

FACTORS WHICH CONTRIBUTE TO THE MALADJUSTMENT
OF THE BOYS OF R.L.SABIN HIGH SCHOOL

by

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CHAPTER I

INTRODUCTION

STATEMENT OF PROBLEM

The tragedy of the unadjusted school child has so frequently resulted in an even greater tragedy of the unadjusted adult that school authorities everywhere are finding it one of their major responsibilities to give careful consideration to the undesirable behavior symptoms of children. The prevention of crime in even a moderate way is a challenge the school cannot afford to ignore, neither can it hope to win success in the adjustment and solving of every problem. Baker and Traphagen¹ write:

It has gradually become a recognized reality that adult behavior flows from the experiences and behavior of childhood and youth. It is in the early years that genuinely dependable steps can be taken forward towards a more equable, a more satisfying, a more enjoyable and a more sound adult society.

The causes of crime are manifold but among the

¹ Baker, Harry and Traphagen, Virginia; The Diagnosis and Treatment of Behavior Problem Children.
p. 8

major contributing factors that create criminality among the youth of the nation are poor environment, lack of recreational outlets, economic conditions, unhealthy housing and living conditions, and inadequate educational facilities. The steady guidance and companionship of parents interested in the child's future advancement and welfare are vital needs if he is to grow with a respect for law and self discipline.

When the parents fail to provide proper guidance the educator must assume the duties of foster parentage. Those who compose the educational system of the United States should realize this vast responsibility and should seize the opportunity to utilize it to the fullest extent. Youth must be directed in channels where they will absorb ideas that will make them useful future citizens of the nations. The task we face is mainly one of education. If a means can be found by which a child can be made a happier, healthier, more contented individual as well as a better contributing member to society, then all the time spent and cost expended will not have been in vain.

A behavior problem might be defined as one which varies sufficiently from normal behavior to cause the teacher to feel that the child cannot be managed satisfactorily with the group. Such cases

include those of disobedience, truancy, aggressiveness excessive timidity, emotional instability, as well as the depressed type, the psycopathic, and many others who continually disturb the otherwise well disciplined class room.

The responsibility for studying the difficulty of these children, for analyzing the cause or causes of their anti-social conduct, and for meeting their needs and prescribing a remedy falls upon the schools and their staff of workers, who are in a position to diagnose their cases.

Kandel² says that the functions of the school are as follows:

1. To provide the right kind of environment which is best suited to individual and social development.
 2. To stimulate and guide healthy growth in this environment.
 3. To enable children to acquire the habits, skills, knowledge, interests, and attitudes of mind which they will need for living a full and useful life.
 4. To set standards of behavior, effort, and attainment, by which they can measure their own conduct.
- Hence, the central problem of an education based upon experience is to select the kind of present experiences that live fruitfully and creatively in subsequent experiences.

² Kandel, I.L. Conflicting Theories of Education, p. 252

As social and industrial conditions force the school to continue education beyond the generally accepted school age limit, the problem of providing adequately for this group confronts us more than ever before. When the school comes to the full realization that understanding children is of prime importance and that subject matter is secondary, then shall we help each child to realize his own abilities rather than to struggle for impossible attainments set up by a school system. Spears³ points out that:

Education on the secondary school level no longer stands as a matter of storing up knowledge in school to act as a ready first-aid kit in any future emergency. The teacher of the old school "poured on" the culture without question, the test of schooling being how much the student could give back when questioned. The teacher today turns his attention to the best adjustment of the individual child to his here-and-now problems as the best assurance of his continued satisfactory adjustment in after school life. Thus, integration implies integration with one's cultural surroundings and ingegration within oneself as a whole, no sharp line distinguishing the one aspect from the other.

³ Spears, Harold; Secondary Education in American Life. p. 252

John Dewey⁴ goes a little farther when he says, "education is a process for living and not a preparation for future living."

Summing up the social concept of education as education for life, we find modern educators today asking questions as to what, why, and how education may function best for society. As early as 1860, Herbert Spencer⁵ wrote as follows:

How to live?-- that is the essential question for us. Not how to live in a mere material sense only, but in the widest sense. The general problem which comprehends every special problem is--the right ruling of conduct in all directions under all circumstances. In what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to behave as citizens; in what way to utilize all those sources of happiness which nature supplies--how to use all our faculties to the greatest advantage of ourselves and others--how to live completely. And this being the great thing to learn is, by consequence, the great thing which education has to teach. To prepare us for complete living is the function which education has to discharge, and the only rational mode of judging of any educational course, is to judge in what degree it discharges such functions.

4 Dewey, John, Education Today. p.6

5 Spencer, Herbert, Education, p.9

During the past generation our educational content and method have been governed largely by mass instruction. In the recent years of mass education at elementary and secondary levels, we have been subjecting every child to a given pattern of instruction, to an inflexible and uniform curriculum, and to some rather mechanical and exact methods of teaching. Previously, education has been thought of as the teaching of subject matter, rather than as the teaching of the child. In the re-organization of secondary education Thayer⁶ writes:

Aside from its vocational aspects, the secondary school curriculum has been quite largely concerned with the 'higher learning' unrelated to the life problem of students as they feel them. Therefore, it has not served adequately those who found intellectual abstractions difficult, whose goals in life point in non-academic directions, or who find school attendance an almost unbearable financial burden. The time has come to educate adolescents as adolescents, with distinctive qualities, assets, and problems to be solved.

Therefore, if we are teaching the child, we are dealing with a live and changing individual, one constantly arriving at a point of uncertainty, ad-

⁶ Thayer, V.T. Re-Organizing Secondary Education, p.8

justment, and choice. Every personality is made up of many component parts, including hereditary and environmental factors, abilities, interests, and capacities, all varying in many degrees. Wrinkle⁷ writes:

The secondary school has been regarded, primarily, as a preparatory institution in which the child is made ready for a more advanced type of education. Courses have been handed down from higher levels and once established in the secondary schools, have been thrust further down. The success of the student has been measured largely in terms of his achievement with respect to knowledge of the inherited mass of subject matter, which, it was assumed, served best in his preparation for further formal education. As time went on and large numbers of students demanded admission to the school, new pressures were brought to bear. Gradually new subjects made their appearance in the curriculum; new theories were advanced; education was conceived by frontier thinkers not merely as a preparation for something to come in the future but rather as living in the present.

Hundreds of thousands of boys and girls in American high schools are still asked to undertake work in mathematics, in foreign languages, and in highly differentiated sciences in which they appear to have little interest and in which there is little

⁷ Wrinkle, William; The New High School in the Making. pp. 18-19

expectation that they can find utility or satisfaction.

Morgan⁸ says:

The success of an educational institution should be measured not by the facility with which seniors can make orations or solve mathematical problems, but by the social adjustability of its alumni.

Douglas⁹ in a report to the American Youth Commission of the American Council on Education contributes the following:

The present organization of secondary schools, curricula, and teachers, does not constitute an educational environment suitable to all youths. New schools, or new curricula must be established. A new type of teacher, more broadly trained and more broadly interested in every day human affairs is demanded. One of the greatest contributions open to those wishing to render educational service today is the organization of a number of experimental and demonstration schools which will establish a method of effectively taking care of this class of young people previously leaving school before the age of 16.

8 Morgan, J.B. The Psychology of the Unadjusted School Child, p.8

9 Douglas, Harl, R. Secondary Education for Youth in Modern America. A Report to the American Youth Commission of the American Council on Education. Washington D.C. p.80, 1937

Thus, the teaching of special classes or the organization of the special school to meet these needs for individual and personality adjustments has grown out of the recognition of individual differences.

Martz¹⁰ says:

The graded schools are designed to teach the average child how to make an adequate adjustment in the present state of civilization. Since it is impossible for some children to develop an intellectual level commensurate with these students it seems useless to compel them to submit to the routine training that is offered to their more gifted fellows. To some of these unfortunate children the regular class must give the impression of a school conducted in some foreign language--it doesn't make sense. In this educational contest where they compete with normal children, they must necessarily lose as they are the 'also rans.'

So the more progressive communities have proceeded to establish special schools designed for the training of these less skillful children. Here a schedule should be maintained that is plastic to the degree that it may be molded to meet varying requirements as indicated both by existing social or economic conditions and by the physical equipment of individual pupils. This course of instruction would aim to do for them exactly what the regular grades do for the more gifted children, namely, equip

10 Martz, Eugene V. Backward Children from the Point of View of a State School, Mental Hygiene Vol. 17, p. 94, 1933

them to make the broadest and most satisfying adjustment of which they are capable. No school, whatever its nature or type, can do more than that.

Education is clearly identified, not as a step ladder to some future achievement of which thousands of boys and girls have limited possibilities, but as that of educating every child as a whole now, opening new avenues to the dull, stimulating the normal, and inspiring the gifted. Heck¹¹ stresses this fact when he writes:

The very definition of the field of special education sets a challenge. Our difficulty in the past and even at present, is that we have failed to recognize, among the normals, those thousands who have been and are suffering from various and serious social, physical, and mental handicaps. It is only as we are now faced with the greater number of exceptional children that the challenge has become apparent. Educationally, socially, and individually these handicapped youths constitute a real challenge.

The organization and establishment of the R. L. Sabin High School, Portland, Oregon, is acknowledging this challenge, and as an experimental school is

11 Heck, A.O. The Education of Exceptional Children
p.5

attempting to provide special education for those boys between the ages of 14 - 20 years who are in-harmoniously adjusted.

