Building Trades Drafting</td>
<td>Vocational Trade Drawing</td>
<td></td>
</tr>
<tr>
<td>Building Trades Drafting</td>
<td>Vocational Trade Drawing</td>
<td>Vocational Trade Drawing</td>
<td></td>
</tr>
</tbody>
</table>

The changes in the mathematics, science and vocational/technology areas at Morton during the 1920's are indicated in Table 10. Of all the areas in the Morton High School curriculum, mathematics experienced the least change during the 1920's.

The departments of natural science and technology including commercial, industrial and vocational education, showed the practical influence of the technological advances during the Normalcy Period. Meteorology and physiography were added to the science program as a result of the invention of the airplane and impact of the weather on air travel and the automobile which required materials for its manufacture and fuel for its operation. Cicero in the early years was the air capital of the world, and its industrial base made many products for the transportation market. The growing industrialization of eastern Cicero created a constant demand for skilled labor. During the twenties, bookkeeping II, business training, pattern making, cabinet making, vocational auto and printing (3 hour block courses), electricity, drawing and shop, building trades, drafting and vocational trade drawing gave Morton High School the name "Czech-Tech." The home economics program did not materially change nor did the art department. (See Table 11.)

The 1920's saw a major expansion of Morton High School. More importantly it witnessed curricular additions that attempted to meet all student academic and work preparation needs. To quote the Mortonian (1925), "The rapid growth of the school district has made it necessary for a widely varied course of study." The
commercial department was expanded to include many courses in specialized office work such as advanced courses in typing, Gregg shorthand (including third and fourth year courses), business organization and management, business training, salesmanship, advertising, and comptometry. Plans for 1926 included a Victrola in every typing room; a class in dictaphone work; commercial library, and a community office for faculty, board members and citizens who stopped in for typing assistance. In the Maroon and White March, 1923 issue, a student describes "real training":

Dictation from school executives is a regular part of the training of the advanced students of shorthand. This correspondence is varied, very instructive in vocabulary building, and embraces everything from the simplest form of correspondence to legal forms, stencil cutting, the numbering method of dictation, getting the addresses from the original correspondence, enclosures, and letters with tabulation. If a letter needed rewriting, it was placed in the teacher's box and given to the student at class time. The advanced classes were scheduled to appear a week or a month each time to a certain dictator, so that every student gets an opportunity or many opportunities during the year to take dictation outside of class, the number of times depending on the size of the class, and the year in which the student belongs.25

In the industrial arts area, a completely equipped state of the art shop program was available giving opportunities for many trades including: tool designing, general machine work, practical and theoretical courses in electricity, automobile, printing, and pattern making.
TABLE 11

FINE AND PRACTICAL ARTS OFFERINGS

<table>
<thead>
<tr>
<th></th>
<th>1893</th>
<th>1918-19</th>
<th>1928-29</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cooking</td>
<td>Cooking</td>
<td>Cooking</td>
</tr>
<tr>
<td></td>
<td>Sewing</td>
<td>Sewing</td>
<td>Sewing</td>
</tr>
<tr>
<td></td>
<td>Millinery</td>
<td>Millinery</td>
<td>Millinery</td>
</tr>
<tr>
<td></td>
<td>House Plans</td>
<td>House Plans</td>
<td>House Plans</td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td>Penmanship</td>
<td>Penmanship</td>
</tr>
<tr>
<td></td>
<td>Freehand Drawing I</td>
<td>Freehand Drawing I</td>
<td>Art I</td>
</tr>
</tbody>
</table>


The 1920's put Morton High School on the map as one of the comprehensive high schools in the country. Its programs reflected the changes urged by the CRSE. Gutek in *Education in the United States* states that by this time, the essential contours of the American comprehensive high school were apparent. It was an institution that offered a range of curricula to an adolescent population of differing interests, aptitudes, and inclinations. Although college preparation remained a continuing high school function, secondary school educators were devising more programs for youth whose formal education would end with the high school diploma. As the high school assumed its institutional form in the 1920s, four basic patterns of curricular organization could be identified: (1) the college preparatory program, which included courses in the English language and literature, foreign languages, mathematics, natural and physical sciences, and history and social sciences; (2) the commercial or business program which offered work in bookkeeping, shorthand, and typing; (3) industrial, vocational, home economics, and agricultural programs; (4) a modified academic program for terminal
students.26

Analysis

What effect did the social and cultural expectations of major ethnic groups attending or sending their children to Morton High School during the 1920-29 period have on the educational programs developed at this institution? The twenties were boom years at Morton in terms of enrollment growth - 1250 students in 1921 to 6500 pupils in 1928-29; facility expansion, program growth, and the development of many traditions. The study of course offerings in the 1920's indicates a number of program additions related to the influence of immigrant groups. The increased movement of eastern Europeans (Czech and Polish) into District 201 resulted in the addition of a two year program in Polish to compliment the two years of Bohemian already offered. World history was added to the social studies department as a result of the immigrant populations moving to Cicero and Berwyn from eastern Europe. The desire of the immigrants to secure skilled employment impacted the many additions to the technology (commercial, industrial, vocational) programs during this period. The course offerings in this department increased from six in 1918-19 to seventeen by 1928-29, a 283 percent increase in program opportunities in ten years. These program additions reflected the vocational needs of the "move-ins" to District 201 along with the manpower needs of Cicero's growing industrial base.

The cultural expectations of the new immigrants during this time were
reflected in the Morton music offerings which grew from three courses in 1918-19 to twenty programs in 1928-29, an increase of 667 percent. The emphasis on both singing and instrumental music for the "new move-ins" quickly resulted in program expansion.

The industrial expansion of Cicero was also reflected in the Morton program during this period. The expansion of vocational and pre-vocational programs to match the labor demands of area industries was evident during the 1920's. Bookkeeping II, business training, pattern of cabinet making, vocational auto, printing I, trade drawing, electricity and building trade drafting were examples of new courses added during this period. The addition of meteorology and physiology to the science program also reflected the school's desire to offer introductory courses for emerging occupations (airplane and auto) in the transportation field. This decade saw the manpower needs of local industries expand the commercial or business program and the industrial and vocational education program tracks at Morton High School.

The research studies on child and adolescent growth and development led Morton to organize the first orthopedic school for all District 201 students in the state in 1921. The recognition of individual differences was evident at Morton when in 1928, the school organized the Vestibule School to assist in the adjustment of students who were absent for long periods or were transferring to Morton from other schools or countries. Adaptive physical training now called adaptive physical education, emerged at Morton during this period. The recognition that more
students needed a college education for success in a dynamic world was evident in the twenties, and Morton organized the second junior college district in the State and housed it within the confines of the high school facility.

The impact of technology and the CRSE on Morton's program was evident during this period. For instance, the addition of practical application courses in the commercial/industrial education areas, a social problem solving course in social studies, an expansion of applied music with a giant increase of 667 percent in music course offerings in ten years are examples. The school offered a "production room" for faculty and the community during the 1920's. The expansion of sports and clubs supported the progressive belief in practical "hands-on experiences" in the Morton program.

World events had a direct bearing on Morton High School during this era. Many immigrants continued to flee their homelands, and a number of them moved into District 201, adding to the unbelievable student population increase at Morton during this time (1200 to 4500 students). The taxpayers willingly supported the need for increased facilities but demanded efficiency in operations. Thus, Morton began its split shift program in 1922 to accommodate the student enrollment which increased dramatically.

The passage of the Smith Hughes Act in 1917, encouraging vocational-technological programs in the public schools, set the stage for an expansion of these existing programs. Morton High School often had the support of local industries such as Western Electric and the Remington Typewriter Corporation,
both based in Cicero. Remington sponsored numerous awards and recognitions
for Morton's commercial department and kept the school outfitted with the latest
equipment at minimum cost. Morton's program by 1929 indicated it truly was a
comprehensive high school and further had provided its students with the option for
two years of college at the junior college housed on the premises. The seven
cardinal principals of secondary education became the guiding objectives for
teachers, the board and management staff of the school. The Morton program
during this decade implemented the seven principles as follows:

1. Health -- The concepts of hygiene were integrated into the physical training
   program.

2. Command of Fundamental Processes -- Graduation required the master of
   basic skills.

3. Worthy Home Membership -- All girls took a semester of home economics
   as a science credit in the freshman year.

4. Vocation -- All boys and girls took vocations (i.e. shop/home economics) in
   either their freshman or sophomore year.

5. Citizenship -- Civics became a requirement for graduation and patriotism
   was emphasized throughout the school.

6. Worthy Use of Leisure Time -- The expansion of the boys' athletic program,
girls' athletic association, music program, and extracurricular programs were
   aimed at giving students opportunities to develop lifelong skills.

7. Ethical Character -- The development of the Vestibule School and the
emphasis throughout all phases of the program on these characteristics was evident.

The Morton High School program in 1929 offered comprehensive and extra curricular programs which recognized the role of the high school as an instrument for social integration, building values, and preparing students for the world of work, as well as instilling a sound academic foundation for life long learning.
END NOTES

CHAPTER III


3. Ibid, 189.

4. Ibid, 189.

5. Ibid, 190.

6. Ibid, 189.


8. Ibid, 72.


11. Ibid, 94.


15. Ibid, 108.


22. Ibid, 131.


CHAPTER IV

THE GREAT DEPRESSION

The Great Depression was a difficult period in American education. In Changing Schools, Zilversmit states, "The role of the depression in discouraging educational innovation was of obvious importance. Many school districts found themselves cutting back and in no position to experiment with new approaches and programs." Further, during the Great Depression era, an internal ideological conflict developed between child-centered educators and those called social reconstructionists. The period from 1929 through the 1930's saw the curtailment of educational spending, reductions of school staffs, and the emergence of many socially radical ideas among educators and American intellectuals. Many of these ideas had implications on educational programs. Professor George Counts of Teachers College, Columbia University, advocated that, "progressive educators should direct their energies to the major social, economic, and political issues of the day."2

The depression also highlighted previous problems facing boards' of education. In Morton's case, it was overcrowding and changes in professional leadership. Superintendent Harry Church was forced to retire in January of 1933
and was followed by three different superintendents in the next six years. Morton High School began operating on split shifts because sufficient taxes for building an addition could not be collected.

A former Morton student's observation on growing up in Berwyn, Illinois during this period reflects the impact of the depression on students. Dorothy Wallish in her short essay called, "Simple Things--Simple Pleasures," describes the life of a teenager in the 1930's when her family moved into a new home on Kenilworth Avenue in Berwyn.

In 1933 and 1934 our family enjoyed many an outing to the 'Century of Progress' World's Fair, which was at the Lakefront . . . the only trouble was, it was during the great depression years so no one had a great deal to spend. There was a sky ride . . . Hall of Science, . . . Black Forest Village, which had ice skaters, . . . and various side shows where Sally Rand became famous for her fan dance. . . . evenings were spent mostly at home. In winter we did our homework and then gathered around the dining room table with our Tiffany lamp, listening to the radio. George Burns and Gracie Allen, Jack Benny, Fred Allen, and Bob Hope . . . mysteries such as "The Shadow", "Lights Out". . . most of the entertainment was homebased, and we seldom went to restaurants, simply because we couldn't afford them. In 1935 we had a small pox scare at Morton. Someone contracted the disease, so everyone had to be vaccinated. We could go to our own doctor or have it done at Morton. The school was a walled fortress. No one was allowed admission to any class or library unless a pass was produced showing that we had been vaccinated again.³

Communicable diseases were a great concern to teenagers in the thirties as Dorothy Wallish describes in an essay about the threat of polio. "Around 1938 and a few years after polio was very much in evidence. It was a mystifying disease . . . . There were no throat operations scheduled all summer, for fear of causing the patient to contract polio. I remember staying away from movies during
the summer, because of close contact with people in a darkened place where we were told germs thrived. We were also skittish of flies, also germ carriers.\textsuperscript{4}

Organized crime was a fact of life in Cicero. Jeannie Korzak, a Morton student wrote about the wedding of Al Capone's sister Mafalda, who married John Maritote on December 14, 1930 at St. Mary of Czestochow Church in Cicero. After interviewing a Cicero resident who was at the ceremony, she states,

> It was not unusual to be associated with Capone in those days, for most of our neighbors who owned garages made moonshine for him. We did not have a garage or else we too would have made moonshine. The garage owners were always paid well, but there was a constant danger of fire because the distillers that were used were often unsafe.\textsuperscript{5}

Many parishioners were not pleased that Capone, who belonged to St. Frances Church of Rome, could have his sister's wedding there during advent:

> Capone wanted the ceremony at St. Mary's because it was a big church. I heard much gossip about a shady connection between the church and Al Capone. However, his extremely large donation was very beneficial, for I heard that it bought the white altar. The Church was packed with three thousand invited guests. Since we were not invited we had to stand outside. I was expecting to see something like in the movies and I was not disappointed. Limousine after limousine kept arriving at the Church with the bride's and groom's relatives wearing glamorous outfits. The maids of honor wore pink chiffon gowns and matching pink hats. Mafalda wore an ivory satin gown with a twenty-five foot train.

