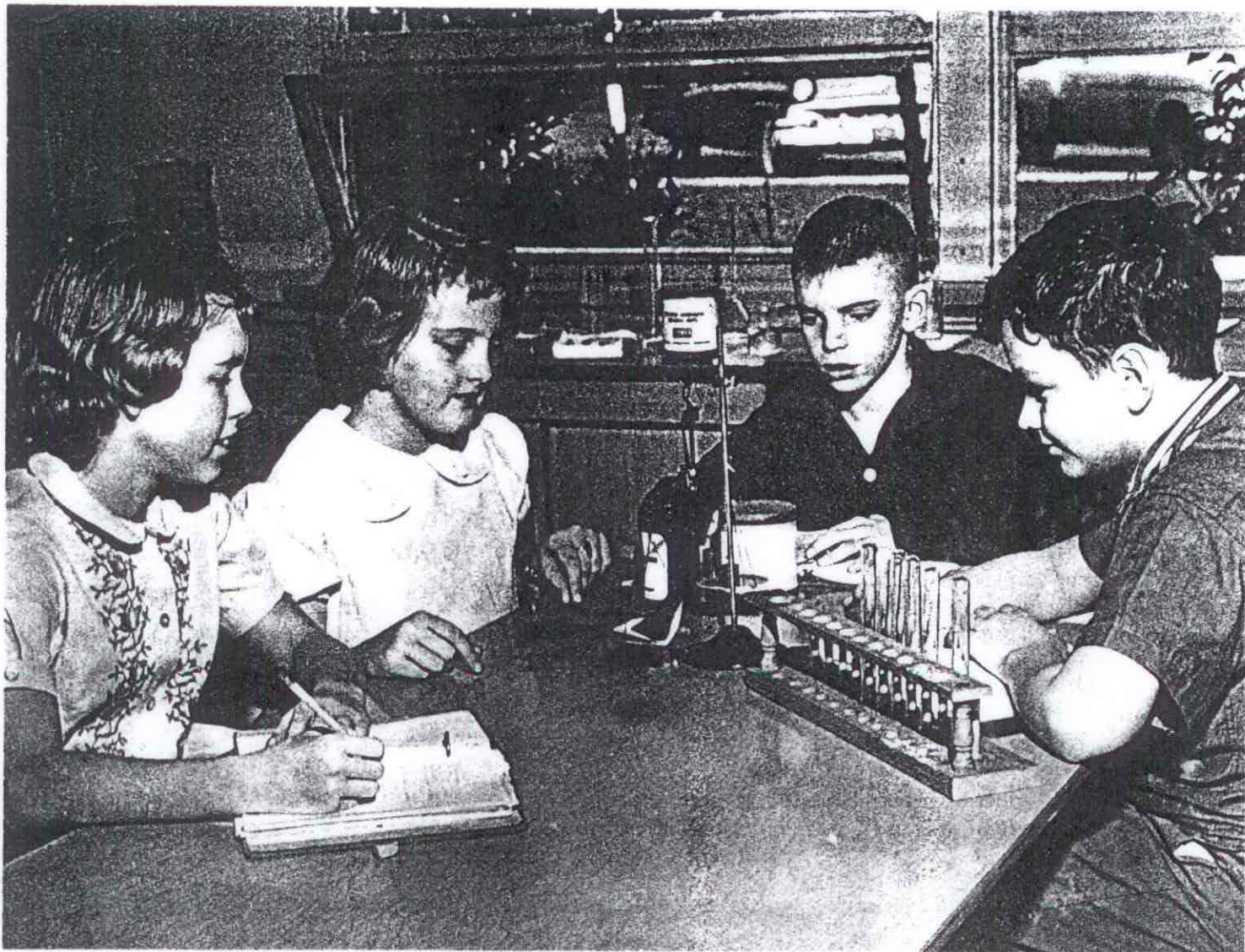


The Records of the Department of Education



Inventoried 1995-1996
By Gary Halvorson
Reference Archivist

Oregon Department of Education Administrative Overview

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Oregon Department of Education Administrative Overview June, 1998