PURPOSE OF THE STUDY

This study represents an effort undertaken by the writer to determine some of the major factors which contribute to the maladjustment of the boys at R.L. Sabin High School. As such, it does not presume to offer a thorough going clinical study of individual boys; rather it reflects some of the more common and obvious conditions which may be observed, but which are often overlooked, in the normal school routine. The writer attempts to describe some of the available remedial methods and measures that are being used by teachers and supervisors in R.L.Sabin High School which assist in, not only discovering the cause or causes of lack of adjustment, but also in aiding the individual to a better understanding of himself and his problems. School routine and classroom situations give the school an advantageous position for uncovering the causes of trouble, but the correction of the problem and the re-establishment of the individual can only be brought about by proper guidance, understanding,

and sympathy from those teachers and advisors with whom the child comes in contact.

TYPE OF SCHOOL

The R.L.Sabin High School is a special Junior and Senior High School for boys. They are admitted at the 7th and 8th grade levels when found to be having more difficulty in school than the average boy. Others who have once registered in high school come by transfer from their former school. The two divisions are housed in one building and function as one unit in all procedures and activities of the school.

The purpose of the school is to offer opportunity, personal adjustment, and socialization to those unable to cope with the traditional school situations.

The flexible curriculum provides for academic courses in all basic subjects accompanied by shops and exploratory courses designed toward guidance and orientation of the pupil. The program of the so-called academic schools is not too rigidly followed. The fundamental subjects are offered, but not from the same textbooks nor handled in the same manner. Remedial techniques are stressed for the slow learners or for

those who have some form of learning difficulties.

Transfer to another school is possible when the student has proved himself capable of complying with the requirements of a traditional system. Those teachers with whom he has been enrolled determine the advisability of a transfer based upon his social adjustment, attendance record, attitude toward school and himself, and scholastic achievement. The latter must average a grade of 3 in all subjects, to warrant ones making an application for a transfer. Inasmuch as attendance at Sabin is not compulsory, some few students have transferred in spite of the fact that their application to do so was "not recommended." In almost every case of this sort, the old adage "try it and find out for yourself" proved that the opinion of the teachers was right. The boy was soon back more resigned than ever to remain "put" where school success seemed within his reach.

The rising popularity of the school combined with an understanding of what the special school is trying to do for non conformists, is resulting in a decreased number of applications for transfer.

Graduation takes place from a Three-year or a Four-year Course when a student has shown earnest,

serious effort, and has performed to the best of his ability the tasks assigned to him in his given courses, or when the school feels it can no longer help the boy and that continuation in school would be detrimental to him.

LOCATION

R.L. Sabin High School is located in the Northeastern section of Portland, Oregon, in what is known as the Alameda residential section. The school is numbered on 4013 N.E. 18th Street.

AIMS AND OBJECTIVES OF THE SCHOOL

In the fall of 1939 the faculty of R.L. Sabin High School was supplied with a questionnaire which was to serve as a guide for working out the objectives for the school. Instructors cooperated and each individual considered the school in the light of his personal objectives, his educational ideals, and the results of his experience in this particular situation. The quotations are from the personal replies of instructors.

1. To recognize the immediate needs of the boy.

This school must be frank enough, honest enough, and brave enough to break with tradition. We must take the boy where we find him, without regret for his past, without over-solicitude for his future, and provide something for him right now which will enable him to feel the thrill of success.

2. To build character and work-study habits which will carry over into adult environment.
3. To develop an open and inquiring mind.

This type of boy must be liberated from class prejudices, concepts brought about by failure, the social lag produced by unfortunate circumstances and environment, and the bitter reactions for which he is not responsible.

4. To develop a knowledge of good health habits, and the desire for pleasing personal appearance, together with a respect for the social amenities.
5. To develop a consciousness of the value of responsibility, reliability, and cooperation.
6. To develop a respect for property.
7. To develop recognition of worthy leadership.

So often the mediocre mind is a ready follower of the flashy and sensational leader.

8. To develop intelligent followers with a respect for constituted authority.

9. To inculcate the fundamental skills of speaking, reading, writing, and calculating.

We need an extremely flexible program so that remedial work may be given at the exact time it is needed.

10. To make provision for exploratory opportunities paralleling the student's growing interests.
11. To bring about satisfaction through success in school activities in satisfying use of leisure time, and in a normal outlet for emotions.

THE STUDENT BODY

The average daily attendance at the close of the spring term and for the month of June, 1941, was 435. This figure shows a substantial increase over the close of the preceeding term which was 348 for January, 1941.

The students are, for the most part, assigned from the various schools throughout the city. Achievement tests are given at the end of the eighth grade, and those not making regular placement in the basic subjects are recommended to Sabin. Other assigned and voluntary cases are boys who are overage, physically unfit, emotionally misfits, children with foreign parentage, scholastically retarded, victims

of excessive timidity, and many types less easily catalogued. Most entrants are boys who, for some reason or other, are disinterested in school and marking time until they are old enough to quit or who are "lost in the shuffle" in the large school situation or who are so discouraged by constant lack of satisfactory achievement that school has become distasteful. These boys are more mature physically but vary widely intellectually.

A growing percentage of the student body is voluntary because of the recognized personal interest shown by the faculty combined with the choice and wide range of subject matter available. Many of these consist of boys who had withdrawn from school and joined the CCC where they soon realized the current need for a high school diploma.

HISTORY

The original organization of R.L.Sabin High School dates back to September 1925, when a special school was opened in a portable building on the grounds of the Benson Polytechnic High School for boys in the eighth grade who were over age and un-

able to complete the requirements of regular academic subjects. The curriculum consisted of half time shop work of various kinds and half academic work of the most elementary essentials. This school was known as the Boys' Pre-Vocational. Then in January 1930, another special school was established in Portland under the name of Probationary High School, a school designed to meet the individual problems of high school students who failed to make a satisfactory achievement record or social adjustment in their respective schools. The following resolution, taken from the excerpts of the minutes of the Board meeting of May 6, 1929 explains the motives for establishing this special high school.¹²

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 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.

¹² School District No. 1 Multnomah County, Oregon: Excerpts from the Minutes, May 6, 1929, High School Regulations

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.

Occupying a portion of the Buckman Grammar School, the Probationary High School opened for the spring term of 1930 with approximately one hundred students, most of them antagonistic to the compulsory change from their regular schools. This antagonism, however soon changed to enthusiasm on the part of the students, and the enrollment at "Buckman University," as the school was facetiously named, reached an enrollment of four hundred fifty students by the third term of its existence. After a careful study of the causes of failure, the teachers found that many factors had contributed to failure, such as ill health, long hours of outside work, broken homes, social maladjustment, and a variety of causes for which the student himself was not direct-

ly responsible. The aim of the school was to offer remedial work and to find in each case the difficulty of the particular child and to assist him to regain confidence in his ability to do normal work.

Much constructive work was accomplished, and a large percentage of the normal and superior group were able to adjust their difficulties and to return to their regular schools to make a success both in school work and in outside activities, a few of them having been outstanding in their respective high schools. Many of the dull normal group, having learned some habits of study and application, were able to finish high school. The school, however, was always handicapped by lack of facilities and by the fact that, during the first three years of its existence, a separate building was not provided. In the fall of 1932 the school was transferred to the Failing Grade School Building, when the loss of the Kerns Grade School made it necessary to move the grade children to the Buckman building. In September 1933, the Probationary School was moved to the renovated Albina Homestead Building and re-named the "Better Scholarship School," the curriculum at this time being extended to include

shop courses. The following year, because of a strong dislike of the name Better Scholarship, with its implications of failure in achievement, the name again was changed to Six Year Edison High School and at this time the Pre-Vocational school was brought under the same organization, together with a junior group of seventh and eighth grade boys from various schools in the city, who were retarded and unable to meet the academic requirements of the regular grammar schools. Because of over-crowded conditions, the high school girls were established in another building, later organizing under their own principal as the Jane Addams School.

In 1938, upon the recommendation of the new Superintendent of Schools, Mr. Dugdale, the unpleasant feature of compulsion was lifted, with the idea of relieving the stigma attached to the student as being dull and unable to learn. In broadening the scope of the curriculum and in attempting to meet the needs of many pupils who were not mentally retarded, as will be shown in a later chapter, the school was rapidly becoming a "hospital", as it were, for many educational ills. Those who had come by compulsion with

the loudest protests were soon extolling its praises. Accordingly, the former action of the Board of May 6, 1929 was rescinded, and by unanimous consent of the Board, Superintendent Dugdale presented the following¹³ entitled,

Classification of High School Pupils Who Fail
To Earn Three Credits in one Semester

The Superintendent of Schools and the High School Principal's Association recommend that the following rules be established regarding the classification of high school pupils who fail to earn three credits in one semester:

1. Any high school pupil from first to fourth term inclusive who fails to earn three full credits, not including physical education, in one semester shall be given a guidance survey to determine the type of program which best fits his or her needs either in the school he or she is now attending or in some other school.
2. When the results of this guidance investigation show that the pupil can be benefitted by a change to another type of secondary school, the pupil shall be required to attend such school until such time as deficiencies are removed.
3. The Research Department in con-

¹³ Excerpts from Board Minutes, School District No. 1, Multnomah County, Oregon, January 10, 1938.

junction with the principal of the school and his staff shall conduct the guidance survey.

4. Any pupil above the fourth term of any high school who fails to earn three credits in one semester shall, during the following semester, be restricted to one less credit attempt.

5. The principal may use his discretion in the application of this rule to the students who may be members of the graduating class.