> All the guests walked through a royal red canopy which was from the curb to the front doors. There were guards who carried concealed weapons and acted as ushers. They, fortunately, did not have to use their weapons, because no trouble was caused. After Reverend Crajkowski pronounced John and Mafalda man and wife, the guests threw money instead of rice. According to customs, the more a guest threw, the richer he was considered to be.

> If my parents would have been important people in Cicero, we would have been invited to the reception that followed the ceremony at the Cotton Club. Then I could have eaten a piece of the wedding cake that was shaped like an
ocean liner, measuring nine feet long, four feet high and three feet wide. On
the prow was written Honolulu, which was John and Mafalda’s honeymoon
destination.⁶

Curriculum Developments

There were a number of curricular changes that were associated with the
depression. Again in Changing Schools Zilversmit points out:

Maintenance was reduced. Here, too, teachers were forced to contribute part
of their salaries. But the crisis led to some progressive innovation. The lack
of jobs led many children to continue in school beyond the eighth grade. Because of the large increase in the number of students characterized as
"dull" or "dull normal" who, in ordinary times, might not have gone to high
school, there was a marked shift from the academic program to the vocational
and commercial curricula. The depression forced the schools to give greater
attention to individual needs and to intensify efforts to find teaching methods
and materials which would be both valuable and appealing.⁷

Morton implemented curriculum offerings that foretold of the "Life-
Adjustment" movement so popular after World War II. In the 1930's Morton
provided a program that gave greater attention to individual student needs since
more of them remained in school. The Morton staff tried to use teaching methods
including blocks of time and materials that were both valuable and appealing to
pupils with a broad range of ability and interests. The mission for a secondary
school, as seen by the Morton staff, was not preparing a few students for university
study, but rather giving every student personalized life preparation experiences.
This meant offering an alternative to the traditional academic subjects for college
preparation in all courses with more direct applied value for students. The natural
sciences area added courses to provide the theoretical and practical foundations
for specific disciplines. For instance, physics for girls, and physical science, were instituted in the vocational, technological and commercial programs offered at Morton. The offerings were increased to thirteen courses, 59 percent more than in the 1920's. Most other departments remained nearly the same in size and number of course offerings. The three vocational block courses had increased to ten by 1938-39. The emphasis on educating girls in shorthand and typing for the workplace was evident during the 1930's, with two courses in place in 1928 and seven in place by 1939, an increase of 250 percent. Also business training in 1928-29 was transformed into business science in 1938-39, electricity became electric theory, and auto theory was added. The more traditional course of cabinet-making was dropped by 1938-39.

During the Great Depression era, the humanities, including foreign language, social science, and English underwent changes which made both the social science and English departments more practical in their offerings. The foreign language offerings were not changed during this era. Table 12 describes the changes in the humanities.
TABLE 12

HUMANITIES CHANGES

<table>
<thead>
<tr>
<th></th>
<th>1928-29</th>
<th>1938-39</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foreign Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin I &amp; II</td>
<td>Latin I &amp; II</td>
<td></td>
</tr>
<tr>
<td>French I &amp; II</td>
<td>French I &amp; II</td>
<td></td>
</tr>
<tr>
<td>Spanish I &amp; II</td>
<td>Spanish I &amp; II</td>
<td></td>
</tr>
<tr>
<td>Bohemian I &amp; II</td>
<td>Bohemian I &amp; II</td>
<td></td>
</tr>
<tr>
<td>Polish I &amp; II</td>
<td>Polish I &amp; II</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics (Boys, Girls)</td>
<td>Civics (Boys, Girls)</td>
<td></td>
</tr>
<tr>
<td>Commercial (Geography)</td>
<td>Commercial (Geography)</td>
<td>World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problems of American Democracy</td>
</tr>
<tr>
<td>Vocations (Boys, Girls)</td>
<td>Vocations (Boys, Girls)</td>
<td>Modern History</td>
</tr>
<tr>
<td>Modern History</td>
<td>Commercial Law</td>
<td>American History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commercial Law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English History</td>
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<tr>
<td></td>
<td></td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economics</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
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<td>English I, II, III, IV</td>
<td>English I, II, III, IV</td>
<td></td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Debate</td>
<td></td>
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<tr>
<td></td>
<td>Drama</td>
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<td></td>
<td>Oratory</td>
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<tr>
<td></td>
<td>Fundamentals of Speech</td>
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<tr>
<td>Journalism I &amp; II</td>
<td>Journalism I &amp; II</td>
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<td></td>
<td>Modern Literature</td>
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</tr>
<tr>
<td></td>
<td>Creative Writing</td>
<td></td>
</tr>
</tbody>
</table>

by the Faculty Handbook Committee and Student Government Association, J. Sterling Morton High School, 1-40.

The social science department added world history, problems of American democracy, American history, English history, sociology and economics to its curriculum. All of these programs either reflected the social and cultural heritage which immigrants brought to District 201 and wanted to ingrain in their offspring, or the emerging concern of many educators that the school had a role in solving present day social-economic problems in their community, state, nation and world. Social science course offerings grew by 84 percent during the depression era reflecting the concern in District 201 for instilling both a sense of heritage, patriotism, strategies for attacking social ills and meeting curriculum needs for a greater number of students. The use of the school for addressing the social ills facing students and their communities was definitely a part of the broader social reform agenda of many educators during the 1930's and Morton High School was a participant.

In the performing, fine and practical arts areas, Morton's programs changed most in home economics and art, as described in Table 13. The music department, which grew by leaps and bounds in the twenties, did not expand. Instead of growth, Morton musical groups concentrated on providing quality performances. This effort culminated with the 120 member Morton band being named by The Cicero News in 1938 as the "Greatest High School Band in America--Winner in the National
Competition at Elkhart, Indiana\textsuperscript{8}. Since the band had been formed in 1921, it grew steadily in numbers and quality. Its director was Mr. Louis M. Blaha, who raised performance standards to make "The Morton Band, . . . among the outstanding high school bands of the nation, . . . the national contest judges gave numerous strong points to the band's performance including . . . Richness in flexibility, in tone-fine interpretation . . . Conductor's interpretation . . . tone quality, innervation and unusual facility of players.\textsuperscript{9}

The home economics department added three courses, an increase of 75 percent. These courses were all aimed at providing practical experiences to meet student needs. For example, by the 1930's, cooking had evolved into foods I and II; sewing had become clothing I, II, III, and IV; and millinery evolved into homemaking. A course in dress design that taught practical application skills was added to the home economics curriculum. The art program at Morton changed from art I, penmanship and freehand drawing to a four year program covering all phases of artistic expression.
# TABLE 13

**PERFORMING, FINE ARTS AND PRACTICAL ARTS CHANGES**

<table>
<thead>
<tr>
<th>HOME ECONOMICS</th>
<th>1928-29</th>
<th>1938-39</th>
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<tbody>
<tr>
<td>Cooking</td>
<td></td>
<td>Foods I &amp; II</td>
</tr>
<tr>
<td>Sewing</td>
<td></td>
<td>Clothing I, II, III &amp; IV</td>
</tr>
<tr>
<td>Millinery</td>
<td></td>
<td>Homemaking</td>
</tr>
<tr>
<td>House Plans</td>
<td></td>
<td>Dropped (1937)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ART</th>
<th>1928-29</th>
<th>1938-39</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penmanship</td>
<td></td>
<td>Dropped</td>
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<tr>
<td>Freehand Drawing I</td>
<td></td>
<td>Dropped</td>
</tr>
<tr>
<td>Art I</td>
<td></td>
<td>Art I, II, III and IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dress Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MUSIC</th>
<th>1928-29</th>
<th>1938-39</th>
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<tbody>
<tr>
<td>History of Music</td>
<td></td>
<td>History of Music</td>
</tr>
<tr>
<td>Harmony Theory</td>
<td></td>
<td>Harmony Theory</td>
</tr>
<tr>
<td>Music Theory</td>
<td></td>
<td>Music Theory</td>
</tr>
<tr>
<td>Girls Chorus</td>
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<td>Girls Chorus</td>
</tr>
<tr>
<td>Morton Orchestra</td>
<td></td>
<td>Morton Orchestra</td>
</tr>
<tr>
<td>Junior Orchestra</td>
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<td>Junior Orchestra</td>
</tr>
<tr>
<td>Jazz Orchestra</td>
<td></td>
<td>Dance Orchestra (Name Change)</td>
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<td>String Quartet</td>
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<td>String Quartet</td>
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<tr>
<td>Violin Choir</td>
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<td>Violin Choir</td>
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<tr>
<td>Senior Band</td>
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<td>Senior Band</td>
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<tr>
<td>Junior Band</td>
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<td>Junior Band</td>
</tr>
<tr>
<td>Beginners Band</td>
<td></td>
<td>Beginners Band</td>
</tr>
<tr>
<td>Four Girls Glee Clubs</td>
<td></td>
<td>Four Girls Glee Clubs</td>
</tr>
<tr>
<td>Picked Boys &amp; Girls Glee Club</td>
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<td>Picked Boys &amp; Girls Glee Club</td>
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<td>Mixed Chorus</td>
<td></td>
<td>Mixed Chorus</td>
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<tr>
<td>Treble Choir</td>
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<td>Boys Glee Club</td>
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<td>Boys Glee Club</td>
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<td>School Opera (1922)</td>
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<td>School Opera (1922)</td>
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<tr>
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<td>Alolian Choir</td>
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<td>Alolian Choir</td>
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<td>Drum Corp</td>
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<td>Drum Corp</td>
</tr>
<tr>
<td>Bugle Corp</td>
<td></td>
<td>Bugle Corp</td>
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</table>
The changes in the vocational/technical/commercial department can be seen in Table 14. This table also shows the curricular changes in natural science and math during this period. Physical science and physics for girls were added along with geometry and trigonometry in mathematics. Shorthand II and III were added along with typewriting II, III, and IV, vocational automechanics and auto theory. Ten vocational courses were added.
<table>
<thead>
<tr>
<th></th>
<th>1928-29 Natural Sciences</th>
<th>1938-39 Natural Sciences</th>
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<tr>
<td>Biology</td>
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<td>Biology</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Physics</td>
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<tr>
<td>General Science (Boys, Girls)</td>
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<td>General Science (Boys, Girls)</td>
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<td>Math I</td>
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<td>Bookkeeping I &amp; II</td>
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<td></td>
<td>Shorthand I, II, III</td>
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<td>Typewriting I</td>
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<td>Typewriting I, II, III, IV</td>
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<td>Business Science (Name Change)</td>
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<td>Retail Selling</td>
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<tr>
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<td>(Dropped Cabinet Making)</td>
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<td>Electricity</td>
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<td>Electric Theory (Name Change)</td>
</tr>
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<td></td>
<td>Vocational Printing I</td>
</tr>
<tr>
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<td>Machine Shop</td>
</tr>
<tr>
<td>Building Trades Drafting</td>
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<tr>
<td>Vocational Trades Drawing</td>
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<td>Vocational Machine Drafting</td>
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<td>Vocational Shop Practices</td>
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<td>Vocational Trade Drafting</td>
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<td></td>
<td></td>
<td>Vocational Building Trades</td>
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<td></td>
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<td>Vocational Electro Mechanics</td>
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<td>Machine Drafting</td>
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<td></td>
<td></td>
<td>Electro Mechanics</td>
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</tbody>
</table>

During the depression era, Morton's number of extra curricular offerings increased, as shown in Table 15. The number of clubs increased from twenty-nine in 1928-29 to seventy-five in 1938-39, nearly 160 percent. The lost and found room at Morton in the 1930's and 1940s became a club and was operated by members of ELANEF organization: "Mislaid school paraphernalia, wearing apparel, and odds and ends by the score cram the room. . . . when lost articles are turned in, they are carefully recorded in a ledger. . . . perhaps you've seen some girls wearing tiny gold pins shaped like an open book. Well, now you know what the ELANEF stands for."
### TABLE 15