Introduction

Oregon statutes place the Department of Education under the direction and control of the State Board of Education. (ORS 326.111) The board sets educational policies and standards for Oregon's 220 public school districts, 17 community college districts, and 21 educational service districts. Its major functions are to:

- Establish state standards for public kindergartens, elementary, and secondary schools.
- Adopt rules for the general governance of public kindergartens, elementary, and secondary schools.
- Prescribe required or minimum courses of study.
- Adopt rules regarding school and interscholastic activities. (ORS 326.051)

The Department of Education is charged with carrying out all administrative functions for the State Board of Education. The superintendent of public instruction acts as the executive head of the department and as such directs and supervises all of its activities. In addition to serving school and educational service districts, the department directly manages the Oregon School for the Blind, the Oregon School for the Deaf, and education programs for adjudicated youth. Generally its major responsibilities are to:

- Provide leadership to local educational entities through rule making, incentives, and examples of effective practices.
- Regulate compliance with applicable statutes and rules. (ORS 326.310)

Prior to the establishment of the Department of Education in 1951 as the integrating force related to the general education activities of the state, the Office of the Superintendent of Public Instruction served this function. Although the State Board of Education remained the statutory agency responsible for initiating educational policy, the superintendent was, and continues to be, the de-facto controlling and coordinating force for general educational concerns.

1859-1900

The state Constitution of 1859 established a system of common schools, and designated the governor as superintendent of public instruction with the provision that after five years the Legislative Assembly would be allowed to create an independent office for this function. (Const., art. 8) The Legislative Assembly exercised this prerogative in 1872 by enacting a law making the office elective for a

four-year term, designating a salary, and providing office space in the state capital. (L. 1872, p. 146)

The 1872 law also created the State Board of Education. From 1872 to 1941 the board consisted of the governor, the secretary of state, and the superintendent of public instruction. It was required to meet each January and July and was assigned the power to:

- Authorize the use of textbooks.
- Prescribe rules for schools.
- Sit as a Board of Examination to grant life diplomas and certificates to teachers.
- Grant diplomas and certificates without examination to people presenting authentic diplomas or certificates from other states.
- Revoke any diploma or certificate for "immoral or other unprofessional conduct. (L. 1872, p. 149)

The superintendent was also assigned specific duties in addition to the overall mandate "to exercise a general superintendence of the county and district school officers and the public schools of the state." (L. 1872, p. 146) One area of responsibility involved the requirement to annually visit public schools in every county around the state for the purpose of inspection, providing advice, and gathering statistics. He was also required, when possible, to attend county teachers' institutes, and assist in the organization and development of institute work in each county. Additionally, he was to visit the chartered higher educational institutions of the state to gather and verify statistical information to be presented to the Legislative Assembly. (L. 1899, p. 209-210)

In order to assure proper and standard local administration of education laws, the superintendent prepared and distributed a uniform series of blanks, business forms, and rules and regulations to county school officers. He also prepared informational circulars directed to school officers that dealt with topics such as school management and teacher responsibilities. (L. 1899, p. 209-210)

Furthermore, the law authorized the superintendent to supply a list of required studies to be taught in public schools; to supervise the vote among county superintendents for the adoption of a standard series of textbooks; and to annotate and compile school laws ordered published by the Board of Education during his term of office. (L. 1872, p. 147-148) In 1887 he was designated, in conjunction with the Board of Education, as the final arbiter of all questions and disputes concerning the interpretation of school laws. (L. 1887, p. 607)

1900-1925

In 1899 the Legislative Assembly rewrote the school laws and gave additional duties and responsibilities to the superintendent. The new law created various boards and

commissions to supervise programs and advise on special educational concerns. This action followed a trend toward specialization of functions in the office.

