THE DEVELOPMENT
OF THE
JANE ADDAMS HIGH SCHOOL

by
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CHAPTER I
INTRODUCTION

The education of children who exhibit wide variations of mental and chronological age and so appear as "non-conformists" in the mass treatment confronts the administrative departments of any school system with a definite problem. Unless given special attention, they are quite likely to produce in such a system a bad case of administrative indigestion. They tend to clog up the channels of regular movement through the grades. They can not be absorbed in more advanced types of schools. They become a source of distress from every viewpoint--instructional, disciplinary, social, integrative. Indeed, observation and study show that slow learners and gifted children as well, although approaching the school from opposite poles, create educational difficulties in any ordinary classroom.

However, in this study a consideration of the needs of the superior child is not being included because that is not one of the functions of such a school as the Jane Addams High School. What we are concerned with here is the opposite type--the variant, whose indications of inadequacy are evident in:
Special teaching problems
Failures
Social and mental maladjustment
Juvenile delinquency.

The need for segregation of the atypical child either in special schools or special classes is now, it seems, an almost universally accepted fact. Every metropolitan educational system provides for such schools and classes as the most practical way of benefiting both its normal pupils in the regular room and also the atypical children who failed to make a proper adjustment in such a room. For the moment let us consider the problem from a purely pecuniary standpoint. Miss Ingraham (1) says:

Because of the limited horizon of the slow learning pupil, he must have more experiences of the same kind than the normal child in order to arrive at a given stage of efficiency.

That means, very obviously, more teaching hours to produce anything like the same result. It also means more concentrated attention on the part of the teacher, which in turn involves fewer pupils to a given classroom. Both items—more teaching time and lighter teaching load—mean greater expense for special classes. That is inescapable (1)

Ingram, Christine P., Education of the Slow Learning Child.
and may be verified in the financial statements of school systems the country over.

However, the added money cost is not the only one. The picture of what takes place in a typical classroom while the teacher drills the children whose mental equipment is geared too low to keep the pace set by the class is much too familiar to require much description. Any interested person may read statistical records in the Superintendents' offices of the costs to the districts of every child who failed to be promoted. This figure is recorded and is reckoned in dollars and cents; however, another figure which is just as real and perhaps of much greater ultimate concern does not appear on the books. That is the cost to the pupil in loss of self-esteem, the loss of prestige with his peers, and loss of that most priceless characteristic which we call enthusiasm.

To succeed in the world today with its complex social and economic systems is a problem which taxes the abilities of normal or superior children, who have in all probability been encouraged at home and at school. Contrast the situation which the diverse child must face. He starts with a mental handicap which slows his pace. He must negotiate hurdles which have unwittingly been built up by criticism and defeat, and he is urged to exertion beyond his strength by an overwhelming desire for social approval.
To work hard is an exhilarating experience when motivated by the anticipation of success, but to struggle to one's limit with the consciousness that failure is an almost certain result makes working drudgery indeed. A most vivid example comes to mind in this regard. The writer was making a program for a new student. Reference to placement in arithmetic which had been received showed a serious need for remedial work in that subject. When it was suggested to the child that she should take arithmetic, she replied in a burst of revolt, "Why do I have to take that? I've spent hours and hours on it almost every day I've been in school, and I just can't do it. My sister always got it easy, but everyone in the family has tried to pound it into my head, but I just can't do it. Do I have to try again?"

It would be salve for the consciences of school officials if they could believe that these atypical children were few in number and were all living in another city; however, again the facts reveal that it is a problem which every city and town must face and solve for itself. From the report of a committee appointed to study high schools in Pittsburgh, the statement was made that, although no national studies have been made of the incidence of subnormal children, studies of large groups of children in cities indicated that 10 percent to 11 percent of the
school population needed special curricula.

In a letter of transmittal written by Commissioner William John Cooper of the Office of Education to Secretary Wilbur of the Department of the Interior, accompanying a study of Public School Education of Atypical School Children, which was made by Dr. Kunzig, the following statement is quoted:

The 1930 White House Conference, called by President Hoover and held under your chairmanship, revealed the fact that approximately 22 out of every 100 children in the United States need special attention either in the form of medical and surgical treatment, professional supervision of feeding and exercise, or instruction under direction of highly specialized teachers.

It is not altogether a matter of choice on our part. These children are members of an interrelated society, every part of which suffers for the maladjustment of any other. The Spartans killed their defectives. The Chinese famines solve the problem of the unfit in Asia. But Americans neither kill nor starve their unsuccessful. They provide organized relief; they pay for the upkeep of police, courts, sanitoriums, hospitals, reformatories and prisons; they suffer a crime bill so large that it dwarfs

the entire cost of national education.

Society has been forced to provide special institutions for the atypical adult. Schools must do likewise for the atypical child in the hope that they may not become the atypical adult.

That means special classes and a special curriculum. These non-academic minded pupils, if forced to accept the traditional curriculum, are usually the first to feel the teeth of the compulsory attendance laws. They are forcibly required to attend school; yet they feel that it is a waste of time and effort and that it is a most unpleasant experience. Some students accept the dictum and passively wait "until they can quit school," while others acquire a resentment for law and order which builds a poor foundation for a structure of good citizenship.

Burton (4) says that "civilization is a race between education and catastrophe." Certainly catastrophe has won the laurels if children leave the public schools feeling that the school and the world at large are combined to make them unhappy.

Since democracy is a composite of its members, the development of the individual and the development of the

(4) Burton, William H., History of Education.
nation are one and the same. It is of much greater importance to ours than to some other forms of government that all of our people develop their abilities, initiative, and self-sufficiency since the ethical concept of democracy assumes the responsibility for the welfare of its members.

Cox (5) expresses his agreement with a statement which he quotes, "democracy is first an urge, next a faith, then a sanction, and finally, it is potentially a success. Democracy as a way of life aims at the common good through the highest development of each individual," (6) and in the same discussion, he relates the school program to a democratic society in the following statement:

Democracy must be judged by its ability to make every citizen a creative leader in some enterprise, however small, and at the same time a contented but critical follower of superior insight in other fields, however extended; by this criterion alone can the results of the junior high school be finally evaluated.

The objection is often raised that special schools are too expensive to warrant public support. It is probably true that per capita costs are much higher in these schools; however, society can not escape the cost of caring

for its ineffectual members. Either the cost must be ac-
cepted in school training which will provide the indivi-
dual with some resources for his self-support, or it must
be paid later in some type of governmental subsidy.

The special schools or classes impress the writer as
having better opportunity for helping the atypical child
in the training for use of leisure time, which will also
be essential to his future success and happiness. The fact
seems evident that, since the day of free land and small
private industries is practically a thing of the past, in-
dividuals will more and more be engaged in the routine jobs
connected with very large organizations. These businesses
regulate the hours of employment and the wages earned so
that the worker will have more time for leisure but will
be limited by his means in choosing his recreations.

Preparation for the use of "out of work" hours may
some time be as important to life as the vocational train-
ing is itself. Release from the monotony of work which
has become a habit must be found in outside creative ac-
tivities. This is none too easy for the normal child.
He, too, finds it difficult to occupy his time with indi-
vidually pleasurable and socially constructive activity.
He, too, finds that Satan is keenly interested in provid-
ing mischief for idle hands and not infrequently ends up
in police courts himself.
For the variant the problem of living happily and safely through the long hours of enforced leisure is quite likely to be insurmountable unless he has received special guidance and training. This is one of the important duties and opportunities of the ungraded class and its program of activity. Here the slow child is aided to make an exploration of types of expression which might perhaps never have been encountered otherwise. The following quotation expresses this need for leisure time education: (7)

The school in short will have to provide educational resources which will enable us to explore and develop the rich possibilities for intimate living under these new conditions. What is true of family life is true of other leisure-time relationships. Leisure, in other words, is no longer synonymous with idleness and education for leisure consists in more than devising the means with which to fill vacant hours with non-harmful activity. Education for leisure, on the contrary, is a serious responsibility consisting of nothing less than the fostering and the cultivation of interests and values of such a character as to improve the quality of man's behavior within his most intimate and significant relationships.

Reading and the fields which it opens up will probably be of only secondary interest to the groups of the lower intelligence range. Reading for them will never bring the solace and relaxation which it furnishes the

(7) Everett, Samuel, and Others, A Challenge to Secondary Education, p. 86.
superior child; consequently, to supply these limited ability groups with other tools with which they may make their contribution to the community and find recreation for themselves is an essential part of education. The neighborhood gatherings need "speakers" for inspiration and leadership, but they also need "cake bakers" for their social and physical well being. The contribution of each is important.

The study which follows is submitted not as the analysis of an authority on the subject of special schools who has found satisfactory answers to all of the questions, but as the effort of one who, after working in the field for some time, is impressed with its magnitude and humbled by its unsolved problems.
CHAPTER II
RELATED STUDIES

Two recent studies were made of the Jane Addams High School, formerly known as the Girls Edison Six Year High School: the first, a thesis submitted to Oregon State College in August, 1938, by Frances L. Welch, entitled "Adjustment Problems of Girls in a Special High School;" the second, a thesis submitted to Reed College in Portland, Oregon, in June, 1939, by Georgia B. Howe, "A Survey of the Population of the Girls Edison High School made during the School Year 1938-1939." Miss Howe's thesis is being reviewed first since it contains general information of a basic nature.

Miss Howe states the purpose of the thesis as being "an attempt to determine the nature of the group of students served by the Girls Edison High School" (1) and she quotes Rugg (2) for the statement that, "before any satisfactory design may be achieved, one must understand thoroughly what function the design is to serve."


(2) Rugg, Harold, Democracy and the Curriculum, p. 409.
With this general objective in mind, the study was made under the headings of:

First, sources of the population;

Second, school situation which included study of intelligence quotients, age, retardation, achievement placement, and plans for school continuation;

Third, home situation as shown by: with whom living, size of family, and economic status;

Fourth, personal situation as shown by: preferences as to subjects, vocational plans, ambitions, court records, clinical records, personal peculiarities such as speech and physical defects, and emotional instability, and race;

Fifth, outside interests and activities as indicated by: hobby interests, recreational activities, home responsibilities, present earnings, and church and group membership; and

Sixth, a comparison between this school group and the student body in two other high schools.

A questionnaire was used in securing the information for comparison. Miss Howe had hoped to give the questionnaire in one of the Portland high schools, but failing to secure the necessary permission gave it in two nearby schools, the Gresham Union High School and the Milwaukie Union High School. The following points of comparison are mentioned because of the degree of variation and similarity:
First, 51.6% of the girls at Edison were living in some type of broken home, as compared with 19% of the students at Gresham and 20.6% at Milwaukie;

Second, 41.9% of the families of Girls Edison students were now on some form of government relief, with 38.7% from Gresham and 32.1% at Milwaukie; and

Third, 72.6% of the Girls Edison group indicated hobby interests, with 58.5% at Gresham and 73.6% at Milwaukie.

The questionnaire produced much other information as to choice of vocations, preference for school subjects, and occupations of parents which, although interesting in a subjective way, was limited in usefulness since the student bodies of the other schools have approximately as many boys as girls. Also they draw from rural and small town communities while the Edison population is urban, and the Union High Schools are not a segregated group as is the Edison student body.

One of the most interesting investigations which was made at the school was motivated by the teachers' and principal's interest in the changed appearance, attitude, and achievement of some of the students. The quality of work being done by them was in many cases inconsistent with their recorded intelligence quotients. The principal was influenced to try a retesting program of these students through studies of the constancy of the I. Q. made
by Griffith (3) and Wellman (4) and because of her personal conviction that the girls were really developing ability. In reporting the study Miss Howe (5) says:

With this question in mind, we decided to make a study of all cases where the I. Q., as reported to us at entrance, was 80 or less, and where the pupil had attended Girls Edison for as much as or more than three terms. In March of 1939 these pupils, thirty-seven in number, were re-tested. It must be borne in mind that this experiment was done under anything but laboratory conditions. The original I. Q.'s were taken at various ages, various tests were used, and the time between the first and second tests varied in different cases. To arrive at the second I. Q., the Otis Group Test - Higher Form was used.