**EXTRA CURRICULAR OFFERINGS**

<table>
<thead>
<tr>
<th>1928-29</th>
<th>1938-39</th>
</tr>
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<tbody>
<tr>
<td>Alumni Association (1921)</td>
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</tr>
<tr>
<td>Art League</td>
<td>(Dropped Art League)</td>
</tr>
<tr>
<td>Camera Club (1925)</td>
<td>Camera Club</td>
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<tr>
<td>Chess</td>
<td>Chess</td>
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<tr>
<td>Dramatics (1921)</td>
<td>Dramatics Association (Name Change)</td>
</tr>
<tr>
<td>French Club (1921)</td>
<td>French Club</td>
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<tr>
<td>Girls Athletic Assoc. (1923)</td>
<td>Girls Athletic Association</td>
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<td>Hi-Y (1921)</td>
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<tr>
<td>Intramurals</td>
<td>Intramurals</td>
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<td>Baseball</td>
<td>Baseball</td>
</tr>
<tr>
<td>Basketball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Dancing</td>
<td>Dancing</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>Field Hockey</td>
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<tr>
<td>Swimming</td>
<td>Swimming</td>
</tr>
<tr>
<td>Track</td>
<td>Track</td>
</tr>
<tr>
<td>Archery (1933)</td>
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<tr>
<td>Soccer (1935)</td>
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</tr>
<tr>
<td>Bowling (1939)</td>
<td></td>
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<tr>
<td>Golf (1939)</td>
<td></td>
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<tr>
<td>Creative Dance</td>
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<tr>
<td>Tap Dance</td>
<td></td>
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<tr>
<td>Volleyball</td>
<td></td>
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<tr>
<td>Tennis (1939)</td>
<td></td>
</tr>
<tr>
<td>Skating (1931)</td>
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<tr>
<td>Junior Red Cross</td>
<td>Junior Red Cross</td>
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<td>Junior/Senior Girls Club</td>
<td>Junior/Senior Girls Club</td>
</tr>
<tr>
<td>M Club (1921)</td>
<td>M Club</td>
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<tr>
<td>Morton Circus (1925)</td>
<td>(Dropped Morton Circus)</td>
</tr>
<tr>
<td>Morton Council</td>
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<td>Morton Senate</td>
<td>Morton Senate</td>
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<td>Morton Typist (1928)</td>
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<td>Mortonian Weekly</td>
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<td>Mortonian Yearbook</td>
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<td>National Honor Society</td>
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<tr>
<td>National Junior Honor Society</td>
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<td>Production Room</td>
<td>(Dropped Production Room)</td>
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<tr>
<td>Quill &amp; Scroll (1928)</td>
<td>Quill &amp; Scroll</td>
</tr>
<tr>
<td>Radio</td>
<td>Radio</td>
</tr>
<tr>
<td>Senior Forum</td>
<td>Senior Forum</td>
</tr>
<tr>
<td>Spanish Club (1921)</td>
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</table>
ALMEGA (Girls Service Club)
Biology Club
Boys Tumbling Club
Carton Club
Chemistry Club
Creative Music Club
Debate club
Demosthenians
Dots & Dashes
ELANEF Club (Lost and Found)
Frosh-Soph Girls Club
Creative Writing Clubs
Girls "M" Club
Hooks & Circles
Latin Club
Marionette Club
Morton Czech Club
Morton General Science Club
Morton Gym Club
Morton Junior Council
Morton Junior Safety Council
Morton Modern Dance Club
Morton Model Air Plane Club
Morton Philatelic Society
Morton Reading Club
Operators Club
Physics Club
SARAM ATIA Juniors
Social Studies Club
Weather Club
Morton Future Craftsmen
National Forensic League
Pentathlon Honor Society
National Thespians
Varsity Club (Boys Only)
Economic Hardships for Teachers

The economic conditions of the depression hit Morton in 1931 when a portion of the teachers' salaries was paid by teacher warrants rather than payroll checks.¹¹ On December 15, 1932, a meeting of the Morton High School teachers was called to order at 5:15 p.m. by Superintendent Church. The issue for the first time since 1915-16 was not curriculum and instructional improvement, but rather the lack of money to pay for teacher salaries. This resulted from the board's inability to collect its taxes in 1931 due to difficult economic times. The teachers attending this meeting were very concerned. In an effort to elect teacher representatives to meet with the board of education,

Mr. Wallenkaupt [teacher] made the motion that the present teachers committee be reelected as the teachers' representatives, seconded by Mr. Hughes, who also made the amendment that the vote be taken by secret ballot. . . . considerable discussion followed concerning . . . the teachers' right to select such a committee. Mr. Wallenhaupt withdrew his motion, Mr. Hughes his second.

Mr. Roberts then moved that the chair appoint a committee of five to draw up articles for a teacher's association . . . the motion was lost by a vote of 112-100. Mr. Crum moved that a secret ballot be taken on the matter of organization . . . the motion was lost.¹²

There was definite fear among Morton teachers who met on December 21, 1932. They decided to employ an attorney, paid for by pledges from teachers. The reasons for employing an attorney were three-fold:

first to give his legal advice . . . between collection of taxes and redemption of tax anticipation warrants; second to get a statement from the township treasurer that warrants . . . shall be used solely for the purpose of redeeming warrants; and third, to care for the teacher's interests in regard to a 14% cut in salary advocated . . . in the budget . . . submitted to the board.¹³
At that same meeting Mr. Church suggested the advisability of forming a corporation [association] of teachers to care for their interests. Mr. Church was terminated by the board on January 9, 1933, three weeks after making this suggestion to his faculty that they organize for protecting their collective interests. At the first meeting of the new Morton Teacher's Association in January 1933 Mr. Liggett [a teacher], presented a resolution for consideration. He suggested that "we request a public hearing for Mr. Church." Mr. Church was replaced as Superintendent by board member Mr. Shelly. Church's remarks to the faculty were written in the minutes of the Morton Teachers Association:

Educational matters have been put in his hands completely. No one can be dismissed or employed without his recommendation. Salary schedule is one of our first problems. North Central Association will visit soon and their [certification] requirements must be met or he cannot act as Superintendent. There are other things on which he will report from time to time. He asked the members for their cooperation. He feels sure we will win. It is his purpose to keep the old ship steady and he asked our help. He hopes to bring the teachers and the Board of Education together."

Morton teachers were up in arms about Superintendent Church's dismissal and on January 16, 1933 passed the following resolution:

To Whom It May Concern:

On January 9, 1933, a member of our profession was summarily dismissed by the board of education of high school District 201 under circumstances which were obviously contrary to the spirit of justice. Being conscious of the significance which such an action must inevitably have for all students and for all teachers, we voice our protest.

Therefore it must be resolved:

That the Morton Educational Association [which comprises the faculties of the Morton schools] go on record as joining with other fair-minded persons in District 201 in requesting that justice be given and be it further resolved that the citizens of high school District 201 be urged, in the interest of sound education, to refuse to countenance all such summary and arbitrary procedure on the basis that such action endangers the good reputation of the school, the opportunities of the students, and the professional careers of the teachers.
This resolution was sent to the following: The Board of Education, the Dean of the College of Education at the University of Illinois, the District Citizens Committee, the Illinois State Teachers Association, Mr. H. V. Church, as Secretary of the National Association of Secondary School Principals, the North Central Association, Kiwanis and Lion's Clubs of Berwyn, the Rotary Club of Cicero, the National Education Association, the Department of Superintendents of the NEA, the Judd Club (area superintendents), the President of the University of Chicago, the United States Commissioner of Education, and the Dean of the School of Education at Northwestern University.

Board/teacher relationships at Morton were strained from that time forth. The main reason for this "management labor distrust" was the discovery that in the fall of 1933, the board had diverted funds. The newly employed Superintendent Hrudka stated at a meeting of the association on October 16, 1933, "Diverting funds and diverting interest is a bad thing. The board members admit they did not know better. There can be no diverting of funds without a board order. The president of the board promises there will be no more diverting of funds. This leaves us with the problem of finding some way to pay bonds and interest." The board president, Mr. Hoffman, was concerned with the teachers association's motives, and really wanted to know about their internal operations as the four main points of his letter to the association indicates:

In consonance with your instructions of December 4th, I am repeating in writing my request to have my auditor inspect the books and records of your Association.
The request is justified because:

I. I have information that the funds used by this Organization have been and are being collected with a gesture of compulsion, since teachers have been led to believe and are being led to believe that their jobs and salaries depend, to some extent, upon their belonging and paying dues and assessments.

II. To my certain knowledge there has been no need for legal services or the paying of lawyers' fees in order to sell warrants, obtain coupon books, or provide cash for salaries since I took office. I am personally involved since teachers are being made to feel that they must pay for services the Board and I personally rendered them without the assistance or need of assistance from brokers or lawyers.

III. The welfare and morale of the teachers is the concern of the Board of Education. It is the concern of the Board to protect the teachers from being preyed upon, mulcted, or duped, in their capacity as teachers, from any source whatsoever, especially when school time and school facilities are being used, and the teachers' services and payments for services are the subject matter.

IV. No honest Board of Directors objects to an honest audit, nor will it care to conceal the true and full facts concerning its operation and expenditures from those who have placed it in a position of confidence and trust.

As to the specific use of this information, I intend to place it in the hands of the faculty of the J. Sterling Morton High School.  

By 1935 economic times were getting better and the association believed that the development of a speaker's bureau would add to community support of the association. The minutes of the group indicate that Mr. O. W. Roberts, president of the Morton Educational Association (MEA), appointed a committee to investigate the possibilities of a Speaker's Bureau to be affiliated with the Morton Educational Association. His remarks are quoted below:

It was felt that such a bureau might prove helpful in providing speakers for
meetings to be held by clubs, church groups, or service organizations. If the community organization desired, the Speakers' Bureau would then suggest both speaker and subject.

To determine the possibilities of, as well as the community's need for, such a Bureau, the committee utilized three sources of information: (a) similar organizations in other schools, (b) organized groups in the local school districts, and (c) opinions of faculty members. The committee consulted approximately ten organized groups within the school district. Though three of the ten doubted whether or not they would utilize such a service, all were favorable to the idea. Nine representative men and an equal number of women from the faculty were definitely approached in an effort to get faculty reaction as to whether or not individual members would be willing to prepare and give talks. The majority of this group deemed that a Speakers' Bureau would be helpful, and they expressed themselves as being willing to cooperate.21

To publicize bureau events, printed material describing the activities and purposes were sent to local groups. The document is interesting because it indicates the perceived needs for giving information to the people of District 201. The cover memo indicates:

Following are the faculty members available for lectures or talks at the grammar schools, clubs, churches, P.T.A. groups, and other organizations within the school district. These teachers will be glad to accept a number of speaking engagements on the subjects listed without enumeration provided that a suitable hour can be arranged. Note that the length of the lecture is indicated opposite each subject although in most cases the material is adaptable and can be expanded or shortened according to the need of the groups. The following classifications and subjects were suggested:

**Art**
- Historical Styles and Modern Building
- Architectural Composition of Five Loop Buildings

**Character Building**
- Modern Youth in School Life
- Increasing Your Personal Efficiency

**Child Psychology**
Child Psychologists in the U.S.
Home Environment and the Child's Classroom Reactions

**Commercial Education**
The New Field of Stenography for Young Men
The Trend of College Trained Secretaries

**Economics and Sociology**
Current Economic Problems
Social Disorganization in Chicago

**Education**
The Human Touch in Education
Adult Education in 1934-35

**English**
A Kit Full of Words
Talk American

**History**
Techniques of Social Change
Pioneer Presidents—Jackson to Garfield

**Mathematics**
Mathematics and Insurance
Air Navigation and Mathematics

**Music**
Music for the Layman
Radio and a Changed Musical Attitude

**Natural Science**
Predicting the Weather
Rock Formations in Cook County

The speaker's bureau proved beneficial to the association in that its members were asked to provide programs for many local groups. It continued providing this service until well after World War II. Throughout the depression the
MEA had to seek the superintendent's approval to meet on association business. "Mr. McDonald [President of Association] announced that Dr. Hrudka [Superintendent] has given his approval of a meeting of the Association."\(^{23}\) Fearing retribution from the board and their agents (the administration), the association wrote the following letter to Superintendent Hrudka which indicates the extent of the teachers' frustration:

We desire to express our approval of the policies declared in your address to the Faculty on April 3rd, 1935, both in regard to soliciting funds for political purposes within the school, and in regard to teachers contacting members of the Board of Education on matters pertaining to administrative functions. No group of persons are more anxious to rid our school of corrupt politics than are the teachers of Morton.