Teacher certification exemplified this trend. The new law required a state Board of Examiners to create test questions for all state teacher certification examinations. The board filled this role until its abolition in 1935. The superintendent exercised the power to appoint members to the board. (L. 1899, p. 209; L. 1935, p. 45) Teachers were required to successfully complete an examination for a specific teaching "class" and show evidence of good moral character. The superintendent exercised the power to grant and revoke certification and a 1911 law established a chain of appeal to the Board of Education. (L. 1911, p. 94) Additionally, during this time period, the superintendent became responsible for administering a mandated examination of 8th grade students. In 1905 he was made responsible for preparing examination questions; prescribing uniform rules for conducting examinations; and providing blank certificates of graduation to county superintendents. (L. 1905, p. 141)

Specialization in textbook selection moved forward with the creation of the state Board of Textbook Commissioners by an 1899 law. From 1901 to 1927 this board was appointed by the governor and reported to the Board of Education. They chose textbooks to be used for six year time periods. (L. 1899, p. 87) In 1927, the Board of Education began appointing members to the board. (L. 1927, p. 412) Although in later years the board retained its quasi-independent status, its authority was greatly reduced in 1953 by the requirement to submit a multiple list of textbooks from which the Board of Education could choose. (L. 1953, p. 165)

The Legislative Assembly created the state Board for Vocational Education in 1919. Growing interest in the field as well as federal funds from the National Vocational Education Act served as catalysts for this action. Members of the board consisted of the Board of Education (ex-officio) and four additional members appointed by the governor to represent agriculture, labor, employees, and "home interests." The board's responsibilities included cooperating with the federal government and distributing federal funds; administering Oregon laws relating to vocational education; formulating programs for integration into the public schools; certifying vocational education teachers and institutions; and reporting biennially to the Legislative Assembly. (L. 1919, p. 616-619) A 1923 state law required the board to coordinate a statewide program for vocational rehabilitation based on the 1920 federal law designed to speed the return of disabled workers to civil employment. (L. 1923, p. 196) The board ceased to function as a separate entity in 1941 when it was merged as a division of the Board of Education. (L. 1941, p. 638)

A specialized commission focusing on immigrants was created in 1925 and placed under the control and supervision of the superintendent of public instruction. The Commission of Americanization consisted of five members who were appointed by the board of education and responsible to the superintendent. This commission coordinated the effort to create a standardized course of study in the public schools to "promote and advance the work of Americanization among the immigrant population." The commission also educated adult immigrants on the subject. (L. 1925, p. 637) By the time of the publication of the 1941-1942 *Oregon Blue Book*, there

is no mention of the commission or its goals. Finally, a 1959 law repealed the statutory authority for the commission and associated functions. (L. 1959, p. 146)

In response to the perceived poor physical health of World War I inductees, the superintendent appointed a committee in 1919 to investigate how the schools could promote physical exercise and training. Additionally, a 1919 law made physical education classes compulsory for public school students while a 1925 law gave the superintendent the added duty to supervise the physical examination of elementary school students to discover problems with vision, hearing, or the existence of "external obvious defects." (L. 1919, p. 76; L. 1925, p. 40)

The superintendent also sat on various educationally related boards and commissions. As a member of the Oregon Library Commission, he worked to shape policy and programs in the developing State Library. Part of his responsibility as a member of the Board of Education was to sit on the controlling boards of trustees for higher education institutions. This ended in 1932 when control of state universities and colleges was integrated under the Board of Higher Education.

1925-1950

The power and influence of the superintendent's office continued to increase during the 1925 to 1950 period. The staff size increased to implement new programs and initiatives related to the challenges to the educational system posed by the Great Depression, World War II, and increasing popular interest in providing educational services to disabled students. Still, in the context of the added duties, a staff increase from two in 1926 to six in 1941 was seen as inadequate. Funding was the second lowest in the 48 states.