The test results are shown in Table I and Table II in the appendix, compiled from data in the thesis. In thirty-two cases of the thirty-seven the I. Q. was improved, in three cases there was no change, and in two cases the score was lowered.

Miss Howe in the summary of her thesis draws the following conclusions which are important considerations in justifying the school's existence:

(3) Griffith, Coleman R., Introduction to Educational Psychology, p. 554.
(5) OP. cit., p. 15-16.
1 There is a grade placement from 7A to 8th term high school, and achievement test placements from the 4A to 8th term, a situation not to be found in the typical junior-senior high school.

2 The group is definitely below the average in intelligence although showing a wide range.

3 The pupils come from all parts of the city and from all types of homes.

4 Many of the students are suffering from discouragement and failure.

5 The group is mature in chronological age.

6 The girls have more than an average amount of home responsibility.

7 Many students are atypical—emotionally, physically, and mentally.

8 The group is not anti-social. This was indicated by membership in an average number of outside organizations and a large membership in school clubs.

9 The retesting experiment would indicate that there were many retarded pupils in attendance whose latent intelligence might be liberated in a favorable environment.
The study made by Miss Welch, as indicated by the title, is concerned solely with the adjustment techniques and theories necessary in a school of the type of the Jane Addams High School and their relationship with other departments of the school.

Case studies were made of ten girls whose intelligence scores ranged from 95 I. Q. to 122 I. Q. Their maladjustments were apparent through manifestations of the following types:

1. The time waster
2. The day dreamer
3. The truant
4. The stammerer
5. The speech defect
6. The visual defect
7. The physical handicap
8. The abnormal home situation
9. Parental repression
10. Over solicitous mothering.

Throughout the study the importance of adequate and intelligent counseling was stressed, also the necessity for teacher training in the psychological significance of behavior. Home visiting was described as an important link
in the chain of reconstruction of conduct for the development of a more wholesome personality.

Parts of one statement from the thesis were questioned in view of more recent investigations. This statement appears on page 39 of the thesis and reads:

As a group these girls might be characterized as hating to read, disliking individual performance but preferring the shelter of the group, and lacking in foresight, ambition, and ideals.

Objective data were not available at the time the study was made, but since then the questionnaire referred to previously has given rather definite information as to reading habits and ambitions. Reference to Miss Howe's thesis on these points is made:

These questions were asked in the questionnaire: "Do you read books very much?" "If so, what type of book do you like best?" "What is the best book you have ever read?"

Of the three hundred and ten pupils, one hundred and seventy-seven answered "yes" to the first question and one hundred and thirty-three answered "no." This is 57 percent answering "yes," and it compared very closely with the percents of the other two schools mentioned. In one case, 51 percent answered "yes" and in the other, 62 percent...

When it comes to the question of the type of reading enjoyed, we find that the interests of the Edison group are, as would be expected, rather immature in the main.

In regard to ambitions of the girls, considerable satisfaction was felt by the faculty in the discovery of the number of girls who stated choices of vocations which were quite consistent with their abilities. It was not considered a lack of ambition when a girl said that she wished to be "the very best beauty operator she could possibly be," or that "she wanted to marry and have a good home and children," but rather it seemed an indication of a healthful mental state which should bring happiness to that girl. In writing of the expressed ambitions, Miss Howe (7) says:

There is some significance, I think, in the fact that the ambitions of those at Girls Edison run so high in the direction of family life and the creative arts. Our curriculum emphasizes these phases of experience.

A greater proportion expressed some ambition in the Edison group than did either the Gresham or Milwaukie group.

Miss Welch (8) expresses a policy which seems to the writer to be the essence of the spirit of any type of experimental school, or in fact any educational institution. She says:

Girls Edison Six Year High School is still in the stage of experimental growth. To be effective, adjustment schools must remain experimental, ever changing, and open to suggestion.


HOW OTHER CITIES MEET THEIR EDUCATIONAL PROBLEMS

Dr. Lewis C. Martin, Director of Special Education in Portland, Oregon, compiled a report in April, 1933, entitled, "How Other Cities Meet Their Educational Problems." This was an account of school visitation and the meeting of the International Council for Exceptional Children, which was held in Buffalo, New York, February 17, 1933. The study lists the following divisions of work but is being reviewed in this instance for the reports given of the education of the mentally retarded adolescents. Other parts of the study included the following:

1. Special classes for mentally retarded pupils:
   - Primary and intermediate
   - Mentally retarded adolescents

2. Remedial speech

3. Crippled children

4. Elementary schools

5. Gifted children

6. High schools

7. Vocational schools

8. Adult education

9. Guidance and records

10. Child guidance clinics

11. Teacher training

12. School policies council—Denver.
Bremer School in Minneapolis, a center for mentally retarded boys of adolescent age, impressed the investigator for four outstanding features. Dr. Martin commented very favorably on the school restaurant where the boys are assigned for definite periods every day. He states that as a result of this training a number of the boys have been employed by restaurants.

Another feature mentioned was the practical manner in which the occupational courses were handled. Field trips were followed by discussions of the trade with its concomitant aspects such as working conditions, health requirements, advantages and disadvantages of employment in that industry.

Dr. Martin (9) expresses approval of the practical nature of the shop work in which "hundreds of dollars worth of school equipment, including garbage cans, easels, tables of all sizes, blocks, and small work benches for kindergarten children" were made.

The report states that the agriculture and science work was equally practical. Vegetables and flowers were grown commercially.

The academic work was also extremely practical, according to Dr. Martin's report.

Dr. Martin visited a center for the mentally retarded at the Jefferson Junior High School in Minneapolis. He says: (10)

I was impressed by the organization for the mentally retarded in the junior high school. The pupil has three periods a day with his special teacher, studying arithmetic, reading, and social studies. The rest of the time is spent in taking other subjects and shopwork according to his interests and abilities.

In Cincinnati, the mentally retarded pupils are given their academic work in segregated classes but join the regular groups for the activity subjects. The opinion was expressed that less stigma became attached to such a non-segregation plan and that little difficulty was encountered in assigning pupils to these special classes.

A slight departure from the previously described methods for handling the slow learners is reported in the study at Salt Lake City where adolescents who no longer fit into the program of a junior high school are admitted into the regular high schools. Here they are assigned to a special instructor for academic work, and the boys are enrolled in a general shop course which includes enterprises from washing cars to advanced lathe work. After an

exploratory period in this class, the pupil may enter special training in a shop for which he has shown special interest and aptitude. Effort is made to integrate academic and shop work.

A vocational coordinator is included in the staff of this school. It is possible for these pupils to attend school half days and to be gainfully employed during the remaining time. Dr. Martin says that, if students are so engaged outside of school, effort is made to make the academic studies contribute as much immediate help as possible.
CHAPTER III
THE STUDY

STATEMENT OF THE PROBLEM

The Development of the Jane Addams High School.

OBJECTIVES OF THE STUDY

1. To clarify the purposes and aims of the school.
2. To record factual data concerning establishment of the school.
3. To present the underlying philosophy of the school's educational practices.
4. To furnish a basis for evaluating the progress made.

LOCATION OF THE SCHOOL

The Jane Addams High School is located in Portland, Oregon, in the Holladay Park district. This is a residential section in the northeast part of the city made up of substantial, conservative homes. Holladay Park is a satisfactory location for a school of this kind since it has easy accessibility from all parts of Portland, either by car or trolley service.
TYPE OF SCHOOL

The Jane Addams High School is a special six year high school for girls. The scope is that of a junior-senior high school.

The school day which is made up of six one hour periods is about equally divided for most of the students into academic and activity or vocational courses. It combines some of the elements of both the traditional high school and the trade school but does not conform entirely to either pattern.

The purpose of the school is not preparation for college since the Jane Addams High School is the educational terminal for most of its students. For this reason, graduation is possible from a two year, a three year, and a four year course.

The school stresses remedial techniques and so presents an advantageous situation for those who are slow learners or for those who have definite learning difficulties. The classes are kept small in size and the curriculum is of such flexibility as to allow for individual programs which attempt to give the maximum in benefit to each girl. Miss Nowo, the principal, in discussing the
school, says: (1)

The school is still suffering from the stigma which was attached to it when it was of a probationary nature. However, this is rapidly disappearing. It is coming to be known as a school which suits its program to its students rather than trying to force its students into the mold of the curriculum.

TYPE OF STUDENT

Students may enter the Jane Addams High School directly from the seventh or eighth grades if they are fifteen years of age, or they may enter as first termers with a special diploma. Also, they may be transferred from another high school if the principal feels that the student would profit by the change. Obviously, few high school transfers are made above the sophomore year as failures from causes which need the help of a special school are likely to occur within the first four terms' work.

The detailed study of the population of this school, referred to in Chapter II, under the former name of Girls Edison Six Year High School was made from September, 1938, to June, 1939; consequently, the results of the investigations made for the thesis are being quoted extensively in

this description: (2)

Of the present enrollment, 51% entered Girls Edison from some elementary school before finishing the eighth grade; 27% entered as first termers after finishing the eighth grade; 21% transferred from other high schools.

When girls enter the school, they are given an intelligence test as soon as it is possible unless recent reliable tests have been given before entering. Binet tests were used in 25 percent of the cases cited; Otis Group Tests were given in the other 75 percent of the cases.

Although tests showed the average intelligence quotient for the entire school to be 87.75, certain interpretations of the table give more detail to the picture. (3)

If this frequency table on page 9 were made into a curve it would approximate the normal intelligence curve with this difference—the highest point of the curve would be from 32 to 32, instead of from 95 to 105. This is significant. The pupils at Girls Edison are not a segregated group in the same sense that are the pupils in ungraded classes. We have, at Edison, a normal distribution, but one which reaches farther down in the intelligence scale and not so far up in the higher levels. This means that the pupils attending do have the stimulation which comes from being part of a group which shows a rather wide deviation in intelligence.

Table III, as it appeared in Miss Howells's thesis is included for the sake of clarity. The graph which the author compiled from the data is shown following the table.

As will be noted, there is a slight difference in results as indicated by the graph and the conclusions made in the foregoing statement; however, it was found that by actual count 225 of the cases fell between points 75.35 and 100.15, while the approximate two-thirds would give 224 cases. This discrepancy does not alter the deductions concerning the normal curve made in reference (3).

A further discussion of the table of intelligence quotients used makes the following explanation and lists cases for definite illustration of the points:

As will be seen the range is quite striking, the lowest being 53 and the highest 121. However, 75% of the students fall between the midpoints 73 and 100. This means that the dull normal and the so-called borderline cases comprise the bulk of the Edison population. The fifty cases with I. Q.'s above 100 are, as a rule those who have some personality peculiarity, some emotional instability, or some serious lack in the fundamental skills. A few definite cases with pertinent comments may give a more adequate idea as to this part of the school population.

Evelyn Mae: I. Q. 105. Transferred from another high school in order to take the full home economics course which leads to a maid's training vocational certificate. Is very emotional—difficult home situation.

Clara: I. Q. 110. Failed in another high school because of poor foundation in the fundamentals. Has a fine, steady intellect and has made up her deficiencies. Responds to a small school situation. Leader in school affairs.

Carrie: I. Q. 113. Did not enter high school until the age of seventeen, after having earned her living for three years. Needs a situation where her emotional maturity can be taken into account along with her lack of education. Is talented in dress design.


Beatrice: I. Q. 111. Is extremely talented dramatically but very unstable emotionally. Seems entirely unsuited to a traditional routine situation. Attended another high school for one year, failed in every subject, and was an habitual truant.

Students are drawn from all parts of the city. Statistics from the investigation showed, however, that the poorer districts supplied the greater number of girls. (5)

A copy of a map which gives locations of the homes of students is included in the appendix. At the time the questionnaire was given, 41.8 percent of the families represented at the school were on some type of governmental relief, and 60 percent to 70 percent had been on relief at some time. (6)

In considering the ages of the girls a further reference to Miss Howe's report (7) is quoted:

As will be seen, the average age is sixteen years and six months. When compared with an ordinary junior-senior high school where the largest group would be the seventh grade class averaging thirteen years of age, we see that we are dealing with a much more mature group as far as chronological age and physical development is concerned.