This rescinds action of the Board of May 6, 1929. In 1940, by action of the school board, the R.L.Sabin grade school was closed because of its decreased enrollment and the Thomas A. Edison High School was moved into the building thus vacated. Again the name of the Edison school was changed to that of R.L.Sabin High School, due to the fact that Mr. R.L. Sabin, the donator of the grounds on which the building stands, is still alive and it was the wish of the school district to preserve his name as a monument in appreciation of his kindness.

CHAPTER II

PREVIOUS STUDIES

Since 1938, three theses have been written on the subject of the Jane Addams High School of Portland, Oregon, formerly the Girls' Edison Six Year High School, a division of the Edison Six Year High School before the segregation of boys and girls. The writer will review these studies in the order in which their contributions were made.

Welch¹⁴ reviewed the contributive causes of the maladjustment of ten girls of Jane Addams High School whose intelligence scores range from 95 IQ to 122 IQ. This study included:

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
10. Over Solicitous Mothering

¹⁴ Welch, Frances L. Adjustment of Problems of Girls in a Special High School, Unpublished master's thesis, Oregon State College, 1938

The writer points out that no one factor in any case studied could be designated as the sole cause of the maladjustment. Pertinent factors, however, which did contribute to the problem of the individual revolved around early home and school environment, broken homes, and mobility of the family. Personal factors were physical handicaps, lack of concentration, mental retardation, lack of initiative, ambition and ideals. Miss Welch also added that poor teaching and poor study habits showed in reading difficulties and, within the girl, a general inability to adapt herself to the demands of a normal school.

The following recommendations, as summarized by the writer, were to the effect that:

1. There is a widespread need for better teaching and better trained teachers.
2. Adjustment teachers should be well trained in the principles of psychology and well-adjusted as to their own personalities.
3. Activity teaching need not be limited to adjustment schools, but should be a part of every modern institution of learning.
4. Adequate counseling and guidance from those with richer experience.

5. More frequent home visitation which would bring the home and school into a clearer understanding of each other.

6. Remedial teaching is necessary in the majority of cases to improve fundamental skills.

Miss Welch¹⁵ strikes the key note of special education of an experimental nature when 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.

REVIEW OF THE SURVEY OF THE POPULATION OF THE JANE ADDAMS HIGH SCHOOL

This thesis is a comprehensive survey of the population of the Jane Addams High School, in Portland, Oregon, and established in 1936 as a special school for maladjusted and atypical girls of junior-senior high school level.

The purpose of the survey is to reveal the source from which the student body is composed as well as those pertinent factors which contribute to the reasons why a girl enrolls within this school.

¹⁵ Ibid, p. 92

Miss Howe¹⁶ states, that of the present enrollment at the time of writing, 51% entered Jane Addams from some elementary school before finishing the eighth grade; 27% entered as first termers in high school; 21% transferred from other high schools; and 1% entered as post graduates from other high schools.

Four major situations are considered in the survey from which definite conclusions have been drawn by the writer. These four situations are: (1) school factors (2) home situation (3) personal attributes (4) outside interests and activities.

Intelligence quotients indicate that the dull normal and so-called borderline cases comprise the bulk of the school population.

As the average age of the group is sixteen years and six months as compared with thirteen years in an ordinary junior-senior high school, it can readily be seen that it is a more mature group

¹⁶ Howe, Georgia B., A Survey of the Population of the Girls' Edison High School made during the School Year 1938-1939. A thesis submitted to Reed College, Portland, Oregon, June, 1939.

chronologically; hence physical development is more advanced. This fact naturally has a significant bearing upon the interests of the pupils.

Low achievement ratings of the group indicate three things which according to Miss Howe are:

- (1) The average I.Q. of the group is more than ten points lower than that in a standard high school.
- (2) That a large number of the pupils are suffering from some definite, special learning difficulties.
- (3) Many of the girls with higher I.Q.'s are emotionally unstable or lacking in the ability to concentrate.

Plans for school continuation were based upon results of a questionnaire given to the pupils which showed that 93% intended to complete some type of high school course; 5% definitely planned to quit before finishing and 2% did not know what they would do. In this respect, the author stresses a most significant fact that many girls of this type are so completely discouraged that they come with little or no hope of being graduated from a high school. The writer makes point of the fact that the curriculum of a school of this type must take this factor into consideration in every phase of its planning.

From a study of 310 cases it was shown by the author that only 48.4% live with both parents in what might be considered a normal home. This she states, clearly indicates that broken homes are a great factor in maladjustment.

The economic status of the parents as determined from the occupation of same indicates that an average income of this group would fall in the lower brackets not to exceed \$800.00 per year. This economic status reflects the lack of cultural background as well as lack of ambition for one's future.

Vocational plans or ambitions for a career indicate according to the author of the survey that very few girls are of strong vocational ambition. Miss Howe states that most of them are evidently thinking of employment as a stop-gap between school and marriage. It was the belief of the writer that their ambitions had been colored by the type of guidance given at the school.

Physical deficiencies contribute their share of members to this group of atypical pupils. The survey showed 29 cases of some physical defect, ranging in the following classifications:

Lameness

Poor muscular coordination

Speech defects

Eye defects

Deafness

Dwarfishness

Glandular deficiency

Miss Howe points out that in the home, hobby interests and recreational activities of the group are curtailed both from the financial standpoint and from the standpoint of social adjustment. These activities and interests are less varied and of more immature nature which is especially characteristic of their choice in the reading of books.

The survey reveals that only 50% of the girls belong to or attend church or Sunday school; and 72% of the same group are members of any school club. This low percentage of "group membership", shows the urgent need for school clubs and organizations to stimulate the natural desire for human acceptance.

Home responsibilities of the group are more extensive than one would expect, yet very few earn money in this capacity, due no doubt, to their weak and unimpressive approach toward getting jobs.

The goal of all education, is to stimulate the growth of the individual toward successful living. The school then must develop an organization which will make possible the greatest advancement toward this goal. The whole organization must be upheld in an atmosphere of freedom and buoyancy which will tend to remove impediments toward accomplishment.

DEVELOPMENT OF JANE ADDAMS HIGH SCHOOL

"The Development of Jane Addams High School" is, likewise a thesis submitted to Oregon State College in July, 1939, by Georgene H. Clark¹⁸. This study is, in main, a consideration of the needs of the variant, whose indications of inadequacy are evident in:

Special teaching problems

Failures

Social and mental maladjustment

Juvenile delinquency

The writer stresses the need for the segregation of the atypical child in either special schools or special classes, which also means, obviously,

17 Howe, Georgia B. "School Organization" Oregon Educational Journal, v. 12, No. 8, May 1, 1938, p.31

18 Clark, Georgene, H., The Development of Jane Addams High School, Unpublished Master's Thesis, Oregon State College, 1939

more teaching hours and a lighter teaching load.

Mrs. Clark¹⁹ writes:

It is not altogether a matter of choice on our part. These children are members of interrelated society, every part of which suffers for the maladjustment of any other. The Spartans killed their defective. 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. Society has been forced to provide institutions for the atypical adult. Schools must do likewise for the atypical child in the hope that they may not become the atypical adult.

In striving to ascertain what is being done throughout the United States in the establishment of special methods or schools, the writer sent questionnaires to thirty three cities, replies from which would indicate that the most generally accepted practice is to arrange special classes in the junior high schools for the variants. However, very encouraging trends are evident in the educational plans for the children whose abilities or characteristics vary in a marked degree from the majority. These trends

19 Ibid p. 5

in point are:

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

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

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

4. Direction of attention to the needs of these few variants may spread in time to a change in the policies of the traditional secondary school.

5. Application of remedial techniques which, eventually, should prove it possible to substitute preventive measures for remedial ones and so, make special schools as such, unnecessary.

6. Special schools are freed from the shackles of college entrance requirements and are at liberty to experiment in the relationships to be found between courses and their intended outcomes.

7. The effectiveness of the guidance program should establish rapport between teacher and pupil and minimize the unpersonal tone which so often pervades a large institution.

8. If school systems would 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."

PROVISIONS FOR MENTALLY RETARDED ADOLESCENTS IN OTHER CITIES

Following an extensive tour throughout the cities of the United States, Dr. Lewis C. Martin²⁰, Director of Special Education, Portland, Oregon, submitted a report in 1938, entitled "How Other Cities meet their Educational Problems." Those cities visited were Cincinnati, Minneapolis, St. Paul, Cleveland, Salt Lake City, Greeley, Colorado, Evanston, Illinois, Madison, Wisconsin, and Denver, Colorado.

20 Martin, Lewis C., How Other Cities Meet their Educational Problems, Department of Research Portland Public Schools, Portland, Oregon. 1938

The table of contents of Dr. Martin's report, which is listed below, covers many phases of special education, but his report is reviewed in this instance with special emphasis directed toward those systems which have set up special schools or centers for mentally retarded adolescents. The content of his report covers:

1. Special Classes for Mentally Regarded Pupils

Primary and intermediate

Mentally Retarded Adolescents

2. Remedial Speech
3. Crippled children
4. Gifted children
5. Elementary schools
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.

Minneapolis stands out in Dr. Martin's report as being one of the best organized and most modern

systems visited. A staff of twenty visiting teachers handle behavior problem children, cooperating with a full time child guidance clinic financed by the School Board.

Bremer School, a regular elementary school of that city, houses an ungraded center for mentally retarded boys of adolescent age. Five teachers handle the instruction of seventy-five boys. One teacher has charge of English, spelling, and reading; another has social studies; a third, arithmetic and occupations; a fourth, manual training and metal work; and the fifth, agriculture and science. He points out that four interesting features of the school make it different from many others visited. First, a restaurant where the boys who are assigned get experience and training in actual cooking, serving, and all types of work in the preparation of foods. As a result of this training a number of the boys have been employed by restaurants.