The conduct of teachers who carry matters to Board Members over and around the Superintendent is unethical and is wholeheartedly condemned by us. It is our opinion, however, that the practice will continue and grow so long as members of the Board of Education permit it. The Board can and should stop this unethical conduct by refusing to interview such persons.

We believe, however, that an appeal from the decisions of the Superintendent should not be denied, but that such appeal be made with full cognizance of the Superintendent.

We believe that the decision of the Board of Education to close the school on May 17th, 1935, is without sufficient regard for the welfare of the teachers and students.

The action is unfair to students because it will send them forth to college and to work under a handicap. In the competition for honors and jobs with sons and daughters of other school districts whose facilities for education have not been so drastically curtailed, Morton pupils will suffer.

The teachers, during the past four years, have had to bear the brunt of this school's financial distress and general disorder. Unredeemed Teachers Orders, tax warrants sold much below par, "house dicks", several superintendents and business managers, uncertainty of tenure, salary cuts,
rumors of additional salary cuts, threatened student strikes, lack of adequate teaching equipment and facilities, - - yet, in the face of these deplorable conditions the teachers of Morton have carried on. No group of teachers anywhere could be found more loyal to the best interests of the students and the community than Morton teachers.

It is our opinion that Morton can afford to run a ten month school with teachers' salaries and educational facilities second to none in this great metropolitan area. According to the auditor's report, the fiscal year as of 6/30/34 shows an operating surplus of $143,088.00, and a net free cash balance amounting to $111,401.00. we have reason to anticipate that the fiscal year ending 6/30/35 will show an even better position than last year.

We heartily endorse the policy of rigid economy but when it produces a surplus at the expense of the teachers and students' welfare, we believe it cannot be justified.

We are aware of the movement further to reduce teachers' salaries and curtail all school expenditures. This pressure is brought to bear upon our Board of Education by minority groups more interested in economy than in education, bankers and other creditors who, it seems evident, do not have Morton's best traditions and interests at heart.

As to the teachers' salaries for 1935-36, we believe there should be no delay in restoring our salaries to a point commensurate with those of other large high schools of Cook County.

Under such improved financial conditions generally throughout the district as are now apparent to everyone, we assume it to be the intention of the Board of Education and you to conduct a ten-month school next year. Therefore, we trust that you will drop the contingency clause from the contracts and declare unqualifiedly for ten months of school.

We further urge that provisions be made in the budget for the retirement of all outstanding teachers' orders. 24

The letter was effective and the school operated for a full ten months. By 1937 the Morton teachers were gaining confidence and asserting themselves, as indicated by the following results of a staff election communicated by letter to the board:
The teachers in the Morton schools appreciate the consideration received in the frank discussion of the teacher salary problems at the meeting on April second. The plan indicated by the superintendent and members of the board of education meets with approval and we request that contracts for the following year be issued without further delay.

(1) That the authorization for any general faculty negotiations on the question of 1937-38 teachers contracts be placed in the hands of the board of directors [association].

Vote on proposition 1 here.  
195 YES 44 NO

(2) In regard to 1 above, do you approve active participation of the [Morton Education Association] M.E.A. on the general question, providing suitable agreement can be reached with the board of education?

Vote on proposition 2 here  
184 YES 46 NO

The net effect of these two propositions was that the MEA and the board began negotiating a salary contract. On January 6, 1938, the MEA held its first sponsored instructional improvements conference. Dr. Samuel Everett of Northwestern University, School of Education spoke on, "Improving Instruction through the Development of Experimental Units in Secondary Schools." In his talk to the faculty Dr. Everett described what various schools were doing in experimental fields of education. He cited eleven schools in California and three in Michigan that were prominent. He stated that the purpose of the Progressive Education Association was to revise the school curriculum. Ralph Tyler and Wilfred Aiken, both of Ohio State University, were referred to as leaders. He indicated that Lucy Wells, Harrison, Flower, and Lake View High Schools in Chicago were participating
in this experimental project.\textsuperscript{27} The meeting of the association in 1938 is the only indication from the Morton archives during the thirties that any effort by the MEA was directed at instructional improvement. Salary schedule and sabbatical leaves were issues in 1938. Teacher tenure, teacher self expression rights, and due process for teachers were issues from 1939-46.

\textbf{Analysis}

The worldwide depression brought even wealthy districts like Morton to their financial knees. The financial problems at Morton in the early 1930's led to a lack of confidence in the leadership of Harry Victor Church, who had literally guided the school from its infancy to its zenith during his thirty-four years as superintendent. Mr. Church was forced into retirement in January of 1933. He was followed by three superintendents during the next six years of this era. This leadership turnover left a void which, coupled with financial uncertainty, forced the teachers to organize to protect themselves from what they perceived as an oppressive board of education. School board/labor relations have been tense in District 201 since this time.

The immigration to Cicero/Berwyn and the other villages feeding Morton continued, even with the economic hard times. The social and cultural expectations of various ethnic groups sending their children to Morton impacted some departments of the school differently than others. When one examines the natural science and math curriculum of Morton between 1929 and 1939, it is obvious that
math did not change and science changed minimally. The greatest changes were in the vocational, social science and art departments of the school. In the 1930's Morton completed a transition from a "manual training approach" to a vocational technological effort. Thirteen new vocationally oriented courses listed in Table 14 of this chapter were added to the program. This was a 59 percent increase that reflected the social and cultural desires of both parents and local industries for trained and skilled manpower capable of contributing to the workforce. The vocational block programs (three hours of instruction) increased from three options in 1929 to ten options in 1939, a 233 percent increase. The commercial training options for girls increased from two courses in 1928 to seven by 1939, a 250 percent increase.

In the humanities area, no significant changes occurred in foreign language offerings during this era. However, both social science and English experienced progressive education additions to their programs. Progressive education served a leadership role in restructuring society and came to the forefront during the 1930's with the addition of courses in American democracy, sociology and economics. These courses were welcomed additions for the students of Morton. There were definite problems of an economic nature in the community which drove other social problems, such as gambling, prostitution and bootlegging. Social science grew by 84 percent in the 1930's. In English, public speaking became more practical when it broke down into debate, drama, oratory, and fundamentals of speech. Two electives, (modern literature and creative writing), were also added.
In the fine, performing and practical arts area, the progressive influence on fine arts can be seen in the addition of two more art courses, art III and IV, along with dress design. Home economics increased its offerings during the 1930's by adding three courses, a 75 percent increase. The music department did not expand but focused on improved quality which it achieved consistently with state and national recognition for its musical groups.

The progressive movement and depression influenced the extra curricular activities at Morton in the 1930's. The number of options by 1939 had increased to seventy-five, a 160 percent increase over the pre-depression 1928-29 offerings of twenty-nine.

The National Education Association movement to represent teacher interests in their local districts came to the forefront after 1932 with the founding of the Morton Education Association. Salary cuts and economic hard times led to its inception. The teachers knew they needed protection and quickly formed an association for this purpose.
END NOTES
CHAPTER IV


4. Ibid, 40.

5. Ibid, 41.

6. Ibid, 41.


12. Ibid, 1.

15. Ibid, 5-7.
17. Ibid, 7.
19. Ibid, 44.
22. Ibid, 2e, 2f.
23. Ibid, 6a-6b.
24. Ibid, 6a-6b.
26. Ibid.
27. Ibid.
CHAPTER V
THE WAR YEARS

In 1939 the impact of an economic depression, national and worldwide financial uncertainty, and teacher/management strife, were devastating to public education in the United States. School districts across the country had not been financially able to maintain or build needed facilities during this period and most districts were financially crippled because property taxes, the major source of revenue, were not being paid by thousands of unemployed homeowners. Morton High School District 201 was no exception. It was faced with a deteriorating overcrowded facility and a revenue shortfall for operations because many homeowners were unemployed and couldn't pay property taxes. It also lacked constant leadership, due to four superintendency changes during the seven year period, 1933-40. With these obstacles Morton High School entered the war years, 1940-46.

Cicero had grown to over 45,000 citizens by 1940. The most populated section of Cicero was Grant Works, largely because of its industry. It was made up of many immigrants of various nationalities, but mostly Italians. A major means of transportation for the residents of Grant Works was the Toonerville trolley. It ran
along the streets on cables and had a coal-burning potbellied stove in the back to keep the trolley warm.\textsuperscript{1} The only public school in Grant Works was Roosevelt. It consisted of a series of small wooden buildings used for classrooms. During the war years, a part of this school was turned into a nursery for children whose mothers worked in defense plants. Many Cicero and Berwyn housewives worked in such plants making ammunition, clothes, and other needed items for the war effort. The Hotpoint factory was converted into a plant to make ammunition. Women there made fifty-caliber cores for bullets.\textsuperscript{2}

On December 7, 1941, the founders of "Jays Chips," the Japp family of Cicero, were beginning production of "Mrs. Japp's chips." The new company was getting on its feet when Japan made its attack on Pearl Harbor. Within days after the attack, the Japp family knew their ancestral name wasn't good for business. In his history of "Jays," Leonard Japp wrote,

\textit{we were really out of business with the bombing, our cooking oil supply was cut off like other food companies due to the war effort and we had to scramble to make sure we could do some wartime production work in our factory. So within a week, a new name was conceived: "Jays."}\textsuperscript{3}

With a continued increase in student population, Morton continued to operate on double shifts because it was financially unable to undertake the needed construction to accommodate its student body. The Morton faculty lost many talented teachers to the war effort, for as Zilversmit states, "War industries had provided many inducements for teachers to leave the profession."\textsuperscript{4} The June 5, 1945 Mortonian Weekly reported, "Mr. W. J. Cherry to return to Morton as Math
Teacher. . . . Mr. Cherry left here in June 1942 to take a position in a war industry.
He first came to Morton in 1930."

The Morton curriculum underwent a number of adaptations to assist in the war effort. However, very few new courses were added. Morton's defense council made up of faculty, students, and board members did a great deal for the war effort. It instituted book drives for service men, war bond sales and a Jeep-a-Week program. Through the efforts of this council, the Victory Corps which trained students for summer farm work was introduced. The Mortonian Weekly staff sent copies of the weekly paper to graduates in the service. They assisted in the promotion of war time fundraising activities and began a file of graduates in the service. Recognition was given in each issue to those graduates who had given their lives for their country. Each weekly contained a "Those Killed in Action" column and the following is an example of its content: "Word has just been received that Edward Zamernek, Class of 41, was killed while in duty in the Pacific War Zone. While attending Morton, Ed was an active member of the baseball team." And the "Wounded in Action" column was a regular with news such as: "Recovering from wounds received in the invasion of Iwo Jima, Pfc. Sam Angelucci '43 is now stationed in a California hospital. Sam . . . was in the first landing on Iwo Jima. Hit three times . . . ." These two columns were regular features of the paper from 1940 through war's end.

Early in the war effort, school board vice chairman John Bishop initiated a student bank. Here students had a chance to save their money for the main event
of the school year, the junior-senior prom. All Mortonites had the opportunity to invest money in United States war bonds and stamps. This system of affording students a place to invest their savings had opportunities aside from the savings standpoint. Students gained experience in the real process of banking. Those who worked in the bank were enrolled in a special banking class where they learned the banking skills which they applied in their work. In its existence, the bank sold thousands of dollars worth of war bonds and stamps, not only helping the nation, but giving students a feeling of contributing to the war effort.8

The American Red Cross chapter at Morton put forth unparalleled efforts. For example, in 1942-43 students of four art classes, under the guidance of Miss Stevenson, head of the art department, volunteered to give a portion of their time outside of class to the Morton Junior Red Cross. With materials provided by the Red Cross, booklets of short stories, cartoons, scrap books, menu covers, and photograph holders of tooled leather were made. These completed projects were donated to servicemen. Another activity was their annual roll call. This was a War Fund Campaign which was conducted throughout the school year with a booth at the main entrance ready to accept all contributions.9

In the spring of 1944 the Morton community received word that Mr. Harry Victor Church, its superintendent from 1899-1933, died while working in a war plant in Seattle. According to one source, when Mr. Church left in 1933, approximately 20,000 students had already graduated from Morton since the turn of the century. Other thousands attended Morton and received valuable training though they never completed their high school program. Yet all have
entered the portals of Morton, spent their allotted time in the pursuit of an education, and gone out to take their place in the life of the community and nation with the stamp of Morton training and culture upon them (most with a diploma, many without). What this training and culture represents was first envisioned in the mind of Harry Church. In this sense, Mr. Church was truly a great community benefactor.  