The single largest task for the superintendent's office between 1933 and 1940 was operating the emergency education programs established with federal funds. These programs were directly under the superintendent's control until 1936 when authority was transferred to the office of the Director of Education and Recreation in the federal Works Progress Administration (WPA). The WPA focus consisted primarily of education, recreation, and nursery school programs. Throughout the war years, the superintendent cooperated with various state, local, and federal programs for a number of purposes such as rationing and scrap collection. In 1939 he gained the power to disburse and administer all funds made available from the federal government for educational purposes in Oregon. (L. 1939, p. 673)

Enhanced state funding of local school districts further increased the influence of the superintendent. A 1947 law created the Basic School Support Fund which guaranteed each school district a minimum level of state support as well as extra funds for transportation and special programs. The superintendent could deny funds to school districts that did not meet state standards for school buildings, staff, organization, and curriculum. (L. 1947, p. 571)

Legislation in 1941 and 1943 strongly emphasized education for disabled students and placed the central responsibility for direction and program coordination with the superintendent. (L. 1941, p. 861; L. 1943, p. 268) The primary goals of the resulting program were to provide for the "(1) actual instruction and reeducation of children already handicapped, and (2) prevention of the occurrence or development of handicaps." Categories of handicaps included "vision, hearing, speech, crippled, low vitality, and maladjusted." ("The Program for the Education of Handicapped Children," 1945 report to the Legislative Assembly)

The superintendent was involved in various other efforts aimed at enhancing the quality of education in Oregon. Federally funded programs included those related to school lunches, Indian education, and the educational clauses of the "GI Bill of Rights." From 1931 to 1955 the superintendent sat on the Apprenticeship Commission with the state labor

commissioner, the director of the Board for Vocational Education, and a member of the state Industrial Accident Insurance Commission. The commission had jurisdiction over minors receiving wages in conjunction with learning a trade or business. (L. 1931, p. 138; L. 1955, p. 1006) He was also appointed to the Educational Agency for Surplus Property in 1947. This agency acquired surplus property by donation or purchase from the federal government and provided it to tax supported or non-profit private educational institutions. (L. 1947, p. 143)

Provisions for the nomination and election to be superintendent also changed during this period. The 1939 Legislative Assembly dropped party affiliations from the process and separate nonpartisan ballots were provided for both primary and general elections. (L. 1939, p. 655) From 1942 to 1961 the office was filled by election on nonpartisan ballots. In 1961 the Legislative Assembly passed a law making the office appointive by the Board of Education. The Oregon Supreme Court declared this unconstitutional in 1965 and a constitutional amendment to place the method of selection in the hands of the Legislative Assembly was defeated in 1966. Another attempt to repeal the constitutional provision requiring election was defeated in 1980.

1951-Present

The pace of change quickened for state educators in the 1950s. The 1951 Legislative Assembly created the state Department of Education as the central agency responsible for the general educational activities of the state. Before this reorganization no legal basis existed for a department in spite of the fact that the title had been used informally for some time to describe the cooperative actions of the superintendent, the Board of Education, and associated boards and commissions.

After the reorganization the superintendent retained power as the dominant member of the Board of Education. While the board was a separate body with statutory authority over educational policy, the superintendent as head of the new department remained the de-facto controlling force.

The composition of the Board of Education changed as well. A 1941 law had already expanded the membership to include four appointees of the governor. (L. 1941, p. 638) However, the 1951 reorganization went further by removing the governor and the secretary of state from the board and making each of the seven board positions elective. (L. 1951, p. 258)

Changes and growth in education programs since 1951 make them very difficult to track. Still, major trends and initiatives can be discerned. One of these trends has been an expansion in the role of the federal government. For example, in 1965 federal grant funds amounted to \$2.5 million compared to \$60 million in 1977. Significant federally funded programs include the National Defense Education Act, the Vocational Education Act of 1963, the Economic Opportunity Act of 1964, and the comprehensive Elementary and Secondary Education Act (ESEA) of 1965. The federal government consolidated many of its educational programs with the 1981 Educational Consolidation and Improvement Act.

