After graduation, Martin Grove Brumbaugh became an instructor in and later president of his Alma Mater, Juniata College of Huntingdon, Pennsylvania. From 1884 to 1890, he was Superintendent of Schools of Huntingdon county. In the next few years, after one year at Harvard, he secured his Ph.D. from the University of Pennsylvania in 1894.

Heeding Dr. Brumbaugh's persistent plea for more adequate training in pedagogy, Provost Harrison of the University of Pennsylvania created a chair of pedagogy the following year, 1895, and in recognition of his leadership in educational matters Dr. Brumbaugh was appointed first professor of pedagogy. This position he filled on a part-time basis, rendering his services to Juniata College at the same time. During the week he attended to his duties as president and teacher of Juniata College, and on Saturdays he taught his graduate classes in pedagogy at the University of Pennsylvania.

After the Spanish-American War, Dr. Brumbaugh was persuaded by Provost Harrison, who granted him a two-year leave of absence, to accept President McKinley's appointment as first United States Commissioner of Education to Puerto Rico. There Dr. Brumbaugh set up and put into running order a thoroughly American school system. His success in this task is unquestionable.

With the termination of his work in Puerto Rico in 1902, he returned to teach his classes at the University of Pennsylvania. By this time the Department of Pedagogy had advanced

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1 This article is rewritten from Chapter VI of "Martin Grove Brumbaugh, Educator," the author's Master's thesis in History at the Pennsylvania State College, 1937.
to the point of requiring practically all his time. Consequently, during this later period at the University, 1902 to 1906, he found it best to reside in Philadelphia and devote himself almost entirely to his professorship. Meanwhile, he continued as president of Juniata College.

Being more than a classroom or platform educator, Dr. Brumbaugh soon became active in the improvement of the city schools of Philadelphia. Recognizing his ability and interest in city school matters, his fellow citizens made him a member of the Citizens Committee which was formed to urge the much needed reorganization of the Philadelphia school system. His work on this committee placed him, as an educational expert, on the commission which drafted the School Law of 1905. By this law, Philadelphia was given a modern system of education for the first time in its history. Still further modernization of the schools was to come with his superintendency.

Need of reform in the Philadelphia schools is only too apparent when one compares school expenditures there with those of other cities in 1904. While New York City had spent $33,000,000 in its public schools, Chicago, $23,000,000, and Boston more than $10,000,000, Philadelphia had spent a little more than $6,000,000. In population Philadelphia was the third largest city in the United States but in per capita expenditures in the schools it fell to thirty-fourth place. It was Dr. Brumbaugh’s aim to raise it to its rightful ranking.

Reorganized under the new law at its first meeting, on the first Monday of January, 1906, the City Board of Public Education re-elected Dr. Edward Brooks superintendent. Due to ill health Dr. Brooks was unable to attend closely to the duties of his office. Dr. Edgar A. Singer, a deputy, acted in his stead during the first five or six months of the year, but on July 1 the board named Dr. Brumbaugh to take Dr. Brooks’ place. Consequently, Dr. Brumbaugh was afforded the opportunity of

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Interview with Frank Brumbaugh, December 22, 1936.
Eulogy at dinner in honor of Governor Brumbaugh, School and Society, I (January 9, 1915), 55-56.
Brumbaughiana, a special memorial collection in Juniata College Library. Excerpt from “Itemized Estimate of Expenses of the Philadelphia Schools During the Year 1904.” Not published.
putting into operation the new law which he had helped to draft in the hope of modernizing the city school system.

During the rest of the summer the new superintendent tried to get as well acquainted as possible with the duties of his office, the new law’s operation, and the personnel of the system before the opening of the new school term. That fall the schools began without friction. In view of his experience and observations, the new superintendent was not long in making significant plans and suggestions for the future needs of the city schools. Smaller classes were advised, since many were physically overcrowded and too much for one teacher. A maximum of twenty-five pupils per division was suggested. More equitable and efficacious application of the new school law was sought in order to provide better teachers, give new ones a fair trial, and render fairer compensation to all.

In September, Superintendent Brumbaugh submitted to the Board of Education a plan for a trade school. The measure was accepted and in October the “Trades School” was formally opened with the following twelve departments in practical operation: printing, plastering, blacksmithing, plumbing, sheet metal, painting, electrical construction, carpentry, steam-fitting, pattern making, mechanical and architectural drawing. Added utility came through the evening sessions of five nights per week when it was crowded with men and boys over fifteen years of age who worked during the daytime. From the very beginning this new form of education was a great success.\(^6\)

Later, night school classes were instituted in both elementary and high school levels.