What was the status of Morton High School after its first fifty-seven years of service? To answer this question one must look at all of the significant elements of the institution including school governance, special services and the status of each curricular and co-curricular area during the war years. These are reviewed in the remainder of this chapter.

**School Governance and Enrollment**

During the 1940's leadership of the institution came under more direct control of the board. In fact their involvement in daily school operations was not uncommon. A comprehensive report published in 1948 by the University of Chicago stated, "The Board of Education should exercise its control over the school through its executive officers, serving as a board of directors which establishes policies and evaluates the efficiency with which its policies are executed." The report pointed out that a code of policies and procedures for operating the school was nonexistent and the school needed to develop a handbook setting forth the specific duties of each employee who held an administrative assignment and an organizational chart. These recommendations were implemented by the administration.
From 1935 to 1945, Morton's enrollment decreased by 20 percent to 4,609 students. The school still operated on double shifts, with a growing junior college enrollment of war veterans. William Reavis, Professor of Education at the University of Chicago, pointed out that the decrease was due "to the declining and
depressed birth rates of earlier years rather than to any decrease in the total population of the community."¹³

**Guidance Services**

At Morton, "The major emphasis of the guidance program centered upon the activities of the homerooms."¹⁴ Historically in the literature there have been two schools of thought on the way guidance services should be delivered at the high school level. Robert C. Woellner, Guidance Board Executive Secretary stated,

One group feels that guidance services should be carried on by specialists trained in this field. The other group maintains that unless the teachers are interested and willing to take a major role in the guidance program with specialists used only on a referral basis and for special services, a guidance program cannot succeed.¹⁵

The education of the total student was paramount in the views of former Superintendent Church. However, by war's end Woellner reported that Morton's board and administration "had become cognizant of the limitations of their guidance services and were anxious to provide as effective a program of guidance as is feasible."¹⁶ The needs identified by Woellner for improving guidance included: a proper coordination of the total guidance program including placement services for students and graduates; a better coordinated home room guidance program for staff and students using materials such as the National Forum Guidance Series; a program of inservice training for homeroom teachers; the development of a faculty guidance committee to work with the superintendent; the employment of social adjustment counselors; a revamping of the testing program; the development of a
cumulative record system and a more comprehensive report card for students; the
development of a staff plan to reduce student course failures; and the development
of exit interviews to formulate future plans for students dropping out of school. These recommendations were studied by staff committees and implemented in the
post war years, 1946-50.

**Teacher Personnel**

The quality of Morton's staff improved with the return of many teachers who
had served in the war. Dr. Dan Copper of the University of Chicago did an
exhaustive study of Morton's teacher personnel practices shortly after the war. His
study found that the personnel policies were verbally communicated and few board
policies were written down. Policies were generally read to the staff at faculty
meetings but were never compiled and published for distribution. Cooper
recommended that: "The Superintendent be authorized by the board to have a
manual of personnel policies prepared in two sections, one giving the policies and
rules of the board of education, the other giving additional policies which the
superintendent follows in personnel administration." He concluded that a
"booklet" should be updated and distributed yearly to all staff members.

The teaching staff's reaction to Morton's personnel procedures was gathered
by a survey that was sent to eighty employees in 1945. Employment practices
mentioned by 10 percent or eight respondents were listed. The teachers
commended Morton High School for providing: a rich program of studies making
teaching a pleasure (48 percent of respondents); a capable teaching staff (28 percent of respondents); good salaries (26 percent of respondents); good student discipline, and student teacher relationships (25 percent of respondents); teachers with opportunities to initiate ideas (21 percent of respondents); high staff morale (15 percent of respondents); adequate supplies and equipment (11 percent of respondents); an energetic and ambitious staff (11 percent of respondents); and an atmosphere conducive to an effective teachers' union (10 percent of respondents).^19

Weaknesses identified by the teacher respondents were: (1) the pupil guidance program (25 percent); (2) the curriculum in terms of meeting student needs (20 percent); (3) no student study periods (18 percent); (4) split shift schedule (15 percent); and (5) lack of remedial programs (10 percent). Weaknesses in administrative organization were: (1) lack of teacher involvement in decision making (18 percent); (2) poor cafeteria management (18 percent); (3) questionable management of school district (18 percent); (4) lack of confidence in administration (16 percent); (5) not enough teaching responsibilities for department chairs (16 percent); (6) inconsistent administrative practices (14 percent) and too many administrators (11 percent); (7) unenforceable compulsory retirement (16 percent); denial of teaching contracts to married women (14 percent); unfair work loads assigned to staff (10 percent); poor student discipline and staff-student relationships (18 percent); lack of classroom space (14 percent); and lack of supervisory and instructional leadership (10 percent).^20 Cooper recommended that the board immediately:
• adopt a firm policy of not discriminating against teachers either in selection or in retention on account of marriage;
• enact a policy which requires a physical examination of every teacher periodically after employment;
• appoint an assistant superintendent in charge of instruction;
• require that every teacher be involved continuously in curriculum improvement and in the preparation of curriculum materials;
• sit together in scheduled meetings until they have defined sharply the proper spheres of authority for both administrators, teachers, and teacher organizations;
• devise a systematic procedure for appraising teacher merit at Morton; and
• undertake a complete time study of all teachers' loads making sure that they are balanced.21

These recommendations were included in either board policy or union contracts during the 1946-50 period.

**Appraisal of Teacher Merit**

Cooper reported that there was no method of systematic teacher merit appraisal in operation. No check was being made on the productivity or effectiveness of teachers. During the first two years of service, a teacher who impressed his department head and the superintendent as unfavorable could be dismissed. Thereafter, tenure is permanent, and no appraisal of effectiveness was made unless some extreme act on the part of a teacher forced a consideration of merit. In 1945 Cooper reported the school board had adopted a salary schedule which required that teachers must demonstrate their capabilities before any salary increases could be granted. This action placed the problem of teacher appraisal squarely before teachers and administrators. Cooper identified two issues involved in the problem: (1) using a systematic procedure for appraising teacher merit; and
(2) using this appraisal procedure as a basis for paying different salaries to teachers of equal training and experience. Cooper reported that the 1946 Illinois State Superintendent of Public Instruction Study showed that Morton had the third highest expenditure per pupil in the state by 1945-46 ($264.37 with a state average of $210.72). He recommended that the board and staff develop an appraisal instrument to determine the effectiveness of each teacher's performance. This was done in post war years.

Cooper was also charged with evaluating Morton's school community relationships. He concluded that the relationship between the Morton curriculum program and the daily living requirements in the community could be improved by revising the program as changes in teaching practices and strategies occur and the work force needs of the community change. His specific recommendations for relating the curriculum at Morton High School to "community life needs" included: "providing time and develop organized procedures in order for teachers to prepare and sustain a functional educational program via free periods, summers, and other blocks of time . . . workshops, committee/departmental groups, and other organized procedures . . . "; using the local neighborhood as a center for the curriculum; using consultative services for program improvement. Cooper states, "Some outside consultants can, however, act as valuable resources in unchartered frontiers," and by keeping in mind that, "the prime purpose of the curriculum improvement efforts should be a general program for all youth at Morton. This program should prepare youth for effective living in a contemporary and emerging
Morton's Curriculum

The program of studies at Morton changed little from that which existed at the end of the depression. "The Morton program was made up of seven curriculum or patterns of course offerings, planned for particular groups of students." The largest enrollment at Morton was in the college preparatory curriculum followed by industrial and vocational, business-education, home economics, music, art and physical education. William Reavis, Chairman of the Committee on Field Services at the University of Chicago state, "It is clear that a more general curriculum is needed for students who desire a broad general education without reference to preparation for college or into a specific life pursuit."

The first Morton student follow-up study found in the archives supported the need for a broad general curriculum. In the class of 1946-47, 706 seniors graduated in the top 25 percent of their class and of these students, 86 students did not go on to college. Thus, nearly one half of the top students representing the best academically of the class didn't participate in a post high program. These students in the top quarter, "would have received much greater value from pursuing a curriculum broadly planned to prepare young people for family and citizenship responsibilities than for admission to college," stated William Reavis of the University of Chicago who studied the Morton program at this time. The remainder of this chapter reviews each department at Morton and the options that provided
a better general education for more of the students.

**Social Science**

During the war, the social science department engaged in writing a book that contained the various efforts put forth by the school in support of the war effort. It also developed a series of lectures given by the faculty on the different problems involved with this global struggle including the political, economical and geographical aspects of the war's impact.

The Morton social science program (Table 17) consisted of nine courses, seven of which were a semester in length. The required freshman civics course, and the junior year American history course, were two semesters long. Illinois state law required that students take these two required year long courses. Most of the electives in social studies were taken during the senior year. English history, world history, and problems of American democracy were dropped and replaced by historical geography, Latin American history and two psychology courses: psychology I and psychology of family life. Dr. Earl Johnson of the social sciences department at the University of Chicago had one major recommendation: "The social study staff should undertake at once a study of the present program in the social studies . . . with a view to its reconstruction into a six year required sequence of courses [Including Junior College]." This would provide for vocational experiences in the general education program.
TABLE 17
SOCIAL STUDIES DEPARTMENT COURSES, THEIR SEMESTER LENGTH, AND THE YEARS IN WHICH THEY ARE USUALLY TAKEN

<table>
<thead>
<tr>
<th>Course</th>
<th>Length (Semesters)</th>
<th>Year Usually Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics*</td>
<td>2</td>
<td>Freshman**</td>
</tr>
<tr>
<td>Latin American History</td>
<td>1</td>
<td>Sophomore</td>
</tr>
<tr>
<td>Historical Geography</td>
<td>1</td>
<td>Sophomore</td>
</tr>
<tr>
<td>American History*</td>
<td>2</td>
<td>Junior</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>Senior</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td>Senior</td>
</tr>
<tr>
<td>Psychology I</td>
<td>1</td>
<td>Senior</td>
</tr>
<tr>
<td>Psychology of Family Life</td>
<td>1</td>
<td>Senior</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>1</td>
<td>Senior</td>
</tr>
</tbody>
</table>

* Required.

** Except those taking Shop, in which case it is taken in the Sophomore year.

**English**

The English department staff included thirty-eight teachers, twenty-three of whom held masters' degrees. Their years of teaching experience at war's end averaged twenty-five years. Four years of English were required at Morton. The course of study varied by ability groups determined by performance on the Stanford language arts and reading tests (advanced form) and the Otis classification tests given each spring to incoming freshmen. Eighth grade teacher recommendations were also considered. (See Table 18.)

**TABLE 18**

**ENGLISH OFFERINGS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial Reading</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low, Regular</td>
<td>X</td>
<td>X</td>
<td>Gamma*</td>
<td>X**</td>
</tr>
<tr>
<td>Beta</td>
<td>X</td>
<td>X</td>
<td>Beta*</td>
<td>X**</td>
</tr>
<tr>
<td>Alpha</td>
<td>X</td>
<td>X</td>
<td>Alpha*</td>
<td>X**</td>
</tr>
<tr>
<td>Assigned by I.Q. and Reading</td>
<td>Teacher recommendation</td>
<td>I.Q. and teacher recommendation</td>
<td>I.Q. and teacher recommendation</td>
<td></td>
</tr>
<tr>
<td>Scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* * First semester emphasis is placed on mechanics and composition and in the second semester students choose from Creative Writing, Drama, Journalism, Grammar, Modern Literature, Speech, and Radio Technique.
** All seniors take a single course, Survey of English Literature.


The only major course changes during the war years was the dropping of oratory and the adding of radio techniques. In addition, standardized tests were used in the placement process. Certain requirements each semester were common to all courses: specially written themes, three book reports, memorization of noteworthy poetry, and passing departmental grammar and punctuation tests. Two grades were given in English: one for composition, and one for literature. Failure in either resulted in failing the course.

Dean of Students, Dr. Harold Anderson of the University of Chicago's division of social sciences studied the English program and recommended that: The English program place major emphasis on the objectives of writing skills, teachings, and an understanding and appreciation of literature; the department organize a planned three year interdisciplinary sequence of courses in the freshman, sophomore, and junior years with many electives available in the senior year; the department program offer courses in some neglected areas such as motion pictures, radio, newspaper, periodicals, group discussion, debate, use of the library, and developmental reading; the courses offered make provisions for
individual needs, interests, and abilities within courses taught (tracking); the
department set up classroom libraries, provide instructional equipment in each
room and improve student appraisal procedures; the department disseminate its
goals to all school departments and the community; and the leadership of the
department be given released time along with professional growth opportunities for
all department members.