Federal or state law required the establishment of advisory committees to assist the department. Areas covered by these committees included instructional radio and television, textbooks, private schools, private vocational schools, adult education, migrant education, Title IV-ESEA, handicapped, basic skills, nutrition education, community college operations and construction, community schools, compensatory education, apprentice related training, child development, personnel management, small schools, personal finance and economics, health education, and talented and gifted. In the 1987-88 biennium, there were over seventy advisory committees although by 1989-1990 this number was reduced to forty-five.

Further growth in the role of the state Department of Education came from the public mandate that the state should develop more general educational opportunities in addition to the higher educational opportunities already provided. From this expectation grew the vocationally oriented community college system.

Another trend has been the growth of programs aimed at specific student populations such as Indians, the gifted, and the mentally retarded. These programs have required additional funding and staff to maintain as have more general efforts such as those directed at curriculum improvement.

Both decision making and funding of education in Oregon have trended toward less local control in recent decades. The state has encouraged consolidation of school districts as an efficiency measure. The trend toward more state funding of education accelerated with the passage of Measure 5 in the 1990 election. This required that strict limits be placed on school funding through property taxes with the difference to be made up from state general fund money. Moreover, the state is now requiring more equality in the amount of money spent per student by districts throughout the state.

The Oregon Educational Act for the 21st Century

The most comprehensive restructuring of public education in the state's history passed the Legislative Assembly in 1991. The Oregon Educational Act for the 21st Century grew out of a 1983 presidential commission report titled "A Nation at Risk." The report highlighted problems in education, recommended steps for improvement, and urged a renewed national commitment. In response, the State Board of Education issued "An Action Plan for Excellence" which shifted the emphasis from means and methods to student learning and program performance. In 1987 the Legislative Assembly established funding to encourage school districts to develop educational goals and assess progress toward those goals. A 1989 law authorized school districts to restructure their educational programs and services to better meet new goals.

The goals of the 1991 law include raising the academic standards for all students; emphasizing parental involvement in education; giving local schools more freedom from state regulation; encouraging learning opportunity partnerships with local businesses and communities; and assessing student performance and requiring accountability for results. When the program is fully implemented, students will be required to demonstrate proficiency in a number of subjects in order to receive a Certificate of Initial Mastery in about the 10th grade and a Certificate of Advanced Mastery in about the 12th grade. (L. 1991, p. 1307)

The Department of Education is the coordinating agency in the ongoing implementation of the law. As part of this responsibility, representatives of the Board of Education conduct on-site visits to school districts in order to judge the effectiveness of their implementation of new educational standards. The board is also charged with appointing the 12 members of the state 21st Century Schools Advisory Committee. The committee proposes rules related to implementing the law. Furthermore, the superintendent is required to issue an "Oregon Report Card" each year in which the state of the public schools and progress toward the new goals are outlined. (L. 1991, p. 1307)

The Department of Education began a series of statewide tests in 1991 for grades 3, 5, 8, and 11, where student performance is evaluated against pre-determined standards. The state testing system was strengthened in 1995 when the Legislature revised the Oregon Educational Act for the 21st Century, requiring students to achieve a certain standard of performance on the state tests for the Certificates of Initial Mastery and Advanced Mastery. Each school was also required to establish a 21st Century Schools Council. The Councils are responsible for developing and coordinating improvements for staff professional development, the school's instructional program, and plans for new program implementation that arise from the new educational standards. (L. 1995, ch. 660)

During the 1995-96 school year, the Department developed new, more rigorous academic content and performance standards for students. The State Board of Education adopted them in late 1996.

Major Organizational Changes Since 1951

Following the major restructuring of the department in 1951, there has been frequent realignment of the expanding number of educational programs funded by the state and federal governments. The following is a brief outline of the shifting programs, divisions, and responsibilities for selected years.

1950s

For most of the decade, the department was divided into three divisions.

- The Division of General Education was responsible for instruction and school administration; teacher education and certification; curriculum and publications; transportation; education of handicapped; Indian education; school lunch program; and health and physical education.

- The Division of Vocational Education was responsible for the Oregon Technical Institute; distributive education; homemaking education; occupational guidance; trade and industrial training; agricultural education; and veteran training and education.