A campaign for modern school equipment was carried to the people in every part of the city by the slogan: “A decent seat in a decent school for every child in Philadelphia.” As a result, there followed a complete transformation in the physical plant of the school system of the city.\(^7\)

During his first year in office, the new superintendent called in Mr. Otto Mallery to form a “Playground Association.” The superintendent was anxious that every child have a good school, a good church, and a good playground. Mr. Mallery became field

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\(^6\)Ibid., pp. 6-8.

\(^7\)School and Society, I (January 9, 1915), 55.
manager and began raising money while Superintendent Brumbaugh, as president of the association, made many speeches and even enlisted the support of Mayor Rayburn. In May of 1907 *tag day* was conducted to raise more money for the enterprise. Over $20,000 was raised and the buying of vacant lots for playgrounds began.

Mayor Rayburn, upon Brumbaugh’s recommendation, appointed a commission, with Mr. Mallery as secretary, to conduct a playground investigation in other cities and make a report to the association. Besides, a *Playground Committee* was formed in the Mayor’s office with Superintendent Brumbaugh as its secretary.

Many playgrounds were taken over and appropriations were made for more. The investigation commission recommended a board of recreation. The board was created in 1909 with Brumbaugh as its president until he became governor, at which time Mr. Mallery succeeded him.8

This novel enterprise which the new superintendent had begun was to grow more and more popular and be of infinite public service. After his governorship, the founder once more joined the crusade of the Playground Association.

Many new school buildings were added and the physical plant of the school system improved materially from the very beginning. Progress was assured by the coöperative spirit prevailing between school and home. Kindergartens, special departments, such as music, cooking, and drawing, were encouraged and grew rapidly. A physical education department with one director and ten assistants was begun to promote better health for the school children.9

There was little or no change in the curriculum except that the vertical system of handwriting was stressed more than before. The superintendent arranged to meet personally all the teachers in the school system and thereby instil his ideas of education into the school system through them. To prevent retardation and dropping out of school, Dr. Brumbaugh asked the board to enact by-laws to provide for semi-annual promotion of pupils.

As he had previously done in Huntingdon county, Superintendent Brumbaugh pointed out the necessity for moral education. No formal instruction was recommended, but rather, that the

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8 Interview with Otto Mallery, February 1, 1937.
teacher should exemplify the moral man and the moral education would, therefore, be by example. For the good of the city he encouraged what he called the "social aspect of civilization." The school's part in this plan is made clear when Superintendent Brumbaugh said: "It is my conviction that the school plant should serve a vastly wider need than it now does, in at least five important directions, with little or no added expense to the taxpayer. It can render good, namely: as a centre for play, as social centres for children, as meeting places for Home and School Associations, as centres for illustrated lectures, and as gathering places for the alumni of the several schools." Nor were the benefits limited to white school children only. Furtherance of colored school education was encouraged apace.\textsuperscript{10}

The Home and School Association was a unique organization established by Superintendent Brumbaugh. Since better coöperation in school matters between school and home definitely enhanced progress of a reform program, these associations of parents and teachers had been set up. The superintendent attended many of these meetings and thereby got to know so great a number of his patrons, nor was he forgotten later in his campaign for the governorship of the state. Field work of this type made up a large part of Dr. Brumbaugh's work as an educator. Beginning in 1908, continuance of pay was recommended for teachers of secondary, elementary, kindergarten and special schools while attending teachers' institutes. Further instruction of teachers was beneficial to the public because it would promote growth in their efficiency and the school children would in turn profit, he pointed out.\textsuperscript{11}

"The aim of the Department of Superintendence is to maintain physical health during the school years of the school life," said Dr. Brumbaugh in his report. Illness of teachers had created a need for trained substitutes. Nursing service had been introduced in the schools. Furthermore, raise in salary for good teachers to keep them from leaving the profession was urged. To make the best of a bad situation since the curriculum had lately been restricted to the essentials with a tentative time allotment, Superintendent Brumbaugh insisted strongly upon applied education

\textsuperscript{10} Ibid., pp. 1-13.
\textsuperscript{11} Ibid., p. 18 ff.
in the elementary schools. A more equitable eligible list for appointments and promotions was inaugurated and moral education and additional school facilities were requested to continue the reformation that he had instituted in the schools of Philadelphia.\(^{12}\)

Superintendent Brumbaugh urged that the teachers of the city make Peace Day, May 18, 1908, memorable by keeping in mind a threefold purpose: to observe Peace Day, to do honor to William Penn as a preliminary to the celebration of “Founders Week” on October 4-10, and to pay tribute to the mothers by wearing a white flower, a carnation preferably, thus recognizing their very important cooperation.\(^{13}\)

After enumerating and discussing at some length the work and program of the city schools for the past year, in a letter to The Teacher, an educational publication, Superintendent Brumbaugh commended the teachers for valiantly doing their part. He concluded his letter by adding:

> The teachers have earned and I hope will enjoy a happy rest during the vacation months. Out in the mountains, by the seaside, in foreign lands, and in retreats where birds and flowers become companions, I trust you will find the quiet and the peace that comes to those whose hearts are full of love for children and whose faith is that working for childhood is working for God.