In summarizing, the Jane Addams High School is a junior-senior high school for girls which stresses the immediate educational, vocational, and personal needs of the individual student as opposed to emphasizing the preparation for college.

The group is composed of girls who are more mature physically but vary widely in mental ability and economic background. Many come from the rather underprivileged homes which in some cases have failed to provide sufficient security for the proper development of emotional stability in the children. It therefore becomes the problem of the school to recognize these factors and to shape its policies accordingly.

CHAPTER IV
THE DEVELOPMENT OF THE SCHOOL

HISTORY OF BEGINNINGS

The school which is now known as the Jane Addams High School shows little resemblance to the organizations from which it has evolved. Interest in the atypical child first took definite form with the establishment of ungraded rooms. Miss Ida M. Manley (1) stated:

The first ungraded class was organized in 1912. By 1925 there were only 13 classes. This year five new classes have been added and plans have been made for five more at the beginning of the next school year.

Further impetus was given the movement for study of the unusual child, through investigations of the newly created Department of Research. This department was organized in Portland in January, 1925, following the Legislative Enactment of 1923, (2) which authorized establishment of such departments. Charles A. Rice, Superintendent of Schools, in his report of the work being done by the

(1) Public Schools of Portland, Oregon, Fifty-Third Annual Report, 1925-1926, Department of Ungraded Classes, p. 45.
Research Department, said:

A vast majority of school children are normal and can be taught successfully in groups. However, there is a small percent that cannot be taught efficiently, if permitted to remain in these classes. During the past year, twenty-five teachers have been employed in testing and in giving instruction to pupils of this type. The total enrollment has been 232. This number includes probably less than half of the children of the District that should be enrolled. It should be our purpose to extend this work as fast as the finances of the district will permit until all children who properly belong in this group have been provided for.

When the ungraded rooms became a recognized fact, many teachers felt that at last help had arrived. The dull, the undisciplined, and the misfit were dropped thankfully into the haven of the ungraded room. Unfortunately, however, in spite of the sincere efforts of teachers assigned to the work, this plan was not the catholicon everyone hoped it might be. Some children were greatly helped by the change; others remained in status quo, while others were found to be a distinct problem. The last named were for the greater part the adolescents.

These over-age children in the eighth grades, as well as the adolescent in the ungraded room, craved a high school atmosphere, but they were in no sense ready for

— Ibid. The Unusual Child, p. 15.
high school work. The high school curriculum was not sufficiently flexible to be able to assimilate them, and, since there was no special provision made for these children above fourteen years of age, they were obliged to mark time as best they could until they reached sixteen when, fortified with an attendance diploma, they emerged into a world which greeted them with enthusiasm no greater than their own. A recognition of the fact that this particular group of our children needed some special consideration motivated the Administration of the Portland Schools to seek a solution of the problem.

The Department of Research, under the direction of Dr. Debusk and assisted by Mr. H. M. Barr, compiled an age-grade chart showing the retardation in the elementary schools. The evidence produced by the report convinced the Administration that to segregate the dull normal pupils would effect a saving to the district by allowing the normal children to progress at their proper rate. The first of these schools was organized for boys, and the report of it as given by the Superintendent is quoted in full. (4)

In September, 1925, a school was opened in a portable building on the Benson School grounds for boys in the eighth grade who are

(4) Ibid. Benson Pre-Vocational School, p. 15-16.
over-age and who are unable to complete the regular academic courses. A shop was fitted out which provided facilities for elementary shop work of various kinds. This work occupies half of the pupils' time. The other half of the day is given to academic work which includes the minimum essentials in the fundamental subjects of the elementary curriculum. The school last year was organized with two teachers, one for the shop and one for the academic work, with a total enrollment of thirty-five pupils. Action has recently been taken by your body to expand this work next year by the addition of one teacher, to provide facilities for approximately sixty boys next year and to provide a class of a similar type with one teacher at the Girls' Polytechnic School. The work in the latter class will include academic work half time and work in sewing, cooking and millinery half time. This will make the total capacity of these two classes approximately eighty pupils. These classes provide for the instruction of boys and girls, many of whom heretofore have been passed along from grade to grade and on into high school. Many of them have stayed in high school several terms without making much progress and have finally become discouraged and quit school. Under the present plan outlined above, over-age pupils in the eighth grade are given certificates instead of diplomas of graduation. These certificates state that the pupil has been enrolled in the elementary school as long as he has been able to profit thereby. This certificate will admit the pupil to one of these special classes. At the end of a two-year period another certificate will be given him, certifying to his work in this special class.

As a result of the Superintendent's recommendation, the Girls' Prevocational School was begun in September, 1926. It was made to conform in a general way with the plan of the Boys' Prevocational. It was housed in the building with the Girls' Polytechnic High School, which at
that time was occupying an old structure on West 14th and Morrison Streets which had been vacated by Lincoln High School. Mrs. Louise Newkom was the teacher of the group until January, 1927, when Miss Georgia B. Howe was assigned to the work, which position she has held continuously since that time.

The school's beginning was not auspicious. Twenty serious problem cases of very low I. Q. made up the personnel of the group. The high school did not favor the housing of the Prevocational division with them, and the two schools had no connection. The Prevocational girls ate at separate tables, had gymnasium by themselves, and, as Miss Howe said, "they were neither fish nor fowl." They were not sufficient unto themselves nor a part of the high school.

The new group was assigned to a basement room below the surface of the ground, which boasted only two high frosted windows. Artificial light was a necessity during the entire day. The cooking classes were permitted to use the high school's laboratories, but the sewing classes were conducted in another basement room.

The curriculum followed until January, 1927, consisted of sewing, cooking, and the regular eighth grade academic subjects. When Miss Howe took over the work, she considered the regular course of study to be unsuited to the
pupils' abilities, and so began at once to teach the academic subjects on something of the Dalton Plan, using mimeograph material prepared for them. Each girl progressed at her own rate of speed. One subject was added to stimulate interest and promote the socialization of the group. This course was called "Travel" and was substituted for the social sciences.

Although the situation as it existed during that first year was distinctly unsatisfactory, it was, even so, better for the pupils than attendance in a grade school.

At the beginning of the second year, between 30 and 40 girls enrolled in the school. The curriculum was now arranged to permit a choice of cooking, sewing, or millinery. The academic work was becoming better organized with regard to the pupils' needs, and as a result a new ambition was born. The girls now saw a chance to succeed if they worked hard enough.

The District's requirement for graduation was still limited to two possibilities. The pupils either did work which entitled them to the regular 8B diploma and with it the right to enter any of the high schools, or they accepted an attendance diploma, which ended subsequent schooling.
In June of 1928, 12 girls finished the work in the Girls Prevocational School. Seven of these were given regular BB diplomas.

The Girls Polytechnic School moved into its beautiful brick building on the east side of the city in September, 1928. The PreVocational unit moved with it, for the building was ample for both schools. By this time a much better spirit of cooperation had developed between the two institutions, and the situation for the PreVocational girl was the best which she had experienced.

An attractive classroom on the main floor of the building was allocated to the group for academic subjects. A teacher of their own was secured to teach the home economics work. This was an important step because her interests were with them.

The opportunity soon came for those of ability to go into the High School activity classes, and, although each case had to be settled individually, the girls were admitted whenever it seemed feasible. The possibility of entering the high school classes furnished a great incentive to the more ambitious pupils and helped in some measure to dispel the feeling of being the "stranger in the gates."

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(5) Public Schools of Portland, Oregon, Fifty-Fifth Annual Report, Department of Research, p. 49, 1927-1928.
This arrangement between the Polytechnic and the Pre-Vocational Schools continued until the enrollment of the high school increased to such an extent that the entire building was needed for use of the Polytechnic student body. In February, 1932, the Pre-Vocational sewing classes were moved to an unused room in the Kern Elementary School, which was one block from the high school. The classes were hardly settled when, on April 17, 1932, the very old wooden structure burned beyond any further usefulness.

Two portable buildings which were in the school yard back of the Kern building were not injured by the fire; consequently, the sewing class was moved into the smaller of the two, where it finished its very eventful term.

The misfortune which seemed to be stalking this unfortunate class proved rather to have been a "blessing in disguise," for during the summer time the larger of the two portables which previously had been used as a Manual Training Shop for the Kern's school boys was completely renovated and made into a particularly attractive home economics room for the Pre-Vocational girls. Space at one end of the long room was provided for a cooking laboratory with places for 24 girls. The opposite end of the room was used for sewing. The building was surrounded on three sides by windows, which feature made it especially desirable. The smaller of the buildings was fitted with desks
for the academic classes.

For the first time the PreVocational girls had a home of their own, and, although a few pupils regretted leaving the Polytechnic building with its new and modern equipment, they very soon joined with the majority in approval of a school which belonged to them alone.

This moving to itself marked an important stage in the development of the school. An interesting change was evident in the attitude of the members of the group. They joined enthusiastically in the making of very gay curtains for the laboratory, and everything possible was done to the interiors of the buildings to make them attractive. These mutual activities developed in the girls a pride of ownership and solidarity of purpose.

The first tangible result of group interest was evidenced by the editing of the "Girls PreVocational Highlights." This little paper made several important contributions to the school's development.

The girls decided to use the paper to secure for themselves many things which were needed and desirable. The first project which they undertook was to have the two buildings moved together. Numerous articles of propaganda were composed in the English classes, cartoons were done by girls who were interested in drawing, and success finally rewarded their efforts when in the fall of 1933 the
smaller portable was joined to the laboratory forming an L-shaped building. Much needed office and conference room space was also provided by the consolidation.

The teachers felt that much more had been accomplished than the physical evidence alone indicated. The girls labored much beyond any previous efforts to do work in English which would merit publishing in the paper. They became critically conscious of their own and each other's social behavior through a desire to receive recognition in the paper's good citizenship column. Girls whose school life had been tragically lacking in the thrill of success for the first time tasted the sweet joy of seeing their names in print. For fear that this statement may be interpreted as facetious, the following example is cited which very well illustrates the point.

The policy of the faculty and editorial staff was established that contributions from as many of the students as possible be accepted. One girl who was several years over age for her grade and who was handicapped by a very low I. Q. determined to write an article for the paper. After repeated attempts and many rewritings, the following article appeared in the paper bearing her signature:
Mary------, Sarah------, and Jean------ are making cotton school dresses in the sewing class.

Florence----------

The enormous satisfaction which Florence enjoyed from this journalistic endeavor may not be understood by those who have been spared the humiliation of too frequent defeat, but to have witnessed it was an experience to remember.

Fifty girls were now enrolled in the school. The day was divided to allow one half of the time for academic subjects and the other half for sewing and cooking. The home economics courses were considered high school subjects. The same examination was given to the upper group as was used in the Polytechnic first term classes so that those who passed successfully were allowed high school credit for their work. The girls were admitted into several of the special classes of the Polytechnic School. However, the problem still remained as to what to do with those whose mental equipment was too low to succeed in the traditional high schools. Many stayed an extra two or three terms, and, while this plan was sufficient for some few, it spelled frustration for many others.

The school's enrollment increased almost entirely through the enthusiasm of the girls in the school who
interested their own friends in coming. It was difficult to get the grade school pupils to enter unless they had some such personal contact because the school carried the stigma of being one for failures; however, those who came made such happy adjustments that, during the school's entire existence only one girl who entered asked to return to her former grade school.

In order to enlarge the interests and to furnish an outlet for the energies of the girls who were not able to enroll in classes in the high school, the teachers decided to experiment with a class in art, allowing the last hour of the day, two days a week, for the project. During this period the entire school was free to participate in experiments in batik, serpentine, block printing, and other similar craft activities. The cooking and sewing laboratory was used for these classes. Occasionally, a few girls chose to remain in the classroom to concentrate on some academic problem. On these occasions the teachers observed the interesting phenomenon of the effectiveness of teaching by one's peers. Many times a girl who had failed to grasp some phase of arithmetic through the teacher's explanation was able to clear the difficulty through the help of some other member of the class, who, having experienced the same difficulty, was able to recognize the stumbling blocks which her friend was encountering.
A fine group spirit of sympathy and cooperation was developed in the informal atmosphere of the art classes, and responsibility was furthered as all the details of care of equipment and materials was left to committees which rotated so as to include the entire student body. The girls suggested and supervised many new problems which were not included in the original plan. For example, two girls who showed distinct artistic ability made pictures illustrating various Mother Goose stories, using scraps of material which were left from the sewing classes. They sold several of these pictures as well as some of their other work.