Second, was the most practical manner in which occupations are handled. After visits to many industrial plants they return to the class room for oral discussions regarding what they saw rather than what they have read.

Third, the practical nature of the shop work was outstanding. Instead of performing pseudo jobs, these boys are making hundreds of dollars worth of school equipment, including garbage cans, easles, tables, and work benches.

Fourth, the writer expresses approval of the agriculture and science work which is taught equally as practical. Vegetables are grown from a large plot of ground cultivated by the pupils of the school. Flowers are also grown commercially.

Following a visit to Jefferson Junior High School in Minneapolis, Dr. Martin²¹ writes:

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 shop work and subjects according to his abilities.

In the junior high school in Cincinnati, mentally retarded pupils take their academic work under special teachers and go into regular classes for home economics, shop, gymnasium, and assembly. Dr. Martin states that it seems that less stigma becomes

²¹ Ibid, p. 8

attached to such a non-segregation plan, and there is little or no difficulty in assigning pupils to the special classes.

When mentally retarded adolescents in Salt Lake City attain an age where they no longer fit into the elementary and junior high school, they are advanced to the high school. Here they are assigned to a special instructor who teaches the academic work. Shop work in various phases is given to the boys. If a pupil shows any aptitude for a particular type of work, he is placed with the regular pupils of the high school.

An interesting departure from the usual set-up of special classes is a plan in use in Salt Lake City whereby a retarded pupil is granted an opportunity to meet with normal youngsters in such classes as citizenship, family relations, personal problems, and occupations.

The staff includes a vocational coordinator who finds jobs for these pupils. If part time jobs are found they may attend school part time. In such cases an effort is made to make their school work as practical as possible in order to fit them better for the work they are doing.

This comprises the investigators' survey regarding programs and special classes for retarded pupils as he saw them set up in Minneapolis, Cincinnati, and Salt Lake City.

DETROIT'S PLAN FOR MENTALLY RETARDED
AND MALADJUSTED ADOLESCENTS

An article written by Katherine M. Cook²², explains Detroit's plan for education of their dull and retarded adolescents. A short review of the article is as follows:

Of the 17,599 children in special classes in the Detroit city school system, in September 1928, approximately 32% were enrolled in the special classes for mentally retarded, classified as special A and B, and special preparatory groups. Five thousand six hundred fifty-five children are enrolled; there is a teaching staff of one hundred fifty-nine, an assistant supervisor of instructional methods, and regular principals in charge of the schools in which classes are maintained. There are, in addition, two follow-up and placement supervisors for the special B group, one for boys and one for girls, and the director in general charge of the department.

22 Cook, Katherine M. "Detroit's School System Aims to Enroll 100 per cent of its School Population," School Life, v. XV, No. 10, June, 1930. p. 186

In general, the mentally retarded are divided into two groups. Special A classes for children under thirteen years of age; special B classes for retarded children above thirteen years of age who cannot profit from ordinary school instruction. Academic work is closely related to industrial and trade training. Pupils of class A are sent to class B when they become thirteen years of age.

In the special B groups boys and girls are segregated. For them the city maintains eight separate schools and additional classes in selected elementary school centers. Luncheons are served free, or at nominal cost. The maximum class size is twenty-five.

The curriculum offers cooking, sewing, laundry work for girls, and increasingly diversified training in industrial work for boys. Both curricula and methods are carefully adapted to the ability of the children. Children are sometimes entered into night school or are assisted to enter trades or part-time schools when their ability warrants. Boys and girls are transferred from special classes into public and private boarding or training schools for mentally handicapped.

Cumulative record cards are kept in the office of the special education department and are used in connection with the follow-up work. Guidance is continuous after the school work is completed until the candidate is well on his way to social and economic independence.

Special preparatory classes are designed for children who are not up to grade achievement for reasons other than the mental deficiency. These classes enroll a maximum of twenty-five, either

boys or girls. Regular courses are studied but simplified to meet their needs. In general, it is expected that they are to be returned without great delay to their regular classes. Detroit's system also maintains ungraded classes for chronic truants, conduct or behavior boys over twelve years of age and other maladjusted children who cannot be cared for efficiently in the regular schools. Correction of anti-social conduct is emphasized. Health and vocational education receive consideration.

SPECIAL CLASSES IN OTHER SCHOOLS AND SYSTEMS

Roy O. Billett²³ is herein reviewed, presenting some of those provisions for special classes in other schools and systems which Mr. Billett included in his survey:

In Gary, Indiana an extensive system of Saturday classes is scheduled from 8:15 to 11:15 offering work in all subject matter fields. The classes are open to all children and attendance is purely voluntary. Capable children in large numbers attend these classes, however, at the same time the classes offer to the failures, to those who have been absent, or to those who for any reason need to make up work

²³ Billett, Roy O. "Provisions for Individual Differences, Marking and Promotions," National Survey of Secondary Education. Monograph No. 13, United States Office of Education Bulletin No. 17, 1932

an opportunity to restore themselves to regular classification.

Harding Junior High School of Lakewood, Ohio, maintains two special classes in mathematics and three special classes in reading, each meeting twice a week during the activities period. Pupils of grades 7, 8, and 9 are served by these classes. Pupils are assigned to these classes on basis of scores made on standardized tests.

In Gillespie Junior High School, Philadelphia, special classes are maintained for remedial work in reading. The work done in these classes has restored to normal classification about half of the pupils who have been assigned to them because of failing marks in one or another of the academic subjects.

Both junior and senior high classes are providing special courses and curriculums for pupils who lack the capacity to profit by any of the regular curriculums. The Cass Technical High School of Detroit, has established an occupational curriculum for slow groups extending through grades 10, 11, and 12.

In Lancaster, New York, a group of low-ability pupils is segregated throughout the last four years of high school. With the parents consent these pupils receive a "finishing course" which prepares them for immediate entrance into a vocation rather than into higher institutions of learning.

Springfield, Massachusetts, provides special curricula in central schools for boys and girls of low ability whose chronological ages range from fourteen to sixteen years. Occupational activities are emphasized and academic work is closely associated with hand work. Before assigning a

pupil to these classes the following steps are taken:

1. The pupil is reported to the visiting teacher by the teacher and the principal.
2. The visiting teacher calls at the home and secures the parents consent to give the child a psychological examination.
3. The clinical psychologist administers the tests, diagnoses the case, and makes recommendations.
4. The research department administers tests of school achievement. Children assigned are given further tests from time to time to determine progress.

In South Philadelphia High School for Girls, extension classes are maintained for those girls who, in the judgment of their teachers and of the school's clinical psychologist, could not possibly complete a regular high school course. These pupils are given a specially designed curriculum preparing them for employment in various phases of home and clerical service.

In the Monroe Junior-Senior High School, Rochester, New York, the special coaching session is considered superior to other methods which have been employed largely because the pupil is helped by his regular teacher who knows his needs. Other methods tried in this school and found desirable were:

1. Pupils needing coaching were segregated from the regular classes for the entire day.
2. Pupils were removed from the elec-

tive subjects such as music, shop, health and drawing and placed in special help classes.

3. Certain teachers from each department were assigned to teach these classes at the end of the school day.

Clifton Park Junior High School, Baltimore, Maryland, is putting forth a thoroughly organized effort to supply pupils in danger of failure in certain academic and non-academic subjects with the special help needed. The entire faculty cooperates during a special period set aside at the end of the regular school day. In all classes, special help is emphasized in the fundamentals of English and Mathematics. The percentage of failures for the entire school year of 1929-30 was 7.8 as compared with 11.3 for the two preceding years during which the plan was not in force.

SUMMARY

1. Special classes are being provided with homogeneous groupings.
2. Special classes are widely used in the schools of every state, and use increases regularly with increased enrollment.
3. A wide variety of data is considered before either slow or gifted pupils are assigned to special classes.

4. Pupils are usually assigned to, or removed from, special classes for the slow as occasion demands.

5. Special classes are available somewhat more often in the lower grades than in the upper grades for the secondary school.

6. The regular curriculum is the basis for work done in special classes. Modifications of methods are more frequent than modifications of subject matter.

CHAPTER III

CASE HISTORIES

RECOGNITION OF MALADJUSTMENT

Wise guidance of children is one of the greatest needs of present-day civilization. However, research in this field with its definite application to elementary and secondary schools seems to lag behind the needs of modern society. An important objective of guidance is the co-operation of parents, teachers and administrators in checking problem behavior before it becomes fixed in patterns which hinder the child in making satisfactory adjustments to life. In the early life of the individual, school becomes the "mill" through which all must pass and by means of which all become, to some extent, the product of the mill. The improvement of the results of this refining process has caused the writer to become interested in and to undertake a study of the following case histories.

In the presentation of the case histories which are to follow the writer is aware that no one factor is the sole cause of maladjustment of the individual but rather a combination of factors or, perhaps an accumulation of circumstances which have brought the

individuals of the study to the attention of the investigator.

The data which this writer considers reasonably reliable and objective and which constitutes the framework of the case histories are: presence of maladjustment, sex, age, grade, intelligence quotient, physical characteristics, attendance records, scholastic tendencies, retardation and such socioeconomic backgrounds as occupation of father, number of brothers and sisters, and the size of the family. Other information is either incidental or subjective in part, and, therefore, of less importance. The writer has attempted to follow the same manner or outline of presentation in each case history which includes the following items: physical characteristics and health, home environment, attendance records, scholastic tendencies, personality traits, social adjustability, and a follow up, if such information is available.