Mathematics

Dr. Maurice Hartung, Associate Professor at the University of Chicago, had
this to say about Morton's mathematics program: "In general, [it is] worthy of being
rated as excellent . . . thus the general evaluation of the program in mathematics
is favorable and no recommendations calling for extensive changes are needed at
the present time."\(^{30}\) Hartung commented that the program already was in line with
the most recent "authoritative report . . . that of the Post-War Planning Commission
of the National Council of Teachers of Mathematics."\(^{31}\) While Morton employed
instructional methods used by most teachers in the country, "The skill of the Morton
teachers in using these methods is above average. Evidence was given of the
provision for "testing, placement of students, and record-keeping . . . in advance of
those in most schools."\(^{32}\)

The math program changed. During the war years the program added:
refresher arithmetic for bringing low functioning students up to speed to support the
war effort; consumer math; and vocational math adapted to special fields; i.e.
machine shop, drafting, etc. The need to better prepare students for work in the
war industries and for the armed services were the prime reasons for these
developments. Dr. Hartung recommended improving the mathematics program by
including: a refresher arithmetic course with the objective of improving student
understanding of the number system; application topics from consumer
mathematics in algebra I; more real life applications of logic in plane geometry;
continued monitoring of the math placement program given continuous changes in
the elementary school math programs; and a continuous progressional growth
program needed for improving math skill teaching for the faculty.

Science

The science department helped the war effort by offering pre-flight courses
and developing an aeronautics course. It also set up procedures for testing soil in
victory gardens that sprung up throughout District 201. In 1945-46, the Morton
science program was in line with the latest recommendations of science educators.
The program course names were the same as at the beginning of the war, with the
exception of a course in meteorology replaced by a course in aeronautics. Dr.
Wilbur Beauchamp, Associate Professor of Science at the University of Chicago,
reported that:

Morton has a higher percentage of pupils enrolled in science than schools in
a National Study conducted in 1934 but about 10 percent less than the
enrollment indicated by Hunter's Survey using 1940 data. If the enrollment in
the physical science in Morton is added . . . to physics and chemistry, 18.4
percent are registered in physical science courses at Morton. This is well
above the average for the entire country.  
Beauchamp considered the last two years of the high school program as excellent.  
The only recommended improvement was the need to require a full year of general science followed by a year of biology which would include study in physiology and foods during the first two years of high school.

Foreign Languages

By war's end, two years of instruction in foreign languages was offered in four areas: Spanish, Latin, French and Czechoslovakian. Spanish and Latin had the largest enrollments, with Czechoslovakian and French much smaller. About one in every six students studied a language. Polish was dropped due to lack of enrollment. The practice which existed even before the Great Depression was to offer foreign language classes only at the sophomore level or above. The school had historically offered only two years of any foreign language during its first fifty-seven years of operation. William Reavis, who chaired a study of Morton's foreign language program, recommended the following constructive suggestions: Foreign language should be continued as an elective; classes in languages should not be offered for enrollments of less than twenty-five [first year] and twenty [second year] because of crowded facilities; better student guidance should be provided for admission into the program; there should be improved articulation of foreign language study between high school and junior college; the department should offer only three foreign languages -- Spanish, Latin and Czechoslovakian; and only
Spanish should be offered for a third year of study.  

Art

Art program opportunities at Morton High School did not change during the war years. Four years of art were offered with a student electing it as a minor (five periods per week for a one half credit) or as a solid (ten periods per week for one credit). Morton’s Director of Art, Claudia Stevenson, organized the art program around the following general objectives:

To provide opportunities for all students to engage in enjoyable, creative, and purposeful experience; to develop and enrich their personalities through the use of art as a vehicle of self expression; to build the attitudes and satisfactions of good workmanship into the character of the pupils.

William Whitford, professor of art at the University of Chicago, recommended the following improvements to the art program only if more facility space became available: the art curriculum should include a course studying the history of art and culture; physical improvements of the art rooms, including 'sturdy' art tables, sinks, and better lighting should be provided; additional exhibition space should be provided along with storage space for art teachers; there should be an increase in the art library collection emphasizing crafts, a collection of colored paints and masterpieces of art for appreciation study, and a collection of framed prints for display in the school corridors; and one room for crafts instruction should be added. Whitford concluded that the Morton art "curriculum has been developed within those limitations of space and teacher guidance. Until more space... is provided,
only minor adjustments and improvements can be indicated. . . .

Music

The music department's success continued during the war years. The reputation of its concert band made the name of J. Sterling Morton High School known throughout the state and country, since the band won its first national title in 1933. The secret of its success was none other than Louis M. Blaha, the school's music director since 1926. It was due to him that the band library contained hundreds of musical forms of the most famous American and European composers, including nearly one hundred pieces of John Phillip Sousa's original work. A minimum band membership of about 120 was maintained during the war. These musicians represented the cream of the crop of the entire school district. The band possessed one of the most complete instrumentations of any high school band in the country. Besides its regular concert schedule, the band always put in its appearance at assemblies, football games, and various social events in the community.

The orchestra continued as an essential part of Morton's program. It functioned at various assemblies, concerts, plays and operettas throughout the school year. Since Mr. Blake became director of the orchestra in 1940, it steadily improved and in 1942 was the national title holder. It had about one hundred members on its roster and most of these had experience in the grade school orchestra or took private lessons for some years. They also participated in group
or sectional rehearsals, and each group such as violins, cellos, had their own teacher. Orchestra rehearsals were held every day during the fourth and fifth hours, and Wednesday evenings you could hear the strains of some famous composer's composition ringing through the halls. There was not a national orchestra contest in 1943 because of the curtailment of travel.³⁹

At war's end, the music program at Morton was rated "distinctly superior and ... a credit to the staff, the school, and community"⁴⁰ by Dr. William Sur, professor of music education at Michigan State University. From humble beginnings a little over twenty years before the second World War ended, Morton had developed a superior symphony orchestra, concert band, and choir. Classes were offered in music theory, history, and appreciation; but no new offerings were added during the war years. The instrumental music area was the strongest part of Morton's program; placing an "emphasis on strengthening of the individual pupil seems to be the foundation for the excellent results secured."⁴¹ The major recommendation by Dr. Sur in 1946 was improvement of facilities for the department which was housed in temporary facilities.

Home Economics

In the home economics area, war time planning of meals took advantage of rationing and scarcity. Girls were taught the real value of food and how best to make it look attractive. During the war years the program's offerings at Morton High School did not change. It consisted of foods I and II, clothing I, II, III and IV, and
the year long homemaking course added in 1938-39. Foods I was the only single semester course offered and was required of all freshman girls. It was considered as one science credit for graduation and, through the end of the war, science credit for college admission was generally given. Ival Spafford, the former curriculum director of General College at the University of Minnesota, concluded in 1946 that the following recommendations should be considered by the Morton staff to improve the home economics department: The current program limited to foods, clothing and homemaking should be expanded to include courses in personal growth, personality development, child development, personal and family relationships and management of the home; home economics courses should be designed to attract boys into the program; teaching methodologies which are too teacher directed and textbook oriented should be improved; and space available to the department and the instructional equipment available to the department should be expanded.42

Vocational and Industrial Arts

The vocational department trained both males and females to be workers in the war plants. It also had students build model airplanes for civilian spotters to use in training. Further, the national war effort resulted in an upgrading of equipment in Morton's vocational shops. The 1943 Mortonian reports, "The facilities in the shops in 1930 were very crude compared to what they are today, . . . there were no lathes, milling machines, drill presses or any other machines we have today. The boys didn't get the training in the shops then that they get now."43 The Executive
Secretary of the Board of Vocational Guidance and Placement, Robert Woellner, stated, "Morton High School has had a superior vocational training program for many years." At war's end, he concluded, "Morton has lost none of the excellence of its program, to recapture its position of outstanding leadership it will need to extend its program to provide for certain youth not now included in its vocational training services." During the war years, no new programs were added. Morton's program at war's end provided for students who had the interest and ability to be semi-skilled or skilled tradesman. Yet many Morton students had neither the ability nor interest to become tradesman. They wanted to become routine, everyday factory production workers and Woellner stated, "The program for pupils of this classification should consist primarily of as much general education as their ability and time in school permit."

Woellner made the following recommendations: that programs be developed for both boys and girls who wanted to be factory workers; that facilities and equipment be improved to meet the needs of modern industry; that all boys and girls be exposed to a year long course in industrial arts; that written course syllabus be developed for all courses; that the guidance program address the needs of the vocational training and industrial arts department; and that standardized tests and teacher observation be used to select students for specialized vocational training.

**Business Education**

The goal of the business education department at Morton High School was
to provide basic job entry skills, since at war's end only 20 percent of the school's graduates went on to college. The curriculum was planned on a pre-vocational and vocational basis. Paul Pair, Director of the Gregg College in Chicago, states that Morton's "objective is vocational efficiency -- preparing for, securing, and filling a position." During the war years, the commercial department changed its name to the business education department and the Great Depression "business science" course became "fundamentals of business." Two new courses, business problems and consumer' problems, were added during the war. The commercial geography course emerged at war's end as three course options: economic geography, geography of world trade, and geography of South America. Paul Pair recommended the following improvements for consideration: that vocabulary building should be a part of all courses; and that more current reference books and guidance materials be placed in the library for business education students.

Health and Physical Education

The Mortonian of 1943 indicated that during the war years the physical education department indeed placed an added emphasis on health, physical conditioning and even "commando training plus a remedial course for physical defects among student." This emphasis paid immediate dividends for the school in the terms of its sports successes as measured by trophies in all areas from bowling to basketball.

The physical education department grew in stature during the war. In 1946
the department was meeting the state time requirement of five periods a week for four years in very crowded and inadequate facilities, reported Professor Metcalf of the University of Chicago physical education department. He reported that the student/teacher ratio in this area was high at 41.8 to 1 for boys and at 39.8 to 1 for girls. The school provided a health services staff of doctor, dentist, two nurses and a secretary. The teaching staff was all certificated and averaged over twelve years of experience. Many department members were members of professional organizations. The male instructors wore a standard uniform, but the women did not.

The facilities at Morton, both indoor and outdoor, were too small and ill-equipped, reported Metcalf. He stated that a school with the enrollment of Morton should have twelve to twenty acres for outdoor exercise and play. Morton had eight acres, with only three-and-one-half acres near the school for daily use. The Morton football team played all of its games away from home. The boys' gym was the auditorium stage-suited for one class, but with two assigned each period. The auditorium foyer was used for dance classes and was obstructed by columns. The swimming pool was too small for the large classes assigned it. There was a lack of syllabi for all courses in the department. Professor Metcalf concluded, "The health and physical education department of Morton High School . . . must be rated a superior one, in spite of a serious shortage of facilities. A few suggestions have been made . . . but most of them are minor ones in comparison with the need for more and better space for activities."
Library and Audio/Visual Services

The Morton library was constructed in 1926 and never expanded. Through the years the library served up to seven thousand students. A survey conducted shortly after the war is the best evaluation tool of the status of this important part of the instructional program. The standards of the American Library Association (ALA) were used for the study. Alice Brooks of the University of Chicago library staff reported that Morton library data were not available in all cases to relate Morton's status to ALA standards.

Brooks' study used the standards for a school of five thousand, which approximated Morton's enrollment. Table 19 indicates that the library was clearly understaffed with both professionals and clerks. The available space could not effectively handle more paid staff efficiently.

TABLE 19

PROFESSIONAL AND CLERICAL STAFFING:
ALA STANDARDS VS. MORTON 1940-46

<table>
<thead>
<tr>
<th>STAFF</th>
<th>A.L.A.</th>
<th>MORTON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of Trained Staff (Full Time)</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Clerical Help (Full Time)</td>
<td>5</td>
<td>2*</td>
</tr>
</tbody>
</table>

* Ten paid student assistants were in place in addition to the two full time clerks.

Brooks also found that the library fell far short of the necessary seating capacity for a school with an enrollment of five thousand students. This is documented in Table 20. "The library and its few support rooms are overcrowded, tables are too close together, and the students are literally sitting back to back in some cases." The classroom allocated for library use was reported by Brooks as used exclusively by the remedial reading teacher. In addition, Brooks reported that the audio-visual services were operated separately from the library.