Dr. Lewis C. Martin became the head of the Special Education Department in January, 1935. Through his interest and assistance the school was allowed to develop, and the program was expanded to include weaving and spinning, more advanced art work, and more intensive study in remedial reading. In order to make room for these activities, an arrangement was made with the Kern School, which was located in portables nearby, to use their auditorium jointly. With the acquisition of an auditorium, group singing was begun, which came to be an anticipated event of the week.

When the term ended in June, 1936, the enrollment of the Girls PreVocational School was 55 girls; the faculty
included two full time and two part time teachers; the curriculum consisted of the usual eighth grade academic subjects plus remedial reading, clothing, foods, industrial arts, weaving and spinning, music, and crafts.

Before leaving this period of the school's history, the writer would like to show a cross section of the student body. Maladjustment was the common factor, due to any of the usual causes—illness, frequent change of schools, emotional or educational difficulties, and low I. Q. Contrary to the belief of many, the girls were not all serious discipline problems nor court cases. Since the teachers were so often confronted with such mis-statements, the explanation seems timely. Miss Howe summarized the situation by her statement that "when they didn't know what to do with a girl, they sent her to us."

Perhaps the most interesting and gratifying case which came to the school was that of Frances, an attractive but very shy girl who entered in the spring of 1934.

Frances was an adopted child. Her foster mother was nearing middle age when she was taken. As a young child, she had been ill a great deal but attended school intermittently through the third grade when she developed a serious illness from which her mother felt she had never recovered. Frances was never allowed to return to school. She reached the age of nineteen with an almost complete
lack of education. She was possessed of a fine mind and read a great deal, and she realized her inadequate training very keenly. She became very morose and cried incessantly, so her mother reported. Frances was ashamed to enter a grade school class, although she said that she "knew nothing." Her mental condition became so serious that her mother finally became alarmed and made inquiries concerning school opportunities for her.

Because of over protection, Frances appeared to be much younger than her true age, and by special arrangement she was permitted to enter the Girls PreVocational School. She had third grade placement in most of the academic subjects; she wrote very poorly for lack of mechanical technique but read very well. For several weeks her adjustment to school life was very difficult; however, she was so eager to learn that before long she became an inspiration to everyone. She finished the entire eight grades in two terms. The following summer she tutored in History I with Miss Howe and passed the standard high school test with a grade of E. She then entered the Girls Polytechnic High School where she finished two year's work in three terms. Frances then entered the High School of Commerce, from which she graduated with a scholarship award to Albany College.
The picture would be more pleasant although less authentic if no other cases were described; however, the school had also some of those whose ability was so limited that academic work was an insurmountable obstacle.

One such girl attended the school a total of five terms and at the end of that time had made almost no advance in her academic work. She memorized the arithmetical combinations and was able to recite them glibly, but she was entirely incapable of applying them to story problems. She learned to cook with fair success, but never progressed in sewing.

Jane came to the school with a fixation about arithmetic. It had become the cause of such serious and frequent emotional upheavals between herself and her mother that she was unable to approach the subject with an attitude which even vaguely resembled the normal. The principal talked with Jane's mother and secured her reluctant permission to allow Jane to pursue a program which did not include arithmetic. The controversial subject was avoided for one year's time. At the beginning of her third term in the school, Jane requested to again attack the problem. Although she never made a great success of arithmetic, she did succeed in acquiring a mental attitude toward it which was much more sane and healthful.
Alice was the school's outstanding discipline case. She was sixteen years old but was still subject to terrific temper tantrums. She was not successful in academic work but was very much interested in the home economics subjects. By giving her responsibility and prestige in the laboratory work, she improved greatly; however, an amusing incident occurred in this connection when a substitute who came to relieve the regular home economics teacher, on seeing Alice in class, asked to be excused from filling the place. She had encountered Alice in another school and apparently had no desire to renew the acquaintance. The teacher was persuaded to stay, and Alice was appointed as assistant for the day. The teacher professed unbelief that it could be the same girl; however, although Alice made great gains, her reactions were rather unpredictable to the end of her school career.

The case of Mary is one which bears out the statement made earlier that maladjustment was encountered due to many and varied causes. Mary was fourteen years of age, of normal I. Q., and was in every way a normal and attractive girl. She had been the innocent victim of a criminal attack which had been widely publicized. In spite of her blamelessness in the affair, she was completely ostracized upon her return to the grade school. Her father made application to enter her in the PreVocational School,
explained the situation, and asked the school’s help. Because the case was so generally talked about in the city, the principal called a meeting of the student body and presented the necessary facts to the girls. They pledged their cooperation in making it possible for Mary to enter, and they kept the agreement faithfully. They accepted Mary on her own merit, and she soon overcame the humiliation which had threatened to destroy her mental balance.

During the year 1935 and 1936, which was the last year that the Girls PreVocational School existed, the academic courses were taught in A, B, and C divisions. Many girls were A division in some subject but C in others. This plan proved to be very advantageous for many reasons. As soon as a prescribed degree of proficiency had been reached, the pupil was allowed to enter the next higher division in that subject. This plan for promotion was a great motivating influence.

The policy was rather well established for girls to enter the Polytechnic classes when A division work was satisfactorily completed. Thus it frequently happened that a pupil was registered in high school English while still completing lower division arithmetic. Entries into high school classes were made only at the beginning of the term, but changes from a lower to a higher division within the school itself was possible at any time.
The work done in the PreVocational school served as an experimental laboratory for the Girls Edison Six Year High School. The policies which had "worked" in the smaller school were adapted to meet the requirements of the larger.

This report concerned with the PreVocational school must be understood to deal with those pupils who were failing to do satisfactory elementary work. Concurrent investigations were being made and effort expended to rectify the similar situation in the high schools. In January of 1927, the Board passed the following resolution: (6)

Recommended that a study be made to determine the feasibility of organizing a special class in connection with one of the high schools for high school pupils who are habitual failures through lack of effort on their part. There are enrolled in our high schools pupils of good mentality who fail repeatedly in their studies due to the fact that they do not work. The Committee and the Superintendent feel that if pupils all over the city who fail for this reason were enrolled in a special class in one location, that this fact might be an incentive to such pupils to make greater effort to make passing grades in the school where they attend regularly.

Director Eisman moved that the recommendation be approved. Seconded by Director Shull and carried.

(6) School District No. 1, Multnomah County, Oregon, Excerpts from the Minutes, January 17, 1927. Special Classes for Repeaters in High Schools, No. 15.
No such classes as suggested in this resolution were established although the study furnished data which later bore fruit.

The resolution which seems to have motivated the actual establishment of special high school classes follows:

A student not making passing grades in at least three subjects, not including physical education, during any term shall be placed on probation at the beginning of the following term. During this probationary term he must obtain passing grades in three subjects. If he fails to do this at the end of this probationary period, he shall be transferred to an ungraded high school class for the following term. While in the ungraded class, he must pass in three subjects for one full term before being returned to the regular school.

In special cases a pupil may be transferred at the end of any quarter during the probationary period, with the approval of the Superintendent, provided he has made passing grades in three subjects, and provided further that when any pupil is reinstated in the regular high school class he shall remain on probation for at least one full term. Exceptions may be made in case of illness, upon recommendation of the principal and approval of the Superintendent. The parents of all pupils shall be notified in writing at the time these pupils are placed on probation.

The location of this ungraded class may be in a nearby elementary school.

School District No. 1, Multnomah County, Oregon, Excerpts from the Minutes, May 6, 1929. High School Regulations.
In January, 1930, the Buckman Probationary School was organized. It continued until September, 1931, when it was moved into the Failing Building with the elementary school and was called the Failing Probationary High School. Much difficulty was encountered from the parents of the elementary children, and, although the high school was cleared of the accusations made against it, its existence was always troubled. In September, 1933, the school was moved into the Albina Homestead School. This building was remodeled slightly and made habitable. The name was changed to the Better Scholarship High School. In this location the school progressed more satisfactorily as it was free from the trouble caused from "two families in one house," but it still was not an ideal situation for several reasons. The building was old and unattractive, the boys very greatly outnumbered the girls, and almost no provision was made for activities or extra curricular interests.

A citation follows:

The Better Scholarship High School teachers feel that the inclusion of courses in art, manual training and domestic art, complete gymnasium and laboratory facilities, a program of health, mental hygiene,

and vocational guidance, together with other improvements would result in making the school a completely effective institution. They believe that true economy points to an expansion of the Better Scholarship High School.

In September, 1935, many of the suggestions for improvement made by the teachers were put into effect. Vocational courses were included, and the program was changed materially. The Boys PreVocational School was absorbed into the group, and the combined units were renamed the Thomas A. Edison Six Year High School.

At the time the Boys PreVocational School joined with the larger institution, three proposals were made for the disposition of the Girls PreVocational School:

First, that it be made the junior division of the Girls Polytechnic School;

Second, that it join with the newly formed Edison High School; and

Third, that it form a separate girls division of the Edison Six Year High School.

After much discussion and controversy the last plan was accepted, and the Board decided to have a part of the Brooklyn Elementary School vacated to allow room for the Girls Edison High School. The Brooklyn School was an attractive and new type brick building located in the south-

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(9) Continuous Attendance Report, Superintendent's Office, 1914—.
east section of the city. Nine regular class rooms and laboratories were apportioned to the new school, and three additional rooms were secured by the conversion of the emergency room, a hallway, and a store room into space for classes. The library, gymnasium, and auditorium were used jointly with the Brooklyn Primary School.

In the fall of 1936, the Girls Edison Six Year High School began the term with a faculty of thirteen full-time and two part-time teachers. In the spring of 1937, one full-time teacher was added to the faculty to free one teacher for management of the Practice House, of which more will be said later. The student enrollment at the end of the term in June, 1937, was 122.2 in the high school and 83.9 in the elementary division.

The student body did not present a united front in its enthusiasm for the new school. The high school girls who had attended the Better Scholarship High School were divided in their approval of separation from the boys' division. The girls who had just been transferred from other high schools because of failures were a rather disgruntled group. The girls who were assigned to the school by having been given "Edison only" diplomas from their grade schools felt that they had been discriminated against. The only group of the student body which seemed unanimous in its approval of the school was made up of
elementary girls who had not yet earned their eighth grade diplomas. For them, the school presented the opportunity of shortening the time required for finishing the elementary work and of earning some high school credit while still of elementary status.

A reasonable prediction for the future of an organization composed of members whose interests and attitudes were at such variance doubtless would be one of failure. Fortunately, the opposite was true. The high school girls who needed special help in certain subjects received the unstinted assistance of the teachers in small coaching classes and were encouraged to return to their former schools as soon as it was felt that they were able to succeed. Those first termers who had been assigned to the school were assured that they might transfer as soon as their work was of sufficient excellence to warrant the change, but strangely enough many who came with the loudest protests elected to stay when given the opportunity to enter another school.

By the end of the first year tangible evidence of the school's success was measured by increased enrollment and fewer requests for transfers. A spirit of loyalty and enthusiasm had displaced the former dissatisfaction, a fact which was convincingly demonstrated by the united support given the school's cause by the students and their
parents when several controversial issues arose which seemed to threaten the school's continuance. The difficulty just mentioned was between the constituents of the Brooklyn Grammar School and the Board of Education over the occupancy of the building by the Girls Edison High School. The question was temporarily settled in favor of the girls' school.

The school year from January, 1937, to June, 1938, was very eventful. A five-roomed cottage one block from the building was rented in February, 1937, for use as a Practice House for the more advanced students in home economics. In the fall of that year, the house adjoining the Practice House was rented as a Nursery School. This addition necessitated an increase in the faculty of two teachers. Mention is merely made here of this phase of the work, although it served as very important ground work for the school's home economics program as it is being carried on at the present time.