THE DULL NORMAL

Case Number 1, was twenty-one years of age with an I.Q. of 89. He was recommended to Sabin upon the completion of the 8th grade, not because of failing marks but because his chance for failure would be so great in a large high school group. The following case history bears out the wisdom of this recommendation.

He was shy, retiring and overly self conscious. Very small in stature, with a warped and twisted body, the boy had always been physically inferior to other boys of his age. Nature had in no way endowed him with any form of physical attractiveness. With a head that was oversize, big ears, small deeply inserted eyes, heavy jaws accompanied by large, thick lips, the lad had always been forced to win acceptance through some appeal besides his appearance. To intensify this lack of attractiveness, he had an annoying mannerism of snuffing which had earned him the title of "Snuffy" among the boys.

In walking, he stumbled along, his gait giving the impression that he was pigeon-toed. Due to this locomotive handicap he moved so slowly and awk-

wardly that he got in everyone's way. His arms were long for his body, ending in fat, stubby hands with blunt, thick fingers which further increased his awkwardness. All of this noticeably added to his mental discomfort. He constantly wore a worried and harassed look upon his face. He seldom seemed gay or happy as should be natural for a boy of his age. His outward behavior showed feelings of marked inferiority which was also indicated in the Bernreuter Personality test which rated him low in self-confidence and self sufficiency.

Regardless of all these aforementioned handicaps, Case Number 1 was very popular with the boys and fellow students. His success in this respect seemed to lie in the fact that he was just and fair, quiet, kind, and a "good fellow" especially willing to help others in lesson preparations, which latter quality no doubt, gave him a feeling of superiority.

His family background was that of poor, hard working, honest, American parents, both of whom have had a high school education. This only child strongly resembled his mother who was a very small woman almost bordering on a dwarf. Her facial features were exactly the same as those of her son. She pre-

sented a neat appearance and talked intelligently but was outwardly nervous and ill at ease among people. One could hardly engage her in a conversation. The home itself was plain but comfortable. It showed many evidences of being well managed on a very meager income. The father's occupation through recent years was that of a WPA worker. Case Number 1 had supplemented the family budget by doing assistant janitorial work on an NYA arrangement, which he told the writer seldom amounted to much more than ten dollars a month.

Attendance records for Case Number 1, were almost flawless. Never without just cause did he miss a day, but if absent he did not hesitate to find out what he had missed so that he might immediately make it up. This same record prevailed throughout his grade school years. Records from his former school showed very few absences and no tardies. This absence of tardies corresponded to his conscientious and serious outlook toward performing his obligations.

Fortunate enough to come from a home with parents whose principal interest in life was "our boy" Case Number 1 had been raised under the influence of sincerity, honesty, and integrity. These

same qualities pervaded every interest and activity in which the boy engaged. Every assignment, every lesson, every minor requirement of any class in which he was enrolled was worked out with precision and care. His scholastic work was far superior to that of those around him, not because of any superior intelligence, but because of such persistent efforts, hard work, and a serious, conscientious, desire to do what the teacher asked. Throughout all of his high school classes, his teachers declared him the best student in the school. In the year 1939-40 he was declared an honor student as all of his grades for the year were 1's and 2's. Although this average would warrant a transfer to a regular high school he did not wish to change. When questioned by the investigator relative to such a step, he shook his head and said, "Oh no, I like it here. I like all my teachers and the boys. I don't wanna' leave." His scholastic achievement in school seemed attributed to a slow moving program, individual assistance, and small classes where one of as slow thinking as he, had a chance. He seemed to feel self confident in relation to his class work as he was

eager and responsive in class. In fact, he was so responsive he wanted to recite all the time.

Shop work of any nature did not appeal to him, due no doubt, to the extreme clumsiness of his hands as is indicated by his profile card from the Psychometric Laboratory. Here his scores on all mechanical aptitude tests were very low, one scoring a zero. However, he did become a good typist, although with painstaking efforts.

Cumulative records give him a high rating by all of his teachers in reliability, cooperation, industry, and accuracy and an average rating in leadership and expression.

Case Number 1 was a member of the Student Council and Glee Club. He seemed to take little interest in anything of an athletic nature. As a member of the Student Council he conscientiously attended all meetings and urged other members to do their part to see that the "school was run right." He seemed very pleased to belong to the Glee Club and exceedingly proud when in his uniform. This feature of wearing a uniform was obviously a mental lift to him, who was always considered so different from every one

else.

During his last year in high school he seemed to become more socially adjusted than he had formerly been, at least in his associations at school. He was seen frequently in groups of boys here and there and quite often was singled out from the others by some such remark as "See Snuffy - he knows." Each experience of this kind obviously boosted his self confidence and assurance.

Before the Christmas holidays the writer was engaged in giving a short Christmas play before the weekly assembly. Case Number 1 had a minor part in it and although he became ill the night of the performance he insisted on carrying out his responsibility even though it would have been easy to make a substitution.

His favorite subject was salesmanship in which class the writer was the instructor. Frequent was his comment that he wished to be a salesman, but in the opinion of his instructor his outward appearance would probably sidetrack any opportunity that he might have in that line. He was advised to consider some types of Civil Service jobs, those of a

very routine nature which would draw entirely upon his outstanding quality of industry and hard work. A further suggestion based upon his profile record was that of finding employment in a freight depot, shipping or storage plant where he would be called upon to handle large objects, along with a small amount of detail work.

Case Number 1 graduated in the spring of 1941 receiving a four-year diploma with the highest grade average of anyone in the class. No information has been obtained as to his whereabouts since the closing of school. It is the opinion of the writer that any adjustment in life will always be very difficult for him as he has so much to overcome before he has a start.

SUMMARY

The removal of competition was the first step necessary to the success of this boy who probably would have found himself face to face with frequent failure if he had had to cope with the standards and speed of a regular traditional system. With his super-conscientious spirit lashed constantly by his

flare for exactness in detail, he might have some day reached graduation in any high school but it probably would have been at the sacrifice of his health, his social adjustment, and his personal ego. A high school experience to him elsewhere, would have been purely a mechanical process of getting grades with all the elements of human relationships removed. Sabin High School, with its small classes and slow moving program, offered a reasonable assurance of success to one of this type, as well as a socializing environment in which he could find an outlet for some of his natural desire for human association. The boy's unbridled happiness at being selected to take a part in a one act play was proof to the writer that a special school, or its equivalent, was the answer to this boy's needs.

READING DIFFICULTY

Case Number 2 entered Sabin High School in 1937 at the age of 15 years, with an I.Q. rating of 89. He was classified definitely as a non-reader based upon the fact that he was not able to read beyond the third grade level. Results from tests given him upon admittance were: Reading Comprehension 4.8; Reading Rate 3.9; Arithmetic 7.4. These results indicated his retardation in the reading skills but showed almost normal ability in arithmetic. This reading difficulty seemed to be a major contributing factor in causing him to become a serious disciplinary case in school.

In appearance he was average in height and well built. Somewhat opposite to most boys, during this growing period, he possessed fairly good muscular coordination. He could not be considered a good looking boy but was healthy and well taken care of. Clothes were substantial, clean and tidy. He had large brown eyes, the expression of which was intelligent, although he was afflicted with a tendency toward crossed eyes and was forced to wear very thick glasses. These he had worn for some time which seemed to be

doing for his eyes what needed to be done. This severe difficulty in vision had been a handicap throughout all of his school years. His facial expression was intelligent but weak. A receding forehead with a weak chin readily gave the impression of an unpleasant personality. The boy possessed a camelion like complexion. When happy and absorbed in something he wanted to do, his skin coloring was normal and as healthy as that of any other boy, but immediately upon being irritated, aggravated, or forced into a situation, his complexion became darkened and sallow. Under such circumstances, he would become very defiant, stubborn and sullen. He was noticeably possessed with this defiant, antagonistic attitude toward school, which especially intensified by the fact that he had been sent to Sabin. His response to such treatment was to make trouble for his teachers rather than to exert any manner or degree of cooperation. If he was left alone to do what he wanted to do, he seemed happy but when urged into a position of class participation or conformity to group behavior, he frequently staged an open rebellion which

ended in his elimination from the class room. This form of compensation for his inability to perform anything like the others became almost a daily occurrence. When sent to the office or isolated, he would sprawl all over his chair and allow every part of his body to slump. His shoulders would sag and droop, and his arms and hands would dangle. He made no pretense of keeping his feet and legs near the chair on which he sat but allowed them to be in everyone's way as much as possible. At times like these, he became "stone faced," emitting guttural groans and grunts in answer to questions.

Case Number 2 came from a family of German extraction. He had a younger brother who passed him in school and who was doing better than average work in one of the regular high schools. His father had steady employment as a fireman on the city Fire Department. He was also a Captain in the National Guard. The father was a large man of a very dominating, demanding personality. There seemed to exist a strong conflict between father and mother, who were at sword's points over many issues regarding this son. The mother was a fine appearing woman,

well dressed and fashionably groomed but seemed bitter, cold, and resentful toward the lack of accomplishment and progress of her elder son. Both of them referred frequently to the younger brother who was doing such satisfactory work in school and who seemed so well adjusted. They took the attitude that the older son could compare more favorably with his brother if he would. They not only upbraided the lad frequently in this respect but openly remarked about it to visitors and teachers in front of him. His brother's achievements and success were continually held up before him as examples, not only of what he could do if he would try, but also emphasizing what he had never done. The boy had been forced to face this comparison for many years. Both parents were decidedly unsympathetic with the boy. Although the mother was not as demanding and dictatorial in her statements concerning what the boy must do, she remained coldly aloof, bearing resentment toward everything he had done and indicating little confidence that he would improve. She had shown a willingness to come to the school when sent for and on one or two occasions came to school voluntarily to investigate her son's progress. It was

readily apparent that the mother, as well as the boy, have suffered humiliation over the fact that the son received a Sabin diploma.