> Sincerely yours,

> M. G. Brumbaugh\(^{14}\)

The pious and lovable nature of Dr. Brumbaugh ran throughout that letter. At Philadelphia he attended regularly the Church of the Brethren on Dauphin Street, just west of Broad. To escape the rush and confusion of his position in the city, he kept no phone in his home and sneaked off on occasional vacations. His love for the open country and streams and his attachment to fishing led him often to streams near his old homestead, to the Schuylkill near Valley Forge, and to Maine near Winthrop.\(^{15}\) To him there was


\(^{13}\) A letter of April 29, 1908, by Superintendent Brumbaugh to principals of the city schools enjoining the keeping of Peace Day, Brumbaughiana, Juniata College.

\(^{14}\) Letter by Superintendent Brumbaugh, The Teacher, XII (June, 1908), 164-165.

genuine pleasure in such occasional opportunities for communion with nature and during his lifetime he endeavored to help others see the values in the beauty of nature.

The William Penn High School was completed and opened for use in September, 1909. This was a vocational school for girls, a leader in its kind. It furnished a cultural, domestic and professional background for the girls of Philadelphia who were fortunate enough to profit by its blessings. Always desirous of having available, for the betterment of his teachers, a good pedagogical library, all efforts were expended toward the attainment of this end. The library had grown rapidly in volume and scope until in 1909 it was among the finest, if not the finest, in the country.

Through the coöperation of the public secured largely by the intercourse gained in the Home and School Association, which Superintendent Brumbaugh had worked so earnestly to establish, certain schools had instituted cheap luncheons and the movement was rapidly gaining added public support in 1909. Dr. Brumbaugh expressed his opinion that the Philadelphia schools were being supported better by the public than any elsewhere in the United States. New buildings and equipment were coming through satisfactorily and except for the definite shortage of good teachers, especially men, and a shortage of kindergarten schools, the school program was progressing to the satisfaction of the superintendent. More definite advancement was made in securing trained art teachers; but matters of certification, assignment, and promotion were not satisfactory, as yet, and it was toward the remedying of these shortcomings that Dr. Brumbaugh applied himself.

Your teachers have wrought wisely, uncomplainingly and well. They are worthy of the increasing esteem and support of the entire community. School is not an apprentice experience in life. It is living. The teachers have labored to make this living in school so rich, so ripe, so rare, so wholesome as to insure to the greater city of tomorrow, a capable and worthy citizenry, wrote the superintendent to the school boards of the city. So, when agitation among the teachers for higher salaries gained the support of the public and the press, Brumbaugh urged the boards

to grant the desired increase in salary. Always eager to have his teachers well remunerated, he further urged a sabbatical holiday —after teaching six years, a year's leave of absence for study or travel was recommended. Their work in the school, social programs, and occasional public lectures was regarded worthy of reward.\(^7\) Special classes for the backward, truant, mentally and physically deficient children were being instituted with great difficulty, due to the lack of special rooms and specially trained teachers able to handle that type of work. To make better citizens, a course in civics was added to the curriculum.

By 1911 the superintendent was able to report that about 80% of the furniture and other equipment was in satisfactory condition.\(^8\) School zoning was advocated to promote more ideal school conditions, free from the noises of the city's busier sections. Also, to provide a fairer opportunity for the school children of the city, he hoped that the boards and public would join him in his battle against child labor. Only partial success accompanied these efforts.

A notable contribution to the educational legislation of the state, which Dr. Brumbaugh made at this time, has been described in the following words:

In 1911 the new school code, which Dr. Brumbaugh had an important part in framing and causing to be enacted, gave the Board of Education independent borrowing and taxing powers, which have vastly increased the importance of the body. This code the Federal Department of Education has said is "the most extensive and radical instance of educational legislation that has ever been accomplished in a single act in this country."\(^9\)

Noteworthy in the work of the school year of 1912 was the introduction of visual education which has today gained a prominent place in education. Special classes for both dullards and geniuses were also established in order to give to every child a fairer opportunity to profit by his years of schooling.