The problem of finding a permanent home for the Girls Edison Six Year High School was eventually settled by the Board's acceptance of Superintendent Dugdale's recommenda-

tion to remove the special classes which were held in the Holladay Grammar School building into vacant rooms in other grammar schools through the District. All of the Holladay's eight grades were kept intact but were consoli-
dated in one end of the building. The Girls Edison was given the remaining rooms. This arrangement prevails at the present writing.

Holladay School has five typical class rooms for use and has four large attractive laboratories which accommodate the art, weaving and spinning, clothing and foods classes. The science classes use the foods laboratory. There is also a gymnasium, auditorium, and a very attractive library, although more class room and auditorium space is the school's greatest present need in physical features.

Interest in the adoption of a name which would be more representative of a girls' school was evidenced in the Parent Teacher Organization early in the spring term of 1939. This group felt also that, since the school has formed a new growth on plans and practices of its own, it should proceed under a new name. Final Board action was taken on April 27, 1939, and the name of the school became the Jane Addams High School.
The curriculum of the Jane Addams High School is the substance of the educational philosophy of the Principal of the school, Miss Georgia B. Howe. She expresses the belief that the goal of education should be to stimulate the growth of the individual toward successful living in a democratic society. She feels that the educational goal for a group of maladjusted girls of secondary school age should be first of all the development of an effective personality because many of them are suffering from various types of blocking due to a lack of wholesome balance. Specific aims should be to develop in the student the ability to take his part in the business of being a good citizen, the ability to be self-supporting, and the ability to fill his role in the family.

The program of the school must then be guided in its policies by the considerations of individual needs and foster an organization whose administrative and teaching techniques are flexible.

Briefly then, in formulating the curriculum, as great a variety of subjects as possible are included in order to allow for individual choices.
The home economics program is stressed because of a sincere belief that a girl's destiny can not escape the responsibilities of home making and that her life will not be most fully satisfying to herself or society unless she is able to meet the demands of worthy home membership in the several roles of daughter, wife, and mother. This opinion is so vehemently substantiated in an article written by a high school student, the author includes excerpts:

Particularly in the boys' and girls' colleges have the students pointed out that marriage is the most important thing that will occur in their lives, yet they are usually taught more about what upset the Russian "duma" than what is likely to wreck their own marriage.

Do you realize that of the 672 colleges and universities in the United States, more than 200, I think, have courses on preparation for marriage? What a pity we do not have some of these courses in high school since the majority of students will not be attending the colleges that offer these courses.

The greatest of all learning is the discovering of how to live in the very best possible way and to be happy. There is no learning that is more important than this. We must have an education that will teach us these things.

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PreVocational and Vocational courses receive more emphasis than in the traditional high school curriculum because of the more imminent necessity for wage earning among the students of this school and also because of the school's conviction that the ability to be self-supporting is an achievement of the foremost importance.

The activity courses are planned with the consideration for a transfer of this experience to the home and other outside activities in the life of the girl. These courses stress individual creative expression. The opinion has been strengthened through repeated experiences with girls that this medium often acts as a safety valve for the emotions. Also, it has been found that, as soon as girls discover things which they can do, the knowledge increases their self-confidence and motivates them to increased effort and greater success in other fields of learning.

A list of the courses offered at the Jane Addams High School with a brief description of each as given in the school's prospectus follows:

**English:**

- The first four terms are approximately the same as those in other high schools, with certain modifications.
- Fifth term—moving picture appreciation.
- Sixth term—periodical reading.
Mathematics:

Commercial Arithmetic—a two term course in the very practical phases of arithmetic, with emphasis on accuracy in computation.

Bookkeeping—a two term course in practical accounting rather than a study of bookkeeping from a clerical standpoint.

Algebra—for those who later intend to transfer.

Geometry—for those who wish this for credit in another school.

General Math. 3—a course intended to interest the student in the history of mathematics, its contribution to general culture and to familiarize them with mathematical terms. The emphasis and purpose of this course is primarily cultural.

History:

Current History—a course in current events and their interpretation together with an emphasis on civic responsibilities.

World History—a two term course in historical background.

United States History—a two term course including Civics.

Science:

General Science—a two term course with emphasis on those phases of science particularly interesting to women.

Typing:

Five terms—this is offered as training in a skill useful to any girl, rather than as training for office typists.

Office Practice—a course offered to a limited number of girls above the second term who plan to enter office work. Experience is given in the school office.

Occupations:

Two terms—including study, lectures, field trips, self-inventory, and work application.
Reading:

Remedial classes for those who have a reading handicap.

Home Economics: Family Life Education

Four terms—a course which includes sewing, cooking, homemaking, budgeting, consumer buying, family relations, and child development. Both the Practice House and Nursery School are used in this course.

Arts and Crafts:

Art Shop—a course where girls may engage in metal work, wood inlay and carving, pottery making, puppet making, fashion drawing, life drawing, or any other phase of art work which interests her.

Weaving and Wicker Shop—a course where a girl may engage in weaving, knitting, rug making, or in basketry or wicker furniture making.

Music:

Glee clubs are open to all girls whether they possess good singing voices or not. All girls are urged to become interested in the glee clubs at some time or other.

Piano—W. P. A. classes in piano are scheduled.

Oral English:

Oral English—a drama class given with the idea of developing self-confidence and of furnishing a mode of expression for those who are dramatically inclined. Every girl is urged to take this work for at least one term.

Special Oral English—a course designed to help those suffering from minor speech defects.
METHODS

Methods of teaching used at the Jane Addams High School are difficult to delimit. In fact, the keynote of all of the teaching procedures is an exploration and development of the individual abilities and interests of the students. It might almost be said that there are as many methods as there are pupils; however, there are certain definable processes which are a definite part of the school's program.

First is the lengthening of periods to one full hour's time. This was done in order to give opportunity for supervised study during regular class periods and to eliminate the necessity for much home work. Agreement to this plan is given by Brooks: (11)

"Dividing time between reading and recitation seems to be more effective than devoting all of it to reading alone, probably, in part, because the recitation involves attempted recall."

By making each period longer, fewer subjects are attempted during the day. This fact effects a saving of time as it takes longer to build up interest to the point of "readiness to learn" with the slow learning children.


Too frequent changes seem confusing.

Second is in the extensive use of diagnostic tests and the follow up with remedial techniques. This practice is obviously only using a "common sense" method. Work in remedial reading is given to every girl whose reading rate and comprehension are below her grade scale. Test results showed in Miss Howe's investigation: (12)

As was stated above, the Sangren-Woody test was used in the study made of the reading placement of the group. The test was given at the end of the third month of the fall term of 1938. It was found, at that time, that a number of pupils had raised their placement from one to four terms above that made in September. Those, of course, were among the eighty who have a period per day in remedial reading.

The same plan in general is used in the teaching of arithmetic as of reading. When the actual placement of the student is determined, work begins at that point for that pupil, regardless of her previous grade assignment. The average in computation of the students just entering the school was 6.615, while those who had been in attendance but one term was 7.425. (13) Smaller classes and more individual attention are contributory factors in the success of the classes in mathematics.

The work in mathematics on a high school level is also highly individualized. Mimeograph material is used extensively to supplement text books. Students progress as fast as they are able. The General Math. 3, as mentioned in the list of subjects taught, probably has no exact counterpart. It is a course designed primarily for those girls who enjoy mathematics yet do not have the ability or desire to continue in higher mathematics. As stated, the work is directed toward a study of the contribution of mathematics to general education and culture. It recognizes the fact that mathematics has become an important mode of expression as demonstrated in the increasing use of graphs and tables of statistics. Mathematical puzzles are used in the course, and mathematical terms are studied as to derivation and meaning. That the subject is stimulating is proven beyond question in the eagerness with which the students discuss the problems out of class time.

The social science classes are taught in "reverse gear" if judged by traditional standards. So many girls reach high school with a firm antipathy to history in any form, it required persuasion almost amounting to coercion to find enough girls who were willing to make up the first class in current history; however, "many who came to scoff remained to pray." The newspaper, the latest maps, and the radio are the teaching equipment, supplemented by
"The American Observer" and library books. Phil Maxfield, instructor in social studies in the Dayton, Oregon, Union High School, describes a method used there which very closely approximates that in effect at the Jane Addams High School. References from the article are quoted:

If a typical class of World History students were placed in its room ready for work and were given its choice of studying either early man and the Egyptians or the Sino-Japanese situation, which would the class study? Probably a vote of at least 90 percent would ask for the Oriental trouble.

When Italy took its turn with its invasion of Ethiopia, a very natural jaunt into Ethiopia's history was necessary to find the reasons for the invasion. An enlightening reaction occurred in mid-December when a member of the class approached the teacher to ask, "When will we go back into that dry old part of history, or don't we have to this year?" The teacher asked what the student means and the answer, "Oh, that old stuff way back about 50 B. C. and the Viking stuff, and all that--" explained his dilemma.

The teacher asked what happened in 1066 in England and learned that the Battle of Hastings was fought. In 48 B. C. Caesar invaded England, the student told him,

"What more do you want?" the teacher asked. "How much farther back do you want to go for awhile?" Perhaps "Teaching History Backwards" is not "in the books" as yet, but at least in Dayton it seems to have created and maintained interest in history, both today's and yesterday's.

All of the other academic subjects are taught in accordance with the methods which have been discussed previously. A rather detailed description of the procedures in the activity classes follows as it is felt that much valuable training emanates from these sources.

The home economics course interests a very large proportion of the students. The plan used in its teaching was developed to function for the students at the Jane Addams High School. Although the work is planned on a four term basis, each term unit is as complete as possible within itself. Many of the girls leave school at an early age to marry or to earn a living; consequently, if courses are dependent upon each other in consecutive order, those who must leave before the program is completed are as unsatisfied as the dinner guest who arrives after the soup course and must leave before the dessert.

For the first year, one half of every day is required for the home economics course. The three periods are so divided as to include one period daily for theory work in some phase of home living and two periods for sewing and cooking. During the first term, the one hour period is used in homemaking, family relationships, and health classes. The first mentioned makes use of the Practice House for teaching care of the home, use and care of equipment and furniture arrangements. Family relationships
classes are taught in the Nursery School where discussions of children and family responsibilities are indigenous.

One hour a week is used for health and hygiene classes although the health aspect is definitely integrated throughout the entire program. For example, when the girls were studying beds and bedmaking in the homemaking class, the necessary care in handling soiled lines, the prevention of communicable diseases, and sanitation were stressed. In the health class the discussion centered around the relationship of beds to good posture. In the foods class, emphasis was given to a diet which supplied the elements necessary for building straight bones and giving erect carriage. The family relationships class restricted its discussion almost entirely to the effect of sufficient rest and sleep upon dispositions and subsequently upon the atmosphere of the home.

Department meetings are held weekly for checkup and evaluation. The teachers agree that more interest and understanding of a subject is evidenced if its various aspects have been discussed in other classes.

The focal point in the work in clothing is the girl's wardrobe needs. She has a choice of problems within her ability range. Certain fundamental skills in sewing are required, but these are learned while constructing needed garments.
The foods classes contribute to the school cafeteria, and so are able to prepare family size portions of food. As girls distinguish themselves in the class, they are given the opportunity to assist in the cafeteria. This recognition is much desired since those so singled out are very often chosen for paid assistants as vacancies occur in the cafeteria.

The second term of home economics is divided as the first, but the hour period is used in a more intensive study of home management, family buying, and child development. Shopping trips for cafeteria supplies and purchases of materials for sewing classes give definite meaning to this course in consumer buying. Child development is a continuation of the course in family relationships with a greater emphasis on the child in the home. The third term's work is given entirely in the Practice House, which is a very attractive home across the street from the school building. It is occupied permanently by a family, which is a great advantage in giving real rather than pseudo experiences. All the usual home operations are studied and carried on. Luncheons, teas, and family dinners are prepared and served; shopping and ordering are done as well as laundering and cleaning.

The Vocational Maids Training Course is also taught in the Practice House but is studied with emphasis on professional practices leading toward catering and other
vocational phases. Most of the girls registered in this course are employed in homes and are using it as continuation training.