The home was located in a nice residential district of the city. It was a new, modern home, giving every appearance of belonging to owners who were people above the average. This environment placed the boy among childhood playmates with whom he got along well, taking part in the neighborhood baseball games, tennis, and swimming, but from whom he was separated in school when he was singled out and sent to another school because of failure. This, no doubt, was a blow to the family pride regardless of any possible future good that might come from it.

Attendance records for Case Number 2, were satisfactory. Very infrequently was he absent from school, due to the careful vigilance of his parents who were so determined that he must have a high school education. This severe parental supervision was displayed by the father when he so positively remarked that "the boy has to finish high school or he will be thrown out." Frequent tardiness was common to his case but most occurrences were accompanied by a note from home explaining the cause. It was

believed by his teachers that some of his delayed arrivals were committed on purpose, as another means of aggravation to the teacher, as well as another indication of defiance to authority. However, in most instances like this, the teachers refrained from paying too much attention to such minor matters, as they well knew that almost each day there would be some disturbance of a major nature. In fact, a great feeling of relief was experienced by his teachers when he was absent from school, and it was regretted by most of them that he was so constant in attendance. Grade school records likewise, show very few absences. Health records through all of his school years bear evidence of a good physical condition in every respect, except for his eyes.

Case Number 2's application to scholastic achievement was practically zero, as explained in the foregoing pages. Although tests showed him to have a good, logical mind, he consistently failed in arithmetic, because he refused day by day to do any work. Naturally, his inability to write, to spell, and to read hampered him in every way in classes which called for some form of these fundamental skills. As stated previously, he was supremely interested in

mechanics, where he did achieve appointment and success. In recognition of his ability in this line of work he soon became shop foreman in the auto shop. Here he was satisfactorily adjusted during the duration of this class, but the carry over was not great enough to warrant hopeful anticipations from other teachers.

However, the teacher of remedial reading took a decided interest in the case and sought earnestly to effect as much improvement as possible. With an understanding attitude and without forcing him to an unpleasant task the teacher gradually led him to believe in himself and his ability. Encouragement was given when he showed the least willingness to accede to a request that he try to read. Using individual attention and specialized interest, the teacher began with simple words, sounds, word analysis, and syllabication. According to the teacher, whenever he rebelled at trying, she allowed him to do something else, even permitting an occasional nap if it seemed advisable. In a reasonable time she had gained his confidence as a friend; hence, a gradual effort on his part began to give hope for some future improve-

ment in reading. At times when he was in a receptive mood, an entire class period would be devoted to him while the class was busy at some other assignment. Although a gradual improvement was noticed, he still continued to do absolutely nothing in classes where he was not interested. He would sleep for periods at a time. If sent to the nurse's room, he would sleep there. If questioned, he would refuse to answer, other than with a shrug of his shoulders.

At the end of four terms, his grade achievement showed that he had completed less than one term's work. He was passing only in remedial reading, his shop courses, and physical education. It was on the basis of this record that he was recommended to the Child Guidance Clinic for help and a possible analysis of some difficulty that might be underlying his attitude. Finally, with an accumulation of the necessary credits plus the advisability of moving the boy along he was graduated from the 8 B. He was now 17 years old.

During this time his reading ability was making some progress, and the boy was manifesting a marked interest in books. To the surprise of his

teachers he did not want to do anything but read. As would be expected his chosen type of literature was much below his age level; nevertheless, he had found a reasonable degree of success. Reading tests administered at the time of his 8th grade completion showed a marked increase in ability. The scores were Reading Comprehension 6.8, Word Meaning 5.9, Arithmetic 9.7. Again a year later his reading comprehension was tested and showed a score of 7.5. After Case Number 2 entered high school his first English teacher had to resort to locking his books in the cupboard in order to get him to do any of the work of the class except reading. As soon as this was done, he would revert to type and immediately become a disciplinary problem.

The boy's social adjustability was only fair, as he was inclined to use bully tactics due to his overage and size. As might be expected, teachers' ratings were very low in every personality trait. His highest rating was average in oral expression, which was probably due to his home environment.

At 18 years of age Case Number 2 dropped out of school and is now serving in the National Guard, where his mother reported him happily located. Whether

he will enroll in school again remains to be seen.

SUMMARY

A remedial program was definitely essential in helping to bring about any adjustment in this boy's case. The many personality conflicts developing were a direct result of his inability to read or even to attempt the work of others around him. To force him into a school where no provision was made for this irregularity of progress would probably have meant early exclusion by reason of admitted failure. This constant lack of success might easily have been a determining factor in turning the boy against society and its many interwoven meshes which he would never be capable of surmounting, and of creating in him bitter reactions, an outlet of which might have been vandalism and early delinquency. His needs were many, and a solution needed to be found before the boy drifted into unwholesome company and more rebellious attitudes than he already had acquired. With the special program at Sabin High School, combined with immediate recognition of his problem, this case was given treatment much beyond that available or possible in a large school system

where neither time nor facilities could permit such individual attention. Although the solution to this boy's problem remains as yet unfinished, the effect of those months spent in Sabin High School cannot be underestimated, as it was there he did make application of effort in reading and, as a result, experienced the thrill of success, which elevated sense of achievement may be the turning point toward better application to many unpleasant future tasks.

THE TRUANT

Case Number 3 entered Sabin High School at the age of 17 years in midterm 1939. He came as a voluntary transfer from one of the regular high schools because of recurrent truancy which had caused him to fail all of his subjects except one in the preceeding term. To earn one credit a term where he formerly had earned 6 3/4 credits, clearly indicated the existence of some increasing problem. In view of the fact that he was an intelligent boy and past records showed him wholly capable of scholastic achievement, it was readily seen that his record of truancy was almost entirely to blame for his failure. His explanations of this truancy were always that he had to help his father in his work or that he was out of town.

The subject of this case history was an unusually attractive young man, possessed with every physical quality to make him outstanding in any group of young people. With an abundance of poise and self assurance he commanded attention wherever he went because of his sparkling sense of humor, good nature and keen response to any situation in which he found himself. He was a good looking youth, with flashing brown eyes,

a ready smile, and winning manners. Not only was he a favorite with girls but also with boys, due to his physical prowess and manly enthusiasm. When interested in school, he readily took part in activities around him and showed a marked interest in all forms of sports. The boy showed a great amount of leadership, which energy, if not directed was either lying idle or being exerted in unwholesome or worthless pursuits.

With a home background well above the average combined with his personal assets there was little cause for him not having a brilliant future much beyond that of others of comparable intelligence.

His mother was a talented musician who, although a woman of middle age, was still actively engaged in giving music lessons. Her success was remunerative enough that the family income was considerably embellished. Economic stress was not her motivating factor as much as to keep her talents alive and flourishing. She was a fine appearing woman, with every mark of refinement and culture. She walked erect and carried herself with poise and complete self possession. Although not a pretty woman in facial features, she commanded immediate respect and

admiration the moment one saw her. She spoke with excellent command of the English language in a soft, well modulated voice, thus making a conversation with her a pleasure. She was well educated, scholarly and well read. Having raised two children, a boy and a girl, she did not seem ignorant nor narrow about modern versions of youth but quite understanding of present day problems and exigencies. Her daughter, who was older than the boy, seemed to be an excellent example of fine breeding, a cultural background and a happy home environment. As the mother stated once, "she is an example of all that I had hoped both of my children would be." But due to parental conflict, the mother believed her son was drifting as far in the opposite direction from what she had hoped he would be as his sister was a shining example of her wishes and efforts. The mother seemed wise enough not to hold the virtues of his sister always before him but rather quietly hoped that soon the seeds of her training would take root and he would naturally pattern after her. But all was not as easy as that, inasmuch as the boy was devoted to his father who, unlike the lad's mother, was a different type of personality altogether.

He, a man in his late forties, seemed virtually interested in one thing, which was "making big money fast." He was of Swedish birth, having been born in Sweden and having come here when but a small boy with his parents. Little was learned of the romance which led to the marriage of the parents except the comment once made by Case Number 3 when he said to the writer. "Mom and Pop are in no way alike about anything. I don't see how they ever happened to get married."

His father, although intensely interested in his son, was not as much interested in his having an education as was the mother. As the boy got older and the father could use him advantageously in his work, he did so. The father was owner of a carnival which traveled about in small towns over the state. The busy season being the spring and summer months, he was always anxious to have his son help him which combination made better money for him and goodly earnings for a boy so young. It would be reasonable to understand how a young, healthy lad could become intensely intrigued with the gay life, activity, and excitement of a traveling circus boy, which is what

happened. If the boy had been allowed to participate in the lure of the road and gay night life only during the summer months, things might have gone more smoothly for him without the home friction which arose over this issue. But in the early spring the father felt he needed the boy to paint trucks, repair wagons, and make improvements generally before going on the road, which was followed by operating as late in the fall as weather would permit. All of this before and after season broke into the boy's school program badly, not only causing some absences but distracting the boy's interest or desire for academic success. One might easily understand how the son would favor the father's opinion and argument that education was not necessary to make big money in this field of activity and that his time was more or less wasted in school after the time came for the season to start. Soon the boy's school interest became reduced to the lowest ebb which was then followed by recurrent trancies throughout the entire school year. During the winter months when there was no need of being absent because of his father's wishes; nevertheless, he was among the missing day after day even though his mother

believed him in school. As shown in the first paragraph of this case history, this record of truancy became the cause of complete failure in all of his subject matter while in attendance at his chosen high school before transferring to Sabin.