- The Division of Vocational Rehabilitation was responsible for the guidance, training, and placement of adult physically handicapped.

1962

A general reorganization placed departmental programs into six divisions.

- The newly named Division of Community Colleges was responsible for industrial, adult, and lower division collegiate education.

- The Division of Administrative Services was responsible for educational research; school finance; administrative relations; school lunch program; pupil transportation; and schoolhouse planning.

- The Division of Special Education administered teacher education, certification, and accreditation; special programs for the handicapped, retarded, able and gifted children; special schools guidance; migrant education; driver education; and vocational rehabilitation.

- The Division of Instructional Services was responsible for elementary and secondary programs; curriculum and library services; and vocational education.

- The Division of Educational Development was responsible for the Oregon Program, which worked to improve instructional practices and teacher training; and special studies in public education provided by grants from private foundation and federal sources.

- The Division of Staff Services provided administrative staff and services for the department and board.

1966

Further realignments produced the following divisions and areas of responsibility:

- Community Colleges & Vocational Education included vocational education; adult education; civil defense; and lower division collegiate programs.

- Administrative Services included school finance; research; school lunch; transportation; and school standards.

- Special Services included teacher education and certification; special programs for the handicapped, mentally retarded, able and gifted; as well as guidance programs and special schools.

- Vocational Rehabilitation included adult rehabilitation programs.

- Educational Development included program development and information and communications services.

- Instruction included elementary and secondary education consultants as well as curriculum and instructional media. A variety of federally funded programs were administered by this division.

1968

Four divisions directly served local school districts.

- The Division of Administrative Field Services was responsible for research and school finance; school standards; school lunch programs; and pupil transportation.

- The Division of Special Services was responsible for teacher education and certification; special programs for the handicapped, mentally retarded, able and gifted students; training for special education teachers; summer institutes and workshops; student work programs; and guidance, counseling, and testing programs.

- The Division of Instruction administered curriculum development programs; driver education programs; high school equivalency programs; selection of textbooks; and educational television and radio programs. It also assisted with federally funded programs for disadvantaged children; migrant children; small school demonstration projects; and the improvement of school libraries and classroom laboratories.

- The Division of Community Colleges and Vocational Education oversaw community colleges programs in secondary, post-secondary, and adult vocational education; adult and continuing education; and civil defense.

1970

In addition to the department's executive organization, education programs had been restructured into three divisions with new titles for continuing programs.

- Management Services included four directors. The director of School and College Auxiliary Services was responsible for school food nutrition and commodity distribution services; pupil transportation; building and construction; purchasing; and emergency services and civil defense education. Expanding federally funded programs were the responsibility of the director of Federal and Temporary Programs. Two other directors were responsible for Computer Services and Fiscal Services.

- The Division for General, Special, and Teacher Education included a director of Teacher Education and Certification; a director of Special Education which included the mentally retarded, handicapped, and able and gifted; and a director of General Education which included numerous subject area specialists (language, music, mathematics, etc.).

- The Division of Community Colleges, Career Education, and Instructional Technology included career programs; special programs; adult and continuing education; radio and television programs; and library resources.

1972

Program responsibilities and titles were realigned into the following categories:

- Compensatory Education included the Intergroup Human Relations Commission; migrant education; and other federal programs.
- Planning and Evaluation included planning and evaluation; development and utilization; and other federal programs.
- Special Schools and Services included responsibility for the School for the Blind; the School for the Deaf; special education programs; accreditation and certification; the Teacher Standards Practices Commission; classroom teachers; and the Oregon Association for School Administrators.
- Business and Auxiliary Services included pupil transportation; food, emergency, and purchasing services; computer services; and staff support services.
- Instructional Services included basic education; career education; instructional technology; student services; special community college programs; the Textbook Commission; and the Community College Presidents Council.
- Legal and Administrative Services included personnel; information-publications; hearings-disputes-legal actions-elections; and district, college, and community relations.