The summer of 1913 Dr. Brumbaugh spent in Europe where he visited the schools in France, Belgium, Switzerland, Holland,

\(^7\) Ibid., 1911, pp. 3, 4, passim.
\(^8\) Ibid., pp. 15-23, passim.
Germany and England. He reported that the Philadelphia schools compared favorably with those in foreign countries and that by further encouragement of vocational and special classes we should bid well to see our schools achieve an enviable ranking.

Upon retiring from his superintendency in 1914, Dr. Brumbaugh reviewed the achievements of his administration. This impressive record included organizing a department of physical education, starting valuable classes in cooking, establishing a board to examine for qualifications in the election and promotion of teachers, instituting elementary manual training classes, and establishing the Philadelphia Trades School. He had begun a school for the training of teachers who had not had training elsewhere, insisted on practical work at the training school, advocated practice teaching in regular classrooms, secured teachers of special subjects in arts and crafts, provided clerical assistance for principals thus enabling them to devote themselves more fully to more valuable work, established uniform training throughout the schools of the city and made some headway in gaining sentiment for the adoption of a junior and senior high school plan, secured three salary raises for the teachers and urged the school boards to keep the salaries at a high level so as to secure and retain good teachers, and started active sentiment for a new administration building.

In 1912 the school administration had been forced out of City Hall and it rented office space in the Stock Exchange Building. Superintendent Brumbaugh soon succeeded in persuading the Board of Education that an administration building should be built. "It is my earnest desire that when this building is erected it shall be one both architecturally and administratively suitable for the high and important services which it will render," he said in that year's report. He did not live to see his dream come true.20

Furthermore, part-time teachers and bad schoolrooms had been eliminated, the course of study definitely improved, and the kindergarten raised to a satisfactory level. Necessity of silent school zones had been impressed upon the city board of education and their efforts had brought some favorable results. The pedagogical

20 The new building which is everything that Dr. Brumbaugh would have dared to hope for was opened on January 1, 1932. Not only does it house administration offices, but it contains, also, a wonderful educational library with many fine volumes, school records and other materials of educational value.
library was established, moral education had been injected into the process of teaching, and the merit system of rating teachers was instituted and employed, thereby securing a more equitable administration with less corruption on the part of the school boards. School children's physical well-being was guarded by the addition of healthful equipment, and medical and nursing services.

Having been elected governor of Pennsylvania, Dr. Brumbaugh resigned his position as superintendent of the Philadelphia Schools to enter the political field, a field much different from the one in which he had been all his life. But he remained an educator at heart and kept working in the interest of education even while chief executive of Pennsylvania.

Most noteworthy among his contributions to the Philadelphia schools was his securing of recognition of the proper functions of the superintendent in connection with elementary and high schools. Reorganization of the high school system led to the establishment of composite district high schools throughout the city and their elevation to the rank of first class high schools. Philadelphia's school system was placed on a par with the best in the United States. Introduction of the merit system eliminated the operation of improper influences, and the organization of the entire system of instruction on a business-like basis placed the administration of the school program largely in the hands of the superintendent, leaving to the school boards their proper function as business managers.

He had encouraged and directed the movements for vocational instruction with the result that the first public trade school in the United States was established, one of the best in the country; for girls a vocational school was founded in the new William Penn High School, a leader in its class, with efficient and specialized instruction. His efforts and achievements in reorganizing the Bureau of Compulsory Education which became a model of efficient educational and social service, and his services to the city through the Home and School League and the Playground Association are outstanding.

Upon leaving the office of superintendent, Dr. Brumbaugh closed, perhaps, the most successful and beneficient period of his life. His services to Philadelphia had been invaluable and probably no other man in his day could have done better in that posi-
tion. From the results it is evident that he had put his best into the work. The great educator had left the classroom to perform a masterful reform in a sadly deficient school system. The unstinted support of the citizens was given in appreciation of his work. His election to the governorship of Pennsylvania brought his resignation.

His nearly nine years of service in Philadelphia were concluded in the following words:

To give up my life work, to turn to new duties after thirty-six years of constant service to the schools, is no easy task. My heart will always be with the childhood I love and with the school in which I have wrought. I reluctantly relinquish a work in which I found abiding inspiration and to which I gave myself unreservedly. I pray you to keep the teachers and children near your heart and so legislate as to bring to our beloved city a system of education so splendid, so clean, so efficient, that all may know we count our greatest agency for constructive good the school of the people.21

21 W. M. Denison, Deputy Superintendent of Public Instruction in Pennsylvania in 1930, An Address, “Martin G. Brumbaugh in State and National Education” given at the Memorial Service held in conjunction with the Seventy-fifth Annual County Institute of Huntingdon County, October 30, 1930, p. 3.