It was upon his admittance to Sabin that the writer became acquainted with him in her class of Occupations. In this class, as well as all others, he was noticeably superior to almost all others enrolled. When present, his participation in class discussion was like finding "water in a desert." He was stimulating to the entire group. He took an active interest in everything that went on around him, challenging statements and contributing more than his share to class discussions. He liked to tell stories and incidences of carnival life, which left the other class members envious and "gaping" with amazement. When the instructor touched on the fact of social recognition and perhaps, a lack of proper associations with this class of working people in the carnival crowd, he arose to a profound and rallying defense. "What did all of that matter if one made money?" "After all, one could stand any kind of life if there was money in it, couldn't they?" These remarks reflected the opinions

of his father which were molding his thinking. It was obvious at that time that the instructor made little headway in changing his attitude. Although, he was worthy of high marks on the days he was present, he was absent so much he almost failed the course as well as all of his other classes.

Before the end of the term, the lad's mother made a visit to school to solicit the teacher's aid in helping to keep her boy in school as well as to keep him on the right track morally. She explained in detail this growing friction between her and her husband, which now had reached such an advanced stage that a separation was imminent. However, she felt that if she did go through with breaking up the home that the father would have complete control and influence, which, after all, was the worst thing she could do for the boy. This picture of family trouble was further increased by the fact that her son was highly infatuated with a very young, attractive, married woman in their neighborhood with whom she was sure he was spending a great deal of his time, which she thought accounted for many of his truancies. The only way she knew to break this up was to move to another part of the city which now she was seriously contemplating. It

turned out later that she carried out this plan as the boy laughingly related the experience of his father and him returning late one night from the road only to find the house vacant. Neighbors finally told them where the wife and sister had moved. They joined them in this new neighborhood but, perhaps, very unhappily so. The mother continued to relate that the father was not in sympathy at all with this love affair, and his reaction to it was to hurry the boy out on the road away from the alluring charm of this feminine intruder.

The mother realized the boy's lack of a grade average to warrant passing marks for the term, and, after frankly telling the truth concerning the whole situation, she asked each teacher how much work he had to do to make a passing average in her class. She promised to get him to school some way to complete the requirements if the teachers would see that he complied with them after he came. This was readily agreed upon by all teachers involved and Case Number 3 returned, after others were through, to make up sufficient work in order to pass for the spring term.

With a sincere, grateful attitude toward the teachers for having made it possible for him successfully to complete his former term's work, he return-

ed to school the following fall with a changed frame of mind. He entered when school opened and throughout the entire year did not allow one absence to occur. Neither was he tardy nor in default in anyway. His program was filled to its capacity but work seemed to be his "meat." His former attitude of boredom and laissez faire now became one of alert interest, cooperation, and leadership. Where formerly he cared nothing for school activities, he now whole heartedly entered into the spirit of school organization. He took an active part in the Letterman's Club, the Student Council, and Senior Class, of which he was elected an officer. As a member of the Paper Staff, he put in an endless number of hours planning, organizing, and completing the data necessary to edit the school's first annual publication. His scholastic achievement soared from 4's to 1's and 2's. With no exception, he was an ideal high school student, outstanding in achievement, leadership, and loyalty.

Personality traits, such as cooperation, reliability, and leadership which had been rated by the teachers as low or average, were now rated high or superior. A grade of 4 in industry was raised to that

of a 2. Although he freely discussed a desire to enter college, it was thought by his teachers that he probably would never enroll, as his father was offering serious objections. Also, contrary to the hopes of the teachers that the boy might rise above being interested in the life and work of a carnival owner-operator, he was still eager and enthusiastic about the opening of the season, anxiously awaiting the "call of the road" as he expressed it.

In the early part of the month of May the boy petitioned his teachers to assign him advance work and examinations in all of his classes, which he promised to do in order that he might join his father for early spring engagements. Upon careful consideration of the lad's recent attendance record, scholastic success, and extra-curricular interest, his request was unhesitatingly granted. His promises were fulfilled even in advance of the required date due. Not one detail of make-up work was overlooked or shirked. He reported for his examinations as agreed and passed them. Thereupon, he left school to cast his lot "with the sounding brass and the tinkling symbol." Later he was awarded a diploma, although he was not present for graduation.

SUMMARY

In this case history it is self evident that one thing this boy needed was close and constant supervision. In a large system, truancy may be recognized, but to ferret out the cause and to bring about a readjustment takes the time and interest of several people, all working toward the same goal. The ceaseless efforts of the secretary, who daily phoned the home for confirmation as well as notification, made truancy seem less likely to be getting by, combined with the willing and tireless efforts of the teachers to meet the boy more than half way, in spite of the fact that at first he was only toying with school. The possibilities for this boy's school success if he had remained in a large school, taking into consideration his numerous outside interests and the existence of a strong family conflict, might probably have been lessened to the extent of final withdrawal without an attempt to secure a diploma. Pressed with an eager desire to do, to create, to act, the large system offered little opportunity for self expression while the smaller environment needed and called for one of his ability to take the lead. One may never know what other outside

agency or influence spurred the boy's desires toward success during his senior year but what one does know is that, when such an offer was made on the part of the boy, the school philosophy was such that it fell on understanding ears and he was not met with a refusal, but, in its place he was offered encouragement, cooperation and stimulation.

OVERAGE STUDENT

Case Number 4 was a boy 19 years of age with an I.Q. of 110. In every way he was a normal lad with an unusual amount of personal attractiveness. He was physically well built, good looking, well dressed, clean, and proud. He walked with an air of manliness and self possession. At the age of 17 he had left school which he told the writer seemed a "waste of time" and joined the CCC where he remained for a year. It was while enrolled there that he realized the folly of not obtaining a high school diploma. He further said that in comparing himself with other enrollees he realized that he was above the average in intelligence and background and that he should be putting his time and efforts in a more constructive way. As he worded it, "I saw the 3C's were for boys of a lower caliber than I think I am, and of more limited opportunities." It was with this thought in mind that he dropped out of the CCC and planned to re-enter high school.

Case Number 4, had formerly attended one of Portland's regular high schools but he now learned that due to standards and requirements of a regular

school he would be scholastically retarded to such an extent that he would be over the age limit before he could reach graduation. This would involve the paying of tuition fees which he knew would not be easily obtained without extreme hardship on others. Therefore, by entering Sabin High School with its flexible program accompanied by minimum requirements in the tool or basic subjects, he would be permitted to graduate with a four year diploma before he was 21 years of age. With this in mind he entered Sabin High School in September, 1939.

Case Number 4 came from a home environment similar to that of the average American home. Both parents were living. The mother had finished eighth grade and the father had completed two years of high school education. Number 4 was one of six children. There were three boys, older than he, and two girls, one of which was his twin. The father's occupation was that of a truck driver. The mother was not employed at all as all of her time was taken up being a housewife. The three older boys finished high school and were employed in fairly good jobs in keeping with their education. The two girls, likewise, finished

high school and continued on for a period of time in a business school until they secured positions in that field. This family picture more or less corroborated the boy's statement that "My parents have always forced the boys in the family to work their way along, while financial assistance was always forthcoming to the girls." This, he said, was one factor contributing to him giving up and joining the CCC.

The writer had occasion to visit the home where she found conditions plain but comfortable. Furnishings of the home were mediocre but clean and tidy. A radio, magazines, and the daily paper were in evidence. The current issue of The Reader's Digest was lying on a lamp table. The mother was a stout, gray haired, woman of about sixty years of age. She seemed rather self conscious and nervous when face to face with a teacher. However, she soon collected herself and the visit proved interesting as well as pleasant. She frequently referred to the twins as the "babies of the family" and how glad she would be when Number 4 graduated from high school. The writer, however, sensed a tinge of antagonism toward the fact that her boy had registered in Sabin

High School and it was more for this reason that she would be pleased when he was out than for any other. She expressed some desire in having her son go away to college as he was quite enthusiastic about it, and older brothers had been urging him to do so. But she made it plain to the writer that if he did go to College, he would have to be totally self supporting.

Case Number 4's attendance record showed regularity in school up to the time he had dropped out and enrolled in the CCC. However, during those months at Sabin High School he had become quite, indifferent about attendance. It became habitual for him to be absent two days a week which meant that his grade average began to be quite low for one of his mental intelligence. When asked for an excuse for his absence, he consistently refused to bring one, saying that he was a grown man making his own decisions and he saw little reason in having his mother sign a note for him which he would only write himself. This, in truth, was what he would do, when an excuse was demanded for the sake of conforming to those rules of the school to which others had to conform. Causes for his absences were always to the effect that he had

worked a day or two on some extra job which came up and that he had to have the money. When it was mentioned that he had missed quite a lot of work at school and that his grade average would not justify any absences he would always remark, "I'll make up all that I've missed," but seldom did he do it. His make-up work became so piled up that he preferred to accept a failing grade for the term with this idea of making it up the following one. In the final analysis of the term's work he usually came through with a 4 average when he could easily have had 1's or 2's.