**TABLE 20**

LIBRARY FACILITIES: ALA STANDARDS VS. MORTON 1940-46

<table>
<thead>
<tr>
<th>FACILITIES</th>
<th>A.L.A.</th>
<th>MORTON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seating Capacity</td>
<td>500 (25 sq. ft. per person)</td>
<td>365</td>
</tr>
<tr>
<td>Reading Rooms</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Support Rooms</td>
<td>Conference Rooms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening Rooms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Stacks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work Room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Library Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Library Classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Audio Visual Rooms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Storage Space</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Stacks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work Room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Storage Space</td>
<td></td>
</tr>
</tbody>
</table>

Brooks found the book collection adequate in terms of number of titles, volumes, range of interest, and authorship and the collection was definitely the strong point of the library. (See Table 21.) The magazine and newspaper collections were also ample. The expenditure per student recommended by the ALA for a school the size of Morton was $1.50; Morton was spending $1.20 at war's end. Brook concluded that, "with the A.L.A. standards it is evident that in the areas of finance and materials, existing conditions are fairly adequate with the exception of the picture and pamphlet collection. Inadequacies exist, however, in the matter of physical quarters and equipment and in the staffing of the library." 

**TABLE 21**

**LIBRARY COLLECTION: A.L.A. STANDARDS VS. MORTON 1940-46**

<table>
<thead>
<tr>
<th>COLLECTION</th>
<th>A.L.A.</th>
<th>MORTON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum titles</td>
<td>8,000</td>
<td>unknown</td>
</tr>
<tr>
<td>Minimum number of volumes</td>
<td>15,000</td>
<td>15,484 (1945-46)</td>
</tr>
<tr>
<td>Books per pupil</td>
<td>3-10 (decreased with larger school)</td>
<td>3-8</td>
</tr>
<tr>
<td>Periodicals and Newspapers</td>
<td>A school of 200 should house 5-25 increasing proportionately</td>
<td>180 magazines 6 newspapers</td>
</tr>
<tr>
<td>Vertical file</td>
<td>No number given</td>
<td>16</td>
</tr>
</tbody>
</table>

Athletics and Clubs

J. Lloyd Trump of the University of Illinois surveyed the adequacy of the extracurricular program at Morton shortly after the war and found it "to be an unusually successful one". These activities included: athletics, clubs, assemblies, publications, music, debate, discussion, drives and contests, and student government. They were managed by a "Director of Out of Class Activities" who, according to Trump, was doing a masterful job. In clubs alone there were over twenty-five hundred memberships at Morton. During the war years there were not many notable changes in the number and types of activities as reported earlier in this chapter. Trump made a number of recommendations for improvement of an already comprehensive and dynamic program. He suggested that there should be: professional and clerical assistance for the director of out of class activities; the creation of an advisory council for student activities to develop policies and future plans; and greater board of education financial support along with continuous evaluation of the program. Trump indicated the following questions should be studied further by the staff: Are there sufficient activities for freshmen? Are required dues, paid by students eliminating some from the program? Are there a sufficient number of activities available for students of lesser ability?

Special Education

The department of special education emerged at Morton during the war
years. Previously, special education services were administered by the orthopedic department. By war's end, three services were being provided by the new department. These included: pupils in need of special help, speech defects, and orthopedics. By the mid 1940's the Vestibule School services, which had originated in the 1920s as a department to orient new students, and coordinate and make up the work of absent students, provided special learning help only to students with special needs as diagnosed by Illinois guidelines. It was staffed by three professionals and served eleven students. Dr. Mandel Sherman, Professor of Educational Psychology at the University of Chicago, evaluated the Vestibule School and concluded that it was an important operation. It assisted students having difficulty in studying, and provided tutorial assistance for students absent from classes and for students who believed they couldn't comprehend the materials. Sherman recommended that, "It might even be helpful to suggest to the regular teachers that they should have no hesitation in recommending any pupil in need of assistance."\textsuperscript{56}

Morton's speech therapy services were provided by one teacher and an assistant. Sherman reported that the work was done mainly in groups and centers so that students would overcome the feeling of a stigma associated with their speech deficiencies. However, he recommended that this department should not be expanded unless well-trained individual psychological or psychiatric therapy is instituted. The work of these students should be individual rather than in groups to arrive at the basic problem.\textsuperscript{57}
When looking at the orthopedic services discussed in detail in Chapter III, Sherman indicated that there was a need for many improvements. He thought that there should be a relationship between the activities of the department and the school's doctor. He also wanted the program to: provide direct medical supervision because the staff is now potentially liable "to serious medical errors"; provide records specific as to the therapy needed and the medical condition of the child; provide daily or weekly records of student progress; improve admission procedures for participation in the program; and provide regular psychological testing information on students in the program.

Analysis of War Years

During the "War Years" era of Morton, the social and cultural expectations of the major ethnic groups attending the school had little impact on the educational programs developed. This era in Morton's first fifty-seven years had little direct impact on what, until 1940, was a very progressive high school program. This is verified in the major study completed by the University of Chicago field services department between 1946 and 1948 on all aspects of Morton's programs. The biggest social and cultural impact this era had on the many ethnic groups in the Morton attendance area was unifying them as "Americans." Everyone from student, to janitor, to board member was committed to supporting total national victory in the war. The professional staffs reviewed the course and extracurricular offerings to make sure they contributed to the educational needs of students who were
preparing to defend their new or adopted homeland and its democratic beliefs.

The high school returned to peace with its labor force during the war. The enrollment declined by 20 percent as a result of birth declines during the Great Depression era and less housing starts in District 201. A number of staff members left Morton to participate directly in the war effort and almost every department and club activity became focused on contributing to this single purpose.

An analysis of Morton's program indicated it was aimed at college preparation and vocational preparation for skilled and semi-skilled trades. The major conclusion of the study published after the war was that only 20 percent of the graduates went to college and that a more general educational program was needed for all students.

During the war era the social studies department underwent the most drastic changes. Freshman vocations was merged into a one year civics course. English, world history, and problems of American democracy were dropped and replaced by historical geography, Latin American history, and psychology I and II (psychology of family life). The war era impacted the social studies curriculum at Morton by dropping the progressive era course, "Problems of American democracy" and focusing on geography and history related to the western hemisphere. Further, two progressive courses in the area of psychology were added. The changes resulted in social studies courses focusing less on ethnic groups' cultural and social needs and more on the impact the nation's war effort was having on all Americans, regardless of ethnic background.
The English department saw only one course change. Oratory was discontinued and radio techniques added. The department did make a major commitment to "grouping" students based on test results during this era. This change was not one the progressive educators of the early 1900's would have advocated.

In the math and science areas, the changes involved adding refresher arithmetic, consumer and vocational math in special fields and were all aimed at supporting the preparation of students to contribute to the war effort, either as fighting men and women or as workers. The same was true in science, where the meteorology course was replaced by a course in aeronautics. The cultural and social impact of ethnic groups did not influence the program during this era.

The foreign language department dropped Polish I and II, which reflected fewer immigrants from Poland as a result of the war. The art, music and home economics programs did not change appreciably during this era.

In the vocational/commercial departments, the major changes impacted the commercial area where its name was changed to the business education department and the business science course was changed to fundamentals of business. Two new courses, business problems and consumer problems were added in a progressive effort to teach practical problem solving skills. The commercial geography course emerged as three courses: economic geography, geography of world trade, and geography of South America. All of these changes reflected the war effort's influence and a sense that future immigration might shift
from eastern Europe to Latin America. During the four eras of Morton's first fifty-seven years, the war years era were least influenced by the cultural and social impact of ethnic groups on the curriculum and more impacted by world events.

During the war years Cicero grew to be the second largest industrial city in Illinois. The technologies applied in its industrial plants were already being supported in the vocational shops of J. Sterling Morton High School. The need for trained workers to support the war effort resulted in the school receiving updated equipment necessary to accomplish this goal.

The biggest impact educational research had on the Morton program during the war years was the influence of the "testing movement" and the resulting grouping practices which evolved. This movement along with the war effort slowed down the progressive educational ideas which had once flourished at Morton. At war's end the high school was in an excellent position educationally, as determined by a University of Chicago study completed immediately after World War II.

World events had a great impact on program development during the war years era. Major national educational groups and trends influenced Morton most by focusing the school's leadership on grouping students as a result of the information gained in the testing movement, and by differentiating the program to be more attuned to the needs of special students. The orthopedic department became the department of special education with emphasis on speech therapy, orthopedics, and students needing special learning assistance.

The war years of 1940-46 brought out the best in Morton, as it did in the
whole country. Patriotism abounded and the poem below (by Frank R. Valvoda of the Class of 1941; published in the 1979 issue of the Portage Magazine) entitled, "A Recipe for Morton Democracy," aptly describes the first one half century of this school's development.

A Recipe for Morton Democracy
by Fran R. Valvoda '41

A cup of Italian
A ladle of Czech
A measure of Polish
A spoonful of German
A handful of English
A drop of French
A dash of Scandinavian
A pinch of Russian

Mix thoroughly in Morton's bowl with the spoon of courage and the fork of justice. Sift in a pint of tolerance, and blend the whole with the package of good sportsmanship. Bake in the oven of experience for four swift years; place on the table of life with a new vision and foresight.

Recipe makes millions of good Americans.

This observation on what Morton High School meant to this graduate capsulizes the vision that Harry Church, the school's first superintendent, had for the graduates of the school program he developed from 1899-1933. Church wanted J. Sterling Morton to provide students with, "the oven of experience for four swift years; place on the table of life with a new vision and foresight."
END NOTES

CHAPTER V


6. Ibid.

7. Ibid.


13. Ibid, 78.
15. Ibid, 87.
18. Ibid, 94.
23. Ibid, 120.
24. Ibid, 144.
27. Ibid, 146.
28. Ibid, 147.
33. Ibid, 220.
34. Ibid, 227.
35. Ibid, 227.
37. Ibid, 237.
38. Ibid, 248.
41. Ibid, 259.
42. Ibid, 281-284.
45. Ibid, 295.
46. Ibid, 295.
47. Ibid, 302.
50. Ibid, 328.
53. Ibid, 331.
54. Ibid, 349.
55. Ibid, 348.

57. Ibid, 364.

58. Ibid, 365.


CHAPTER VI

SUMMARY AND CONCLUSIONS

This research study has examined the evolution of J. Sterling Morton High School from its inception as a two-year high school in 1889 to a four-year high school from 1893-46. The first half century of Morton's evolution coincides closely with what some historians call the progressive era in American education. Morton's evolution has been studied using materials found in the school's archives, including newspaper clippings, school yearbooks (The Mortonian), school newspapers, and a variety of other basic documents available; materials located in the Cicero and Berwyn public libraries, and the vast resources at Loyola University library. This dissertation studied the influence of social, cultural and technological developments, the utilization of educational research during the golden age of progressive education, and the importance of world events on the evolution of a large urban high school during the period of time when the United States was becoming an urban, industrialized nation integrating millions of new immigrants into the American way of life.

The specific questions examined on J. Sterling Morton High School's evolution are summarized in Tables 22-26. They are: the effect of the social and
cultural expectations of the various ethnic groups attending Morton on the educational programs which developed; the impact of technology in local industries on the Morton Program; the impact of educational research and the progressive education movement on the Morton High School program development; the impact of world events (World War I, World War II and the Great Depression) on the program; and the impact of national groups and educational trends on the programs at Morton.

In 1946 J. Sterling Morton High School was, by all standards, a comprehensive high school. The study of how Morton evolved provides much needed historic perspective on this American institution's development. The growth of Morton between the 1890's and 1946 was a result of the change from a rural to an urban society in this country. The millions of immigrants who came to the United States during this period influenced the high school's program along with technological advances in the broader society. During this period educational research impacted education and world events, including two world wars, influenced the emergence of public secondary institutions across the United States.

The evolution of Morton High School and the leadership and vision of Harry Victor Church, the first superintendent of Morton High School (1899-1933), deserved special attention. In 1899, Church and two teachers ran Clyde High School (Morton's predecessor) for fifty-one pupils in a three-story brick school house on the corner of Ogden and just north east of Austin Avenue in Cicero. When Church was forced to leave in January 1933, after thirty-four years of
leadership, the school had nearly seven thousand students in average daily attendance and a professional staff of 265. The curriculum had evolved from a classical college preparatory program in 1899 to one that housed five different departments: commercial, vocational, and college preparatory, high school, junior college and an evening school.

The social and cultural expectations of the major ethnic groups who moved into the Morton High School area influenced the curriculum offered by the school, as shown in Table 22. The immigration of eastern Europeans led to an early inclusion of Czechoslovakian and Polish languages in the curriculum. These same immigrants brought with them a strong work ethic, cultural appreciation, and desire to be part of their adopted country. This led to a comprehensive vocational, physical education and music program at Morton. Further courses such as public speaking and world history were added to the program to ease the transition of the ethnic groups into their new country, while at the same time retaining an appreciation of their ethnic heritage. (See Table 22.)
1. What effect did the social and cultural expectations of major ethnic groups who attended Morton or sent their children to the school during its first half century have on educational program development?