The Nursery School course is called Home Economics IV. Children between the ages of two and five are enrolled in the school. A large house two blocks from the school building is used for housing this unit. A nominal fee is charged the children which almost covers the expense of lunches and operating costs of the house. The girls enrolled in this class have had a chance for observation and discussion of the children during their first and second terms' work; consequently, they feel quite at ease when confronted with the actual child care. The girls prepare the children's lunches, clean the house, and do some small part of the laundry. There have been more positions open for girls who have had Practice House and Nursery School experience than there were girls to fill the places.

As stated before, every effort is made to develop in the girls a consciousness of the importance of excelling in the performance of the ordinary home activities. Cox (15) expresses the point in the following manner:

Certainty and security and self-respect gained through success in shop and kitchen

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become potent elements in increasing the readiness and adequacy with which boys and girls and men and women enter upon the many forms of cooperative endeavors in home and church and club and business and neighborhood. Such emotional satisfaction and certainty of self enable one to cooperate with more abandon and less restraint in many unspecialized activities in the community.

The art and weaving classes are organized on somewhat the "shop" basis. A girl may work in any medium desired by joining the center which is engaged in her particular interest. Materials for the work, illustrations and other needed supplies are concentrated in the shop which is using them. One table usually comprises a working center and may include from three to ten or more girls. There is always freedom for experimentation. Any number of projects may be in operation simultaneously. The contribution to other departments of this creative work is very great; however, interchange of service between departments is the rule. The sewing department may be asked to make curtains for "blocking" in the art room, but in return the art classes will probably supply the scenery for the "Fashion Show." This spirit of give and take would be impossible if the classes were required to complete specified problems at given times; however, if this method seems iconoclastic, it possesses sufficient merit to have warranted its adoption in other schools as well as
this one. Miss Mary Giles, (16) in writing of the art
department of the University High School, Ohio State Uni-
versity, says:

The integrating force of such activities
as dramatics, school publications, festivals,
assembly programs, and Christmas programs
like ours is so great that without them every
phase of the arts program in the school is
weaker. In our studio every one is having the
most fun and the most challenge when some big
event puts us all to work on costumes, posters,
lights, scenery, and decoration of the build-
ing as the Christmas program does. For it,
everyone in the school prepares and in it
everyone acts and everyone observes.

To summarize the teaching methods in effect at the
Jane Addams High School, the following probably should be
given credit for setting the tone of the school:

First, the use of diagnostic tests and remedial
procedures;

Second, the promotion to advanced work as soon as
the necessary skills are mastered;

Third, the immediate application of theories to the
experiences of the students; and

Fourth, the encouragement of self-expression with
self-control which impinges on guidance, a discussion of
which follows.

(16)
Giles, Mary Albright, Working Creatively in the
Visual Arts with High School Students, Progressive Educa-
tion, V. XVI, No. 5, May, 1939.
Guidance in the Jane Addams High School is such an integral part of every day's work, it is like thinking of bread without butter to separate guidance from any of the school's activities. Guidance in programming students for needed work, in selecting students for paid services, or in strategically placing together those girls who would seem to contribute to each other's well being must be a part of the educative process, or the success of the teaching is being left too much to chance. The guidance program of the school influences three phases of the student's life—social, educational, and vocational, although it is obvious that the three are so interrelated that effective counseling in any one area will be felt in the other two.

In order that all of the teachers may feel a very personal interest and responsibility in the development of the students, each teacher is assigned a certain number of girls from the membership of her classes for whom she acts in the role of friend and advisor. During the first part of the term, the teacher schedules a conference with each advisee, at which time she gains information about the girl, her ambitions, and plans and learns a little of her home situation. This information is later recorded on permanent record cards. In many cases, only
one scheduled meeting is held during the term, but informal conversation in the halls or at the teacher's desk during regular class periods keeps the advisor aware of the girl's needs and progress. Some free time for counseling is included in each teacher's program. The home economics teachers are responsible for a larger number of girls and so have extra periods allotted for the work.

After one conference with a girl and through observation of her attitude toward other students and the school, it is possible to judge with reasonable accuracy which pupils are likely to need more help in making a satisfactory adjustment. All behavior in the halls, the classrooms, or on the school grounds is considered symptomatic, and so is of concern to the advisor. This statement might be construed to mean that the girls are kept constantly under a sort of pedagogic microscope, which is really not the case. The observations are more nearly a "candid camera" study which the girl and the teacher find mutually interesting to discuss together. If the picture presents certain unfavorable poses of the student, these proofs are studied in an analytical manner.

That this supervision is appreciated rather than resented by the students is indicated in the fact that many times during the term the girls ask for special conferences with their advisors and show quite evidently in
their attitude toward them that they feel that "this is my very special faculty friend." The writer was asked by an advisee to call at her home to present her side of a difference between herself and her mother. The assignment was undertaken with considerable trepidation, but upon arriving at the girl's home, it was found that the mother had been informed of the pending visit and was just as eager as the girl to discuss it with an intermediary in a desire to end the quarrel.

It seems reasonable to assume that the girls' attitudes of dependence on the advisor which even extend to out-of-school concerns has certain psychological implications. The fact that a scheduled meeting is arranged at which time the girl and her own affairs are the subject of conversation doubtless contributes to her feeling of importance and of belonging or being important to some one. The sharing of confidences with an older person whose integrity she trusts also seems to contribute to her much needed sense of security; however, as soon as the student develops more independence emotionally, the teacher gradually decreases her evident supervision and urges the student to become more self-reliant.

The evidence of such physical needs as proper diet, proper clothing, and medical attention are discussed in private conferences with advisees. Thus the facilities
of the school and county are made available to many who would refuse assistance under more obvious methods.

Through the cooperation of several social organizations in the city in which the faculty have memberships, an almost constant supply of clothing is sent to the school for use of needy pupils. Garments which are becoming and fit well are given out for immediate use while others are cleaned and given to girls who make them over in the sewing classes. Mention is made of this feature in connection with guidance as it relates so closely with the building up of self-esteem through improvement of appearance. The writer asks your indulgence in relating a typical example of this. A girl fifteen years of age came to school day after day so carelessly groomed that her presence in the class was obnoxious. Tactful suggestions for improvement seemed to be wasted. One morning in a box of clothing which was delivered to the department there was found a very attractive outfit the proper size for this girl. She was called in to a conference with her advisor who, after a brief explanation, showed her the clothing and said, "This would be very becoming to you and I'd like you to have it if you could take care of it properly, but it is an expensive garment and must be well cared for." Needless to say, the girl was given the suit, and she came to school the next day wearing the garment
very proudly with skin and hair as resplendent as the "Wiggs children" at the Christmas party. At the end of the term, after she had worn the garment almost daily, she exhibited it to her advisor in proof of the fact that she had kept it clean and mended.

Dr. Lois Hayden Meek, (17) at the Progressive Education Conference held in Portland in April, 1939, expressed this opinion, which is being quoted from the Educational Method:

Each of us in our day-by-day living needs the support of people to make life worthwhile. From infancy through adult life the relations we have with our family, our friends, and our co-workers determine to a large extent the amount of satisfaction we will have in living. The success we may have in games, in painting a picture, in writing a book, in preparing a pamphlet, in teaching a lesson, becomes more than just an accomplishment if someone gives praise, admires, nods approval, or enjoys with us what we have done. On the other hand, failure is less defeating, less devastating emotionally, more bearable if there is someone who is ready to stand by, someone who shows by look or word that he senses what we are going through.

This need that each human being has for emotional support through social relations is a basic need which expresses itself in our culture in various ways.

In consequence, there probably is no problem so important for teachers in the

secondary schools to face as the problem of providing not only adequate social experiences for each student but also opportunities for each individual to become more acceptable to his classmates.

Every opportunity is utilized in stressing the importance of the social graces. The little book called "It's More Fun When You Know the Rules," by Beatrice Pierce, has become almost a text. This emphasis of poise and good manners is particularly necessary in the reinforcing of personalities which lack in self-confidence. In an article which appeared in the Educational Research Bulletin, the following statement is found: (18)

"Children whose social expressions are greatly limited, and whose ability to make human contacts is poorly developed, show a lack of courage and inner security which is accepted as a clinical axiom as well as a psychological index."

Parties, teas, and dances which are given under school supervision are handled with more care as to detail and appointments than such informal occasions usually merit because of the need to overcome the deficiencies in the home environment of many of the students. Also, since the lack of social adjustment of atypical children is the

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rule rather than the exception, every knowledge, every skill, and every grace which they acquire make them more readily acceptable to the group. Miss Howe, in an article in the Oregon Educational Journal, quotes the comment of a new student in the school who said, "This is a funny school. I learn history in my English class and spelling in the mathematics period, and courtesy in all my classes."

Direct vocational guidance is the province of the occupations classes. Use is made of an aptitude testing program for senior girls which is under the direction of the Vocational Education Department of the schools. Field trips to industries which employ girls are made, followed by discussions of conditions in the industry. Occupational requirements are presented with discussion of the individuals' limitations or talents in regard to specific trades. Much consideration is given to the personality differences and their significance to success in the business world.

A less direct approach to vocational guidance is exemplified in the case of a girl who was much interested in art work, particularly as it involved the doing of very intricate mechanical operations with metal. She was a child who was very anxious for attention and had for a long period expressed the determination to become a mortician.
Through this expressed ambition, she had succeeded in receiving much attention, which she finally capitalized by presenting a note book on the subject in her occupations class. The art teacher who was her advisor felt that this rather unusual preference was not a real interest; and consequently, after she had observed the sustained interest which the girl manifested in work with delicate pieces of wire and metal, she suggested learning to do repair work in a jewelery store as a possible vocation. The girl was immensely interested and at the last report was hoping to apprentice in this field.

The maid's training course is the one truly vocational course in effect at the school. Girls who are interested in homemaking are directed into this as it affords valuable training for later use and immediate employment at the expiration of the course.

Educational advice from faculty members is toward the completion of some definite unit of work. The girl is urged to set her goal at either a two, three, or four year course. Few of the students are urged to consider a college career. Criticism of this so-called "lowering of standards" must be faced; however, experience with students has seemed to justify the plan. The necessity for
overcoming "certain hereditary characteristics in education" for the education of the variant is given by Irwin (19) in a statement that:

In most occupations, people take account of the material with which they are working, and modify their methods to suit its conditions. The housewife boils her jam a longer or shorter period of time, according to whether the berries are wet or dry. If the jam turns out badly once, no trouble is too much to take to avoid the same mistake again. Only in school do we insist on running children through on the same theoretical schedule and by the same traditional method. Then when they turn out badly, we start all over again with the next batch with the procedure absolutely unchanged.

The value of having set up these more immediate objectives has been demonstrated many times. From one student this comment came. "At first I didn't expect to go to high school at all because I never liked school very well, but I had earned some credits before I got my eighth grade diploma so I thought I would go on until June. By June, I was liking school so well I thought I'd take a two year course, but now that my two years will be up in January, I'm going to change to a three year course, and maybe by that time I'll want to go another year and get a regular diploma."

(19) Irwin, Elisabeth A., and Marks, Louis A., Fitting the School to the Child, p. 175.
The program of every girl is a subject of real importance. Harm to the student through wrong choices is avoided whenever possible by a careful consideration of the needs of each individual. Preventive guidance, if the term will be permitted, was needed recently when a girl who appeared to be very close to a nervous collapse entered from another school. Her mother "couldn't understand why she was so nervous." The school's diagnosis was simply that she was being propelled by family pressure into attempting work which was entirely beyond her ability. The child's grandfather was a college professor, and consequently her attendance at college was a foregone conclusion. The evidences of strain and irritability which were so pronounced in the girl's expression had changed markedly after a term's work in which she had met success in place of failure.

Cox (20) says, "The supreme importance of social behavior demands a social education." In order to integrate the theories of social behavior with experience, the Jane Addams High School has fostered the organization of many clubs, civic and social, for its students. These organizations are another phase of the guidance program. A brief discussion of the student organizations follows.

(20)

STUDENT ORGANIZATIONS

The importance to the individual in the "feeling of belonging" which is attached to membership in clubs, lodges, and fraternities is a recognized trait of human behavior. When one considers how keenly anxious the normal girl is to become identified with a group which represents itself by insignia and colors, the more easily one understands the significance of such membership to a girl who has always had to remain on the outer fringe of social affairs. Any girl at the Jane Addams High School who wishes to may join some club.