1976

The superintendent of public instruction was responsible for five divisions.

- The Community Colleges Division oversaw administrative, educational, and student services.
- The School Management Services Division oversaw accreditation, legal, and personnel services; business and auxiliary services; student services; school finance and data information services; and vocation school licensing.
- The Instruction Division oversaw basic education; career and vocational education; the development center; and the textbook commission.
- The Special Program Assistance Division was responsible for Compensatory Education; planning, evaluation, and assessment; and corrections education.
- The Special Education and Special School Division included special education; the School for the Deaf; and the School for the Blind.
- The deputy superintendent was responsible for communications and government relations; and personnel, business, and computer services.

1984

The department included four offices and three divisions, in addition to the State Board of Education.

- Supporting the other offices and divisions was the Office of Administrative Support Services which was responsible for personnel and business services; government relations; board relations; legal services; computer services such as publications and word processing; the School for the Blind; and the School for the Deaf.
- The Office of Community College Services included instructional services such as college transfer, adult basic education, GED, and community schools.
- The Office of Policy and Program Development included assessment and evaluation; standardization; and the resource center.

- The Office of School District Services included legal and personnel; small schools; school district administration; pupil transportation; school business services; school finance and data information; and the school nutrition program.

- The Division of General Education included curriculum development; instructional technology; migrant education; civil rights; and other federal programs.

- The Division of Special Education and Student Services included regional programs; student services; child development programs; and talented and gifted programs.

- The Division of Vocational Education included vocational planning and programs; job development and training services; and private vocational schools and veteran programs.

1989

The department was organized into five divisions: School District Services, Curriculum and School Improvement, Vocational Technical Educational Services, Special Student Services, and Department Management and Support Services. The department also included offices of Communications and Government Relations and State Board Relations.

1990s

The department continued to reorganize and by the end of 1997, seven divisional "offices" were organized: Office of State Board Relations, Office of Educational Support Services, Office of Assessment and Evaluation, Office of Special Education, Office of Curriculum, Instruction and Field Services, Office of Professional Technical Education, Office of Student Services.

Relevant Statutes and Rules for Education

Oregon Administrative Rule 581

Oregon Revised Statutes:

326 - State Administration of Elementary and Secondary Education

327 - Financing of Elementary and Secondary Education

328 - Local Financing of Education

329 - Oregon Educational Act for the 21st Century; Educational Improvement and Reform

330 - Boundary Changes; Mergers

332 - Local Administration of Education

333 - County Unit System

334 - Education Service Districts

335 - High Schools

336 - Conduct of Schools Generally

337 - Textbooks

339 - School Attendance; Admission; Discipline

341 - Community Colleges

342 - Teachers and Other School Personnel

- 343 - Special Education Services
- 344 - Career and Professional Technical Education; Rehabilitation; Adult
Literacy
- 345 - Private Schools
- 346 - Programs for Blind and Deaf Persons
- 348 - Student Aid; Education Endowment Fund; Planning

Chronology of Significant Events

- 1834 First school in Oregon established at French Prairie (Wheatland).
- 1849 Free public school system established by the Territorial Legislature.
- 1859 State system of common schools established.
- 1871 State Board of Education composed of governor, secretary of state, and superintendent of public instruction.
- 1872 Office of superintendent of public instruction established as an elective office.
- 1899 State Board of Examiners established to oversee teacher certification.
- 1899 State Textbook Commissioners appointed by governor, relieving superintendent of supervision of textbook selection.
- 1905 Superintendent responsible for administration of examinations to 8th grade students.
- 1919 State Board for Vocational Education chartered, oversees home economics and agricultural education.
- 1919 Physical education becomes a compulsory curriculum component.
- 1920s Commission of Americanization established to promote the work of Americanization among the immigrant population.
- 1927 State Board of Textbook Commissioners appointed by superintendent and Board of Education.
- 1931-1955 Superintendent serves on the Apprenticeship Commission.
- 1933-36 Superintendent directs emergency educational programs established with federal funds.
- 1935 State Board of Examiners abolished.
- 1936 Authority for administration of federal educational programs transferred to Office of Works Project Administration, Director of Education and Recreation.
- 1939 Superintendent given power to disburse and administer federal funds for educational purposes.
- 1939 Election of superintendent put on a non-partisan basis.