<table>
<thead>
<tr>
<th>Era</th>
<th>Events and Details</th>
</tr>
</thead>
</table>
| **Early Years**    | - Czech immigration leads to the inclusion of Czech I & II into the curriculum.  
- Home economics and vocational/manual training inclusion in program was driven by the desires of Eastern European immigrants.  
- Public speaking as a requirement for all students to help them adapt to the American way of life.  
- Czech and other Eastern European immigrant interest in physical development via "Sokol" led to Morton's physical training for all students by 1908-09.  
- Establishment of two year Polish language program to meet the needs of these immigrants.  
- World history added to the program.  
- Cultural expectations of immigrants saw music program grow from three courses in 1918-19 to twenty programs in 1928-29 for a 667% increase.  
- Immigration from Eastern and Southern Europe into District 201 continued making the facility overcrowded with students.  
- The worldwide economic depression brought even "financially strong" districts such as Morton to their financial knees.  
- Social and cultural impact of ethnic groups had least influence on program development of any of the major eras in Morton's evolution.  
- Polish I & II were dropped because of immigrant decline as a result of World War II.  
- Social studies department changed focus away from ethnic, cultural, and social issues illustrated by dropping English and world history and Problems of American Democracy. The department focused on geography and history of the Western Hemisphere (historical geography and Latin American geography) and personal understanding (psychology I and psychology of family). |
The industrial development which occurred in the area served by Morton High School between 1900 and 1946 directly influenced the curriculum as shown in Table 23. The Western Electric plants which were built from 1903 through 1946 led to the constant expansion of the Morton commercial, shop and vocational programs. The biggest growth of vocational courses occurred between 1918 and 1928. During the depression (1929-39), the "manual training" approach of teaching evolved into a "vocational-technical program" taught in three hour blocks using the latest equipment supplied by local industries.
### TABLE 23
**TECHNOLOGICAL IMPACT ON MORTON CURRICULUM**

2. What effect did the technology applied in the industries of Cicero have on the educational programs which evolved at Morton High School?

<table>
<thead>
<tr>
<th>Era</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years 1889-1919</td>
<td>• Western Electric in Cicero was the &quot;high tech&quot; industry of the early twentieth century and its location in District 201 led to the school's shop and vocational programs being called &quot;Czech Tech&quot; during this era.</td>
</tr>
</tbody>
</table>
| Formative Years 1920-29 | • Increase from six courses in technology (commercial, industrial, vocational) area in 1918-19 to seventeen in 1928-29 for 283% increase to meet the skilled labor needs of Cicero's growing industrial base.  
  • Programs or courses added included: bookkeeping II, business training, pattern of cabinet making, vocational auto, printing I and trade drawing, electricity and building trade drafting.  
  • Science courses added to prepare for new emerging occupations (airplane and auto) in transport field included meteorology and physiology. |
| Great Depression 1930-39 | • The skilled labor needs of Morton industries, i.e. Western Electric, resulted in a change from the "manual training approach" to a vocational technological program during this era.  
  • Thirteen new vocationally oriented courses were added.  
  • Ten vocational block courses (3 hours of concentrated instruction) were available. |
| War Years 1940-46 | • English department initiated a course called "radio techniques."  
  • Numerous professional staff in the vocational and math/science departments left Morton to work in the war industries requiring their technological knowledge.  
  • Aeronautics course was added in science.  
  • Refresher math and vocationally specific math courses were added to prepare workers for the technological demands of area industries.  
  • All vocational programs received latest equipment to train workers for the technological needs of local industries contributing to the war effort. |
The progressive education movement, major national organization reports, and the emergence of educational research, impacted the Morton program during its first fifty-seven years as outlined in Table 24 and Table 25. The 1893 traditional classical high school program advocated by the Committee of Ten was changed by the Progressive Education Movement during the first fifty-seven years of Morton's existence. What evolved was a comprehensive educational program with many opportunities for practical learning by students. Special education, adaptive physical education, a junior college, social problem solving courses in social studies, and the growth of club and sports programs occurred during these years. The testing movement in the twenties and thirties led to instructional grouping of students in Morton's academic programs.
3. What effect did educational research and/or the progressive movement, during the period 1890-1946 have on educational program developments at Morton High School?

<table>
<thead>
<tr>
<th>Early Years</th>
<th>1889-1919</th>
</tr>
</thead>
<tbody>
<tr>
<td>The progressive education movement led to a transformation of the Morton program in 1899 from a traditional &quot;classical program&quot; advocated by the Committee of Ten to a comprehensive program with many opportunities for practical applications of learning by students.</td>
<td></td>
</tr>
<tr>
<td>Dropping of Greek I &amp; II and adding of Bohemian I &amp; II.</td>
<td></td>
</tr>
<tr>
<td>Addition of seven vocational/manual training programs.</td>
<td></td>
</tr>
<tr>
<td>Addition of public speaking.</td>
<td></td>
</tr>
<tr>
<td>Addition of biology and physics.</td>
<td></td>
</tr>
<tr>
<td>Addition of civics, commercial geography, vocations and commercial law.</td>
<td></td>
</tr>
<tr>
<td>Addition of home economics department with four course offerings.</td>
<td></td>
</tr>
<tr>
<td>Addition of daily physical training.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative Years</th>
<th>1920-29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of first orthopedic school in the state (K-12) at Morton in 1921.</td>
<td></td>
</tr>
<tr>
<td>Morton's Orthopedic School became impetus for first Illinois law requiring programs for Special Education students.</td>
<td></td>
</tr>
<tr>
<td>&quot;Vestibule School&quot; organized in 1928 to meet individual adjustment and learning needs of students.</td>
<td></td>
</tr>
<tr>
<td>Adaptive physical training emerged at Morton in mid 1920's.</td>
<td></td>
</tr>
<tr>
<td>Organization of second junior college in state at Morton High School in 1920's.</td>
<td></td>
</tr>
<tr>
<td>Increase in practical application courses in commercial/industrial education departments.</td>
<td></td>
</tr>
<tr>
<td>Social problem solving course added in social studies.</td>
<td></td>
</tr>
<tr>
<td>&quot;Production Room&quot; for faculty and community use added.</td>
<td></td>
</tr>
<tr>
<td>Expansion of club and sports programs.</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 24
CONTINUED

<table>
<thead>
<tr>
<th>Era</th>
<th>Changes</th>
</tr>
</thead>
</table>
| **Great Depression** 1930-39 | - The progressive education movement's concept of the school's leadership role in restructuring society emerged at Morton.  
- Courses such as Problems in American Democracy, sociology and economics were added.  
- Student options for club participation increased from twenty nine in 1928-29 to seventy five in 1939 for a 160% increase.  
- Education research findings indicating learning occurs best from doing was reflected in program development and changes during this era. |
| **War Years** 1940-46 | - The ideals of the progressive movement which had influenced program development between 1899 and 1939 stopped during this era and in some cases experienced significant setbacks.  
- The problems of American democracy course which advocated the school's role in solving pressing local, state and national social issues was dropped.  
- Two progressive era courses in psychology were added.  
- Practical math courses such as refresher math and vocation specific math courses were added to the program.  
- Two course offerings in the progressive spirit in the business department were added, dealing with problem solving, i.e. consumer problems and business problems.  
- The impact of educational research on Morton programs influenced an "increased grouping" to meet individual needs of students. |
4. What effect did world events have on the educational programs developed at Morton High School?

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Events</th>
</tr>
</thead>
</table>
| Early Years 1889-1919   | • World events including the Spanish American War and World War I cast the United States into a world leadership position and a producer of goods. This sped up the urbanization and industrialization of America and a demand for skilled labor.  
  • Hasten immigration of people from Southern and Eastern Europe to District 201 where skilled jobs were available.  
  • Immigrants wanted quality education for their children.  
  • Morton High School experienced a major facilities expansion. |
| Formative Years 1920-29 | • Immigration from Eastern and Southern Europe contributed to Morton's enrollment growth (1200 to 6500 students in this era).  
  • Facility expansion completed.  
  • Split shifts instituted. |
| Great Depression 1930-39 | • Worldwide depression caused District 201 economic problems resulting in teachers not being paid and leading to the development of a continuing labor-management confrontation leading to teacher unionization.  
  • Depression prevented resources being available for necessary building improvements and facility expansion. |
| War Years 1940-46       | • The influence of world events impacted all areas of Morton's curricular and extra curricular program during this era.  
  • All curricular and extra-curricular programs were focused on contributing to the "Winning World War II" effort, i.e., clubs, sports, etc.  
  • Curriculum development and emphasis shifted to American Heritage and ideals away from specific ethnic and cultural influences and contributions, i.e. changes in social studies department such as dropping world and English history and initiating a required freshman civics/vocations course. |
TABLE 25
CONTINUED

<table>
<thead>
<tr>
<th>War Years</th>
<th>1940-46</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The war effort resulted in Morton losing over one third of its staff to war industries and the war effort.</td>
<td></td>
</tr>
<tr>
<td>• Only new equipment which contributed to preparing graduates for working in the war effort was available.</td>
<td></td>
</tr>
<tr>
<td>• One of the long time foreign language options at Morton, Polish, was dropped because of world events which stopped immigration of these people.</td>
<td></td>
</tr>
<tr>
<td>• The study of the Western Hemisphere became important, i.e. Latin American geography, history, etc.</td>
<td></td>
</tr>
<tr>
<td>• The need to categorize men and women for service in the war effort sped up the use and often misuse of educational testings and its tendency to group students for efficiency in instruction.</td>
<td></td>
</tr>
</tbody>
</table>

During Morton's first fifty-seven years, world events impacted the educational program developed at the school as shown in Table 26. World War I cast the United States into a world leadership role as a producer of goods. This led to a demand for skilled labor by the industries in the Morton communities and the rapid urbanization of this suburb of Chicago. The curriculum at Morton changed to provide quality trained workers and the Americanization of these immigrant groups. Table 26 describes the impact of the major national groups on the educational program which evolved at Morton during its first fifty-seven years of service. The Committee of Ten and Committee on College Entrance Requirements, along with the North Central Association Accreditation Standards, set the stage for Morton's academic programs. The Smith Hughes Act speeded the growth of Morton's vocational-technical programs. The National Education Association's effort to professionalize teaching led the Morton staff to form a strong local union in the
1930's. This organization of the staff influenced strained labor management relations which still exist to this day.

**TABLE 26**

**IMPACT OF NATIONAL EDUCATION GROUPS ON MORTON CURRICULUM**

| 5. What effect did major national educational groups or trends have on the educational programs developed at Morton High School? |
|---|---|
| **Early Years** 1889-1919 | • Committee of Ten influenced the instructional program in place in 1893-1900.  
• Committee on College Entrance Requirements (1899) resolved some questions about elective and required courses, a core curriculum, and established a standard called a "unit" for graduation which Morton adhered to.  
• North Central Association of Colleges and Secondary Schools in 1902 specified high school accreditation (15 units for graduation, core requirement of three units of English and two of math) which Morton adhered to.  
• Commission on the Reorganization of Secondary Education defined the goals for secondary education which Morton's program adhered to. |
| **Formative Years** 1920-29 | • Implementation of Smith Hughes Act of 1917 encouraged Morton to become the leader in vocational-technological programs in the Chicago area.  
• Beginning of school business partnerships between Morton High School and Western Electric and Remington Typewriter Corporation in Cicero.  
• Implementation of seven goals of 1918 Commission on the Reorganization of Secondary Education Goals at Morton. |
| **Great Depression** 1930-39 | • The impact of 1917 Smith Hughes Act resulted in continued expansion of the Morton Vocational-Technological programs.  
• The National Education Association's effort to organize teachers influenced the development in 1932-33 of a strong "local" which has influenced labor-management relationships from that time forth. |
| **War Years** 1940-46 | • Testing and measurement movement led to increased categorization of students into groups.  
• Categorization of special education services from orthopedic department into speech therapy, special learning problems and orthopedics. |
The recommendations for further study are as follows:

1. Replicate this study using other near in suburban high schools in other major metropolitan areas.

2. Study the impact of administrative leadership as it impacted the evolution of American secondary education in other metropolitan areas. Did most schools have a strong consistent leader like Harry Victor Church of Morton?

3. Study in more depth the impact of each variable identified in this study: i.e. social and culture background of people; technological movements; use of educational research and progressive movement at the secondary level, local, national and world events as an impact on the evolution of American secondary education.
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ARCHIVAL COLLECTION

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