There are two types of clubs in the school—those which are built around some interest or activity of the school and those which might be called service clubs. The first group include home economics clubs, seven in number; a Thespian club from the oral English classes; the Junior Arts and Crafts Club from the art department; a sport club; four glee club organizations; and a commercial club. Of the second classification, the most important is the Student Council, which is made up of representatives from each of the home rooms; the Fire Squad, which furnishes traffic officers; and the Usherettes, which trains girls as hostesses and ushers for auditorium affairs.
The school's Girl Reserve Unit is the only club of its type in the school, and it fills an important place. The ceremony followed in its more formal meetings satisfies the love of pageantry which is a basic part of human nature.

Probably no other school experience is equal to that of membership on the Student Council for development of leadership, responsibility, loyalty, and trustworthiness in a student. A great many of the policies of the school are administered by the Student Council. The position is made important so that election to membership very often makes an important person of some previously unknown girl.

The student organizations seem to the writer to be contributing to the "social objectives of education." (21)

In closing, the writer quotes further: (22)

As we learn that man is altogether social and never seen truly except in connection with his fellows, we fix our attention more and more on group conditions as the source, for better or worse, of personal character, and come to feel that we must work on the individual through the web of relations in which he actually lives.

The school, for instance, must form a whole with the rest of life........

(22) Cooley, Charles H., Social Organization, p. 43.
A SURVEY OF PREVAILING PRACTICES

A questionnaire was sent to thirty-nine cities in the United States which have a population of 200,000 or more, to ascertain what methods were being used in those cities in meeting the needs of their pupils of the type which make up the student body of the Jane Addams High School. Replies were received from thirty-three cities listed below:

Akron, O.       Minneapolis, Minn.
Dayton, O.       St. Louis, Mo.
Cleveland, O.    Kansas City, Mo.
Cincinnati, O.   Omaha, Neb.
Toledo, O.       Newark, N. J.
Columbus, O.     Buffalo, N. Y.
Birmingham, Ala. Rochester, N. Y.
San Francisco, Cal. Syracuse, N. Y.
Atlanta, Ga.     Pittsburgh, Pa.
Chicago, Ill.    Providence, R. I.
Indianapolis, Ind. Memphis, Tenn.
Des Moines, Ia.   Houston, Tex.
Louisville, Ky.    San Antonio, Tex.
Baltimore, Md.    Seattle, Wash.
Boston, Mass.     Milwaukee, Wis.
Detroit, Mich.

In tabulating the returns from the questionnaire and letters of transmittal, certain facts are evident. In the larger cities where the enrollment warrants the maintenance of many school buildings, the trend seems to be toward Prevocational, Continuation, and Trade Schools for those pupils who would quite evidently fail to succeed in the traditional high school. This classification would
seem to minimize any feeling of inferiority or social stigma due to attendance in a special school. In answer to this question concerning the attitude toward the schools, Mr. Wm. J. Regan, Principal of the Girls Vocational High School in Buffalo, New York, stated that in September, 1938, 160 applicants who were all eighth grade graduates were turned away for lack of room. He attributes the evident popularity of this school quite largely to the fact that it has not suffered from social discrimination. Mr. Regan expresses his conviction that, in order to avoid such undesirable attitudes, educators must refrain from such classifications as subnormal, dull normal, and other similar expressions and further must combat the stigma by judicious advertising of the school's advantages.

The Longwood School for Girls in Cleveland, Ohio, in its prospectus states the purpose of the school as being:

A school of practical and household arts; planned primarily for the girl especially interested in non-academic subjects.

Longwood School offers opportunity for girls to receive instruction in occupational activities along with a related academic program.

Some highlights from the 1939 catalogue of the Vocational High Schools in Minneapolis are quoted because of the significance of their educational implications. Reports from all parts of the country indicate that educators
no longer wish to penalize the students for their failure to learn. The system of reclassification in Minneapolis exemplifies this attitude.

What program does the pupil have?
One half of each day is devoted to trade work and the remainder to related academic work. The working day is six hours long. Examples of the related work are: design for the dressmakers, proofreading for the printers.

What subjects are given in all courses?
English is taught throughout the two years in all courses. History is taught for one and a half years. Trade, economics, American history, English literature, civics, and physics are taught in placement classes and for the academic school group.

How are students graded?
Students are graded A, B, C, D, but never F. If a student's work is not worth at least a D grade, he is reclassified and placed back to the point where he can do satisfactory work. No student may receive two successive D's in trade work. The second D would indicate that a reclassification should be made.

The catalogue also states that:

Because of the reclassification plan, each semester is divided into units--two units in one semester. This makes it possible for a student to repeat half a semester if only part of the work was unsatisfactory.

This two unit semester plan would seem to have value both as a time saving aid and for guidance.

From Atlanta, Georgia, Mr. H. H. Binder reported in answer to the questionnaire that a school similar in type to the Jane Addams High School for slow learning pupils had been abandoned because of unwillingness on the part of
the parents and some of the principals to send the students there. As a result of this attitude, the problem is being cared for in the regular high schools by assigning these groups to a small number of teachers. For example, one teacher may have a group for three periods for remedial and advanced work. In some schools, one period daily is allowed for English-social studies and one period for mathematics-science, thus gaining two periods for shops, home economics, and auditorium.

San Francisco, California, reports a three track curriculum, the X course of study for pupils of 110 I. Q. and up, the Y course of study for pupils from 90 to 110 I. Q., and the Z course of study for pupils from 90 I. Q. and below. In addition to the three track course of study, they also have ungraded classes in three of the junior high schools. These enroll the pupils of 80 I. Q. and below. The reply stated further that a majority of the dull normal who finish the junior high schools attend continuation school and secure part time employment. However, the number who go on to senior high schools are cared for in part by slow and fast groups in English and mathematics. The correspondent stated that rather inadequate provision was made for these pupils in the upper years of the high school and felt that the continuation school was the more satisfactory solution.
Interpretation of the reports from cities concerning the control of classes for the slow learners in the regular high schools indicates only one point of identical treatment. That is a negative reply to the question of segregating these classes into a designated portion of the building. The practice of such isolation seems very undesirable, and evidence that it has been discarded is encouraging.

Simplified courses in the academic subjects or a differentiated curriculum appear to be the most generally accepted methods of handling this problem. Mr. Otis A. Crosby, of the Division of Informational Service of Detroit, in a letter to the writer explained that, besides the numerous vocational schools which attract many whose ability is below the average, the regular high schools of Detroit offer three courses—College Preparatory, Commercial, and General. The General course has the objective of graduation from high school only. Mr. Crosby also stated that "in English or perhaps the social studies the schools in some instances have been segregated according to ability into as many as fifteen groups."

Miss A. Laura McGregor, of the Department of Research for the Rochester, New York, schools, explained that a system of parallel courses is used there. A copy of the book list for the high schools of Rochester shows the use
of texts marked "Non-Regent" (for slow pupils) in English, social studies, science, typewriting, and general business. Miss McGregor also said in answering question 1, group II of the questionnaire: (see appendix)

We have constructed special courses of study in which we have tried to include vital and interesting experiences. In many cases we have had to produce our own reading and practice materials.

Question 4, group II was answered as follows:

We are tempted to answer this question "yes and no." In some classes this would be done, particularly in arithmetic. In other classes the remedial work would go on concurrently with new work. We think that dull normal children need the stimulus of new thinking and new projects and that any attempt to reduce their school regime to "drill" upon the so-called fundamentals makes school a very drab place for them.

Information received from the Department of Research in Louisville, Kentucky, was to the effect that no separate organizations for dull normal girls were maintained and that adjustment was attempted in the regular high schools. In the junior high schools groups designated as non-departmental took care of the slow learning children.

Pittsburgh has 363 pupils enrolled in fifteen centers. The reporter mentioned the fact that no separate schools for the dull normal were maintained there, but the children were enrolled as part of the junior high school in order to avoid the possibility of social stigma.
A report of the committee appointed to study high schools in Pittsburgh was sent to the writer from the Superintendent's office. A large part of the study pertains to the education of the "Orthogenic Backward Pupils." Terman's classification was used as a basis which considers children with I. Q.'s below 90 as belonging in the orthogenic backward classification. The recommendation was made that "a class or classes for orthogenic backward children as herein defined, be organized in all the junior high schools as soon as is administratively possible." (23)

The fact is recognized that in a questionnaire of this type a literal translation of answers is impossible since variation in the administration and terminology of different schools is inevitable; however, although contours are not identical, the core of each shows much similarity. Those responsible for the education of the slow learners show a recognition of the menace of any system which tends to attach a social stigma to attendance in special classes, special schools, or general courses. They appreciate the value and necessity of creative art, music, and vocational courses. They attempt to prevent

failure by avoiding the hazards of foreign language and college entrance requirements for the group as a whole. They watch for the evidence of the need for remedial work and set up techniques for its accomplishment. They give a new emphasis to the home economics and other vocational courses and attempt to make the educational program as functional as possible in the lives of the students.
CHAPTER V

SUMMARY

An interesting overview of the problem of providing the proper type of education for the atypical child in the public school systems in other cities throughout the United States was revealed by the questionnaire from thirty-three cities. Replies indicate that the most generally accepted practice is to arrange special classes in the junior high schools for these variants. The curriculum in most cases includes activity classes and core subjects in about equal proportion. There are some very definite advantages in this plan which seem to merit mention.

In the schools which segregate the slower learning pupils into special classes for the core subjects, the teacher is in a very much better position for giving individual help and personal guidance. Atypical children feel very keenly the need for a warm personal relationship with their teachers. How much easier it is for any of us to be our best and freest selves when with people whom we feel are genuinely friendly and interested in us! For these insecure children, the effect is even greater. Tension is relaxed and abilities are allowed to function in such an atmosphere.

The curriculum in a special class is adjustable; sub-
ject matter which is needed immediately may be introduced for certain pupils; standards of achievement may be varied according to individual effort and ability, and there is an absence of competition which is too severe for the child's mental health. It would seem after experience with many students whose enthusiasm for school and confidence in themselves have been worn threadbare by unequal competition that competition as such could hardly be the "life" of anything, for it has surely been the "death" of much of the natural joy of living.

A point in favor of the special classes was made that there is little social stigma attached to attendance in such groups since, in most cases, activity work is done with the regular classes. From every part of the country the same thought was expressed that precaution must be exercised to prevent making any child feel that he is "different" since at this age the "gang" influence is most important.

Certain less favorable aspects of the special class in the junior high school seem also to be evident. First, housing these over-age children from the special classes with the regular groups who are in early adolescence presents potential social hazards, because of the psychological and physiological stresses to which children are subject during this maturation period. It would seem that
the chronological age and physiological development of the children in these classes should be given serious consideration.

A second objection protrudes in the use of special classes or multi-track plan in either the junior or senior high schools in the fact that too few of these children of lower ability will be heard in the management of school affairs. They are still trying to learn to swim in water which is over their depth, yet we realize that intelligent leadership is needed in every bracket of society. Practice is essential to the facility of any process—mental or physical—and these more dependent children need extra practice in resistance to "mob" rule.

From the special classes in the junior high schools the pupils who wish more education are directed either into some type of trade or continuation school or are, in some cities, accepted in the traditional high school where a "diluted portion" of the regular curriculum is followed, but which does not grant the graduate entrance to college. Thus, the curriculum is "sweetened" until the student can take it, although it may or may not do him any good.

The plan of organizing separate schools for the atypical child was not accepted in most places. One city had experimented with a separate school but had abandoned it because of opposition from parents and principals who
felt that loss of prestige resulted from attendance there. This factor of stigma is and always will be under the present regime the strongest argument against such segregation.

In Portland, Oregon, two special high schools are maintained—one for the boys, the Thomas A. Edison High School, and another for girls, the Jane Addams High School. The situation was the same here as elsewhere as regards prejudice concerning membership in the schools; however, they have, it seems to the writer, overbalanced this handicap by other features which would have been impossible if the groups were merely rather shabby patches on a junior high school. The special school possesses all of the advantages found in special classes in flexibility of curriculum, administration of guidance, and use of remedial techniques and has, in addition, a very real opportunity for developing proper attitudes toward civic responsibility. In this discussion comments are being limited to the girls' division.