- 1941 Board of Education expanded with addition of four appointees by governor.
- 1941 New program established for special education.
- 1943 Vocational rehabilitation expanded to include the mentally disabled as well as physically handicapped.
- 1945 New program established for health and physical education.
- 1947 Basic School Fund created to guarantee each school district a minimum level of state funding.
- 1947 New federally funded programs include school lunch, Indian education, and the GI Bill of Rights educational programs.
- 1951 Department of Education legally established as the central agency responsible for general education activities. Superintendent heads the new agency.
- 1951 Governor and secretary of state removed from the Board of Education. Seven board positions appointed by governor for seven year terms, confirmed by Senate.
- 1959 National Defense Education Act (NDEA) established federal programs to improve and strengthen instruction.
- 1963 Vocational Education Act enacted.
- 1965 Elementary and Secondary Education Act (ESEA) enacted as part of extensive federal legislation to aid education.
- 1977 Intermediate Education Districts (IED) were renamed Educational Service Districts (ESD) to serve as a link between the department and local districts.
- 1986 State Comprehensive Plan for Education (SCOPE), 1987-1993, a six-year reform plan was adopted.
- 1991 Oregon Educational Act for the 21st Century adopted. Statewide assessment testing began for students in grades 3, 5, 8, and 11.
- 1996 Oregon Educational Act for the 21st Century revised to require students to achieve a certain standard of performance on the state tests for the Certificates of Initial Mastery and Advanced Mastery.

Superintendents of Public Instruction

Name/Party	Term of Office	By What Authority
Simpson, Sylvester (D)	1/29/1873 - 9/14/1874	Appointed by Gov. Grover
Rowland, L.L. (R)	9/14/1874 - 9/9/1878	Elected 1874
Powell, J.L. (R)	9/9/1878 - 9/11/1882	Elected 1878
McElroy, E.B. (R)	9/11/1882 - 1/14/1895	Elected 1882; reelected 1886, 1890
Irwin, G.M. (R)	1/14/1895 - 1/9/1899	Elected 1894
Ackerman, J.H. (R)	1/9/1899 - 1/3/1911	Elected 1898; reelected 1902, 1906
Alderman, L.R. (R)	1/4/1911 - 1/28/1913	Elected 1910; resigned
Churchill, J.A. (R)	7/13/1913 - 6/1/1926	Appointed by Gov. West; elected 1914; reelected 1918, 1922; resigned
Turner, R.R. (D)	6/1/1926 - 1/3/1927	Appointed by Gov. Pierce
Howard, Charles A. (R)	1/3/1927 - 9/1/1937	Elected 1926; reelected 1930, 1934; resigned
Putnam, Rex (D)	9/1/1937 - 1/31/1961	Appointed by Gov. Martin; elected 1938; reelected 1942, 1946, 1950, 1954, 1958; resigned
Minear, Leon P.	2/1/1961 - 3/31/1968	Appointed by Gov. Hatfield; elected 1966; resigned
Fasold, Jesse V.	4/8/1968 - 6/30/1968	Appointed by Gov. McCall; resigned
Parnell, Dale	7/1/1968 - 3/31/1974	Appointed by Gov. McCall; elected 1968; reelected 1970; resigned
Fasold, Jesse V.	4/1/1974 - 1/6/1975	Appointed by Gov. McCall
Duncan, Verne A.	1/6/1975 - 11/15/1989	Elected 1974; reelected 1978, 1982, 1986; resigned
Erickson, John	12/18/1989 - 9/30/1990	Appointed by Gov. Goldschmidt; resigned
Paulus, Norma	10/1/1990 -	Elected 1990; appointed by Gov. Goldschmidt (before elective term began); reelected 1994