The most outstanding contribution to the students in a school such as the Jane Addams High School appears to be in the development of leadership and thoughtful followership through an active participation in the administration of the school. Recently a problem arose which was of extreme importance to the school. The policy has always been to refer questions to the Student Council, followed
by a referendum vote. Because of the importance of the matter, the faculty was fearful of the consequences of a wrong decision by the student body; however, it was finally decided to handle the matter in the usual manner. Time was allowed for plenty of discussion and, incidentally, for the forming of several loud voiced and influential "anti-blocs." At the final assembly which preceded the voting, the faculty faith in the democratic principle was definitely shaken; however, when the voting in the rooms took place, a positive reassurance was given. After hearing fair arguments from both sides, the quiet and submissive who had seemed to be aligned with the "vociferous vocals," although making little comment, made use of the great American weapon, the ballot.

One incident does not furnish proof, but the experience has been repeated often enough to indicate that student opinions are forming which presage a better understanding of civic affairs.

Certain very encouraging trends, whether in special classes or in special schools, are evident in the educational plans for the children whose abilities or characteristics vary in marked degree from the majority. Briefly, they are:

The realization that school for many of the non-academic minded pupils has been a very drab and uninteresting
place, in years past, and that they as all children are entitled to happiness and satisfaction;

That an increasing degree of importance be accorded the so-called extra curricular activities and the activity courses. These are being given prominence because of their socializing value and their usefulness in furnishing a medium for the creative urge;

That segregation of pupils whose abilities are at too great variance with that of the majority is an essential procedure.

Although the entire theme of this study has been the importance and need of special schools or special classes for slow learning and atypical children, it should also have made this the obvious conclusion—that, if the needs of the individual child were in reality the center of the school's interest, special classes or schools would not be a consideration. Every child differs quantitatively or qualitatively from every other so, when considering the needs of the so-called atypical child, we are in effect attempting to arrive at methods or procedures which are best for the development of any immature individual.

If this be true, what can the special school contribute to the science of education? It is only when the tooth aches that we think of the dentist. If the problems which the variants have caused in the school administration
have furnished the ache which makes us conscious of the deeper need, their unhappiness will not have been so futile. Direction of attention to the needs of these few may spread in time to a change in the policies of the traditional secondary schools.

Since changes in the social and economic scheme take place gradually, it is reasonable to expect a gradual change in the education; however, the special school is in an advantageous position to assist in this change.

It would seem that pupils have attained their various developments and idiosyncrasies because of the interaction of their previous experiences. If through lack of guidance or through mistakes in their training they have acquired certain misshapen patterns, these must be dealt with first by application of remedial techniques. This is the field of the special school. A study of these patterns should serve as danger signals in the education of those children who have not digressed extremely. Eventually, it should be possible to substitute preventive for remedial techniques and so make special schools, as such, unnecessary.

Special schools are freed from the shackles of college entrance requirements and so are at liberty to experiment in the relationships to be found between courses and their intended outcomes. Results of satisfactory
methods arrived at experimentally have important implications for the traditional school. Scientific tests under controlled conditions are possible in these smaller schools where greater freedom of the schedule permits occasional liberties for testing and retesting experiments.

The effectiveness of the guidance program is unquestioned in the Jane Addams High School and could, with slight adaptations, function in any school in establishing rapport between teacher and pupil and in minimizing the impersonal tone which so often pervades a large institution. Finally, the special school can point the way for needed changes by a scientific plan of evaluation of methods and theories.

It is realized that many of the laity feel that, if armed with pencil and paper, a "school teacher" can write himself a ticket to Utopia; consequently, it requires temerity to advance the following opinions.

If, in the future, school systems make use of the information which has come out of the laboratory which is the special school, an education is envisioned which, instead of eliminating special schools, will have added enough types so that none can be considered "special."

It is reasonable to suppose that the native intelligence, or as nearly as it can be estimated of groups of children, will continue to show about the present distribution.
Schools then should be made to contribute to the lives of these children whose abilities fall in any group. That would mean that, beginning with the classification on the extreme left of the normal curve and continuing on to the extreme right, schools would be furnished with the needs of that group in mind. This would give opportunity in the upper bracket to integrate all of the cultural facilities of the institution so that those children whose minds thrill to abstract thinking and are able to relate a subject into the scheme of things would be challenged to further accomplishment through contacts with other children of similar interests and would find added opportunities for exploration. In like manner the environment of each school could be planned so as to include the related studies which would contribute most toward the development of well integrated personalities.

The objection probably will be raised that, unless assignments were made, pupils would attend only the top school and that such a plan would result in creating class prejudice and loss of prestige for all those who attended any other.

If, in place of schools which belong to a certain district and so are filled with rich or poor according to the locale, the schools were located with accessibility from all sections as the basis, this feature would be
avoided. It is believed that most children would make wise choices if a plan were followed whereby prospective students were acquainted with the work being done, the faculty in charge, and the type of school community to be found in each institution. It would, it seems to the writer, give students a broader experience than they receive in their district school. The school at the top of the educational ladder would not necessarily claim all of the children of wealth and ability nor would the "leftists" include all of the poor. It is a human characteristic to seek out people who possess interests and tastes similar to our own. These interests are most often dependent upon the ability to succeed in a given situation and so to be an important member of the group.

Pupils would choose their school much as their parents choose their homes in that community possessing those features which will contribute most to their happiness and advancement. If children were given a similar opportunity to choose their school and if there were enough types of schools from which to choose, perhaps there would be fewer "square pegs in a world of round holes."
RECOMMENDATIONS

Development and growth of a special school, as in anything else, will continue only through maintenance of an open minded and critical attitude toward the results and progress of the institution. To indulge in feelings of complacency or complete satisfaction in regard to one's endeavor is the first indication that static has set in. A consideration of new ideas, plans and projects is necessary in order to make the school day an anticipated event for both teacher and pupil. Lacking this zest, the special school has lost its potency.

With the needs of a particular school, the Jane Addams High School, in mind, certain recommendations are offered which may also be applicable in some measure to other school situations.

First, there should be a willingness to accept the evidence furnished by empiricism rather than an unquestioned faith in the inviolableness of tradition.

Second, teachers in a special school need to have acquired a behavior consciousness based upon a knowledge of adolescent psychology and mental hygiene.

Third, groupings in classes within the school should be made according to the degree of maturity of the students
rather than according to mental ability or grade placement. This plan is especially important in informal activity classes and in classes which direct the attention toward social relationships.

Fourth, the teacher who is in charge of vocational placement should also be given time and opportunity for doing follow-up work.

Fifth, in the school itself, organized group games, social dancing, and equipment for gaining facility in all such sports as tennis, hockey, and ping-pong should be provided for use during lunch or recreation periods since the acquisition of such skills and participation in these sports have much to contribute to the development of personalities.

A more intensive study of the constancy of the I. Q. made under laboratory conditions through further retests would seem to be of great usefulness in evaluating the program of the school; also, a follow-up study of the occupations in which graduates are engaged as compared with their professed vocational choices would furnish a basis for prediction of courses which should be included or dropped from the school's curriculum. These two experiments are hoped to be begun during 1940.
In concluding a study of special schools, it is interesting to note that as early as 1743, Benjamin Franklin made suggestions for the curriculum of secondary schools, which, although not phrased in language of the twentieth century, says in effect what the special school has claimed for its belief, that: (1)

As to their Studies, it would be well if they could be taught "every Thing" that is useful, and "every Thing" that is ornamental: But Art is long, and their Time is short. It is therefore propos'd that they learn those Things that are likely to be "most useful" and "most ornamental." Regard being had to the several Professions for which they are intended.

---

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## APPENDIX

### TABLE I

**FREQUENCY OF SCORES IN TWO SUCCESSIVE TESTS**  
**BY THIRTY-SEVEN STUDENTS**

<table>
<thead>
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<th>Interval</th>
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<td></td>
</tr>
<tr>
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<td>1</td>
<td></td>
</tr>
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<td>1</td>
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<td>8</td>
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Graph I Showing Frequencies of Scores Made Two Successive Tests by 37 Students.

Graph II Showing Difference in Frequencies of 37 Students Scores in Two Successive Tests.
# TABLE III

## FREQUENCY TABLE OF INTELLIGENCE QUOTIENTS

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Range 63
Median 86.12
Mean or average 87.75
Standard deviation 12.402
Graph Showing Scores of 336 Binet and Otis Group Tests

Approx. \( \frac{3}{5} \) of cases fall between 75.35 and 100.15. No. 224 by actual count 225 fall between 75.35 and 100.15.
QUESTIONNAIRE

Name of School

City

State

Report made by:

In the following questions concerning the work which is being done in your city for pupils of the "dull normal" group who are over fourteen years of age (I. Q. 70-100), will you please underscore the answer which describes the situation which exists in your school?

I. If such separate schools above the elementary level are maintained:

1. They include what grades?
   7th; 8th; 9th; 10th; 11th; 12th.

2. Are boys and girls enrolled in the same school?
   Yes........No.........

3. Are pupils assigned to these special schools?
   Yes........No.........

4. Is there evidence that social stigma is attached to attendance in these schools?
   Yes........No.........

5. Do you attempt to have the pupils meet college entrance requirements?
   Yes........No.........

6. Approximately, what proportion of academic to non-academic work is required for graduation? One fourth; one third; one half; more.

7. Are courses offered for graduation on a two or three year basis?
   Yes........No.........

8. Are foreign languages taught?
   Yes........No.........

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9. Are vocational or pre-vocational courses stressed?
   Yes .......... No ..........

10. Approximately, what proportion of the student body is enrolled in music classes?
    One fourth; one third; one half; more.

11. Art classes include which of the following subjects?
    Freehand Drawing; Metal Work; Crafts; Pottery Making; Oils; Fashion Design; Water Colors.

12. Approximately, what proportion of the student body is enrolled in art classes?
    One fourth; one third; one half; more.

13. What is the enrollment of the school?
    50-100; 100-250; 250-400; larger.

II. If the dull normal pupils are admitted or re-admitted to the regular high schools:

1. Are parallel courses offered which are "geared down"?
   Yes .......... No ..........

2. Is a portion of the high school building set aside for use of these pupils?

3. Do you segregate pupils into classes for remedial work?
   Yes .......... No ..........

4. If deficiencies are evident in the fundamental skills in reading and arithmetic, are these corrected before the student is allowed to attempt advanced work?
   Yes .......... No ..........

5. From the following list, please underscore the subjects which are included in your Home Economics course:
   Foods; Consumer Education; Home Management; Clothing; Textiles; Costume Design; Family Relationships; Child Development.
6. Do you operate a "Practice House" or "Apartment"?
   Yes........No........

7. Do you have a "Nursery School" or give the girls some other actual contact with children?
   Yes........No........

8. Is some work in Home Economics required for graduation?
   Yes........No........

III. If a Guidance Program is included in the school:

1. Does the guidance program require the entire time of one or more counselors?
   Yes........No........

2. Is the guidance apportioned among the entire faculty?
   Yes........No........

3. Are any of your teachers allowed free periods for counseling?
   Yes........No........

IV. Please list any suggestions which you feel may be useful:

Thanking you most sincerely for your cooperation in giving us this information at your earliest convenience,

Yours very truly,

Girls Edison Six Year High School
Portland, Oregon

viii
Dear Sir:

We are making a critical study of our curriculum at the Girls Edison Six Year High School in Portland, Oregon, and so we are especially interested in learning what is being done in other cities for pupils of the class which makes up the student body of our school, namely, the group usually designated as the "dull normal" (I. Q. 70-100). In our school, any girl who wishes may enter directly from the seventh or eighth grades if she is over fourteen years of age. She may also enter by a special diploma from the elementary school or as a transfer from one of the regular high schools.

Since our school is comparatively new, it would be very helpful to us to learn how other cities serve the needs of this special group of the school population. The enclosed questionnaire covers some of the points which are of particular interest to us for purposes of comparison and improvement.

We shall appreciate greatly the cooperation of your school, and we shall be glad to share any information gained from the questionnaire which may be useful to you.

Very truly yours,

Girls Edison Six Year High School
Portland, Oregon