Following frequent talks with him the investigator soon learned that he was, in reality, becoming indifferent toward scholastic achievement. He admitted that he could do much better work than he was doing. On one occasion he said, "I hate to be too good because I feel like a fool in this class of dopes." (This remark well illustrates the heterogeneous groupings that often occur in a special school program.) So it continued to be until graduation, that Case Number 4, worked below his capacity in every form of scholastic endeavor. In answer to the statement

by the writer that he could not expect to succeed in college with efforts like these, he answered, "Oh, I'll work then --I can if I have to.

To work "if he had to" was proved by the employment record he had acquired. It had apparently been easy for him to obtain employment as he had worked one summer at Libby, McNeil and Libby Company, and another summer he had full time employment in a machine shop in California. During his Christmas vacation he obtained a job on the delivery system at the Meier and Frank Company. After school hours and on Saturdays he was employed daily in a grocery store as a sales clerk and a clean-up boy.

He was elected president of the Senior class, which he took seriously and to which he gave his best efforts. Duties and obligations of this office were dispensed with in a manly fashion. Case Number 4 was a good dancer and at ease on every occasion where the writer had opportunity to observe him. At the Junior-Senior Dance he moved about with utmost grace, poise, and self confidence. He was chosen to give the Address of Welcome the night of his graduation, which he did with remarkable success. He did not be-

long to any school clubs or organizations because he felt the boys were much too young for him.

Personality traits as scored by his teachers indicated a fairly high rating in leadership, co-operation, and reliability but below average in industry and application when taking into consideration his mental ability.

In final conferences with him before his graduation, thoughts of college had been abandoned and a defense job was looming up as quite the attractive thing to do. His profile card at the Psychometric Laboratory indicated a good mind accompanied by better than the average ability in mechanical aptitudes. His scores were not low in any test administered. His clerical ability rated among the highest which tallied with his school achievement in the commercial subjects when he had applied himself.

The writer arranged two interviews for him with business men to discuss possible employment when through school and upon both occasions he made very favorable impressions, but following graduation he enrolled in the Defense Training Program at Benson Technical High School where he was moved along suc-

cessfully and rapidly. He made a final visit to his former school to bid the writer good bye before leaving for California with a contingent of boys in the aviation corps. A recent telephone conversation with the home established the fact that he is now employed as a "sub-assembly man" in Lockheed Aircraft Corporation, where he has had one promotion since being assigned.

SUMMARY

This boy might easily have side stepped getting a high school diploma if such an opportunity of education for the overage boy had not been available. It is reasonable to believe that with his ability in employment, the rational approach would be that he did not need a high school diploma as he got along alright without it. In view of the circumstances at home relative to any financial backing, little encouragement would have been offered and perhaps, much unhappiness had the boy set out to complete his high school work regardless.

The student personnel of Sabin High School provided a normal environment for Case Number 4 as there were enough others near the same age chronologically and mentally to make his surroundings suitable, whereas, if he had attended a regular high school he probably would have found himself set apart and a misfit in a student body of youngsters. Sabin High School also, presented an advantage in that, because he was outstandingly superior, he was offered opportunities for leadership which otherwise, might never have come his way.

PHYSICAL HANDICAP

Case Number 5 was a transfer from one of the regular high schools, where he had been enrolled as a third termmer. Records disclose that he had enrolled there from a small high school in the state, where he had completed one year's work with a passing average of C in all subjects. However, one semester's work at a large traditional school proved his deficiency and inability to cope with such a situation. In the latter school he failed all of his subjects with the exception of physical education. Thereupon, he was recommended to Sabin High School.

The boy was then 18 years old with an I.Q. of 86. Physically, he was a perfect specimen of health and vitality with every characteristic of youthful interest and curiosity. He was a tall, husky youngster with a wholesome spirit, a natural bent for fun, but a genuine respect for those in authority. His attitude toward school and his teachers was most commendable at all times. Although he was frequently in a playful mood and might require a little disciplining, he responded to it peacefully, courteously, and with marked respect. As he was growing rapidly, one could

easily see that he was more mature physically than mentally. He had a happy adolescent expression and he readily gave the impression of a well trained, eager, normal boy. His only physical handicap was that he wore heavy thick glasses through which he peered in a puzzled, strained way. This was due to the fact that when a boy in the seventh grade, he had suffered a severe attack of the measles, during which time, while confined in bed, he read copiously, as a means of entertainment. It was soon after this that his parents noticed that he squinted badly and held the books very close to his eyes when reading. Later the boy's English teacher reported that she realized he could not see the work on the board nor the printed page of a book.

The father's attention was called to this increasing handicap to which he said he gave immediate attention. The doctor's explanation was, as stated previously, that over-use or strain on the eyes during his attack of measles had caused this serious condition to follow. The father was assured by the doctor that with properly fitted glasses and as little strain as possible on the eyes during the lad's grow-

ing up period, his eyesight would probably be restored to normalcy by the time he was 21 years of age.

However, he further stated that this treatment must be carefully followed or the lad's eyesight might be completely lost.

With parental care and attention Case Number 5 was realizing a slow but gradual improvement. His parents were understanding people who, although very eager for an education for their son, realized the emergency at hand. The father was at one time a high school principal in his younger years, while the mother appeared to be a thrifty business woman who ran a small grocery store to supplement the family income. The father was then employed as manager of a small stage which operated between two suburban communities. As there were no other children in the family group as much attention and family care was proffered as was necessary to create a normal, happy home surrounding. The income was only average but sufficient to provide substantial and wholesome activities for the son. He had a membership in the Y.M. C.A. and had been an active member of the Boy Scouts for years. The interest and influence of the father were manifested occasionally by his visits to the school

where he called upon each teacher personally to ascertain his son's progress. He accompanied the lad to school on the day of his registration at Sabin so that he might carefully present the handicap under which the boy must labor and, also, that he might understand what methods and pursuits would be feasible, as well as available, toward adjustment for his son.

The writer's first contact with the case was at the time when the boy was transferred to Sabin. He was enrolled in an English class of which the writer was the instructor. Here every opportunity was given for the subject matter to be absorbed in any way except through the use of the eyes. Special assignments were given to him which envolved as much oral response as possible. On days when a spelling lesson was given he would willingly report after school for his ten minute oral spelling lesson. As he could not use his eyes for reading, an N.Y.A. boy was hired to read his required reading to him. Oral reports were accepted instead of written ones. In much the same way a special examination was given, which he was able to pass because of his early foundation and general comprehension.

The boy's program included those fundamental core subjects which would be necessary to any high school diploma. Each teacher understood his handicap and carefully adjusted her teaching to fit his needs. To all of this, the boy responded with earnest and sincere co-operation. The father reported that mathematics had been worked out quite successfully, as he had helped his son a great deal at home with the use of large, heavy pencils and object material with which he was able to supplement the day's work at school. The boy's program did not include any shop work, as little interest was manifested in that direction. Also, the element of danger would be high in his case, inasmuch as his visual handicap might lead to a serious accident. Psychometric scores showed a zero in three of the mechanical aptitude tests. This might be explained by the fact that he failed in every test for visual acuity. When asked by the writer what line of industry or occupation he was interested in, he said dentistry. Realizing the necessary eye strain involved in this profession, his parents were trying to interest him in "radio engineering." Just what phase of radio they did not seem to know.

As the boy was very eager to take typing it was finally agreed to program him for the course, as it was believed by the instructor in that department that aids might be used to facilitate his learning to type with a minimum strain on his eyes. After much painstaking efforts on his part and a very, slow approach, he finally learned in one year what other boys in his class learned in six weeks. The teacher made special lesson charts for him which she printed in large letters with black India ink on a dull, un-glossed, paper, yellow in color to relieve the glare. He was never allowed to attempt to type from a printed page. It was to be expected that he would never acquire speed nor accuracy but he was able to produce a fair copy of typed material which was worthy of commendation and praise. His pride in his accomplishment was obviously stimulating to his ego.

His personality ratings by his teachers were high in co-operation, industry, and willingness, average in appearance and oral expression, but low in accuracy. Bernreuter personality test indicated that he had a moderate tendency toward feelings of inferiority and self-consciousness and was somewhat

emotionally unstable. His lowest score indicated that he disliked solitude, needed advice and encouragement from others and accordingly, appeared submissive to the will of others. With these characteristics it would be reasonable to assume that, in the main, his school environment was filling his needs emotionally.

Case Number 5 seemed happy and socially well adjusted among the boys. Although he did not enter into extra-curricular activities of the school he was a loyal supporter of the student body in such matters as buying a student body card, contributing to school funds and attending social functions which included him. When questioned recently by the writer if he liked Sabin High School and how he was getting along, he enthusiastically replied in the affirmative besides adding that the teachers were all so helpful and that he hoped to graduate before long. Having now completed six terms of high school work, he planned to remain in school long enough to secure a four year diploma.

SUMMARY

For one with the serious handicap of Case Number 5, it would be reasonable to assume that a few years ago a high school diploma might have been impossible for him to achieve. In his environment at Sabin High School he seems to have found an opportunity to complete his high school training with a minimum of strain on his failing eyesight. Here the school has supplied methods and a means to the solution of his problem. Although social adjustment was a lesser need in this case, nevertheless, the environment of a small student body has afforded him a happier existence than that of a large school, where, although his need might have been recognized, little could have been done about it in rapidly moving classes where he would sooner or later have been compelled to drop behind. A program definitely fitted to his needs was essential. Careful individual attention combined with personal interest and friendly sympathy is helping the boy to move slowly but surely toward achieving his coveted high school diploma.

BROKEN HOME

Case Number 6, came as a voluntary student from one of the regular high schools where he had been refused admittance because he wished to enroll after school had been in session six weeks. Throughout the previous summer months he had been employed in a distant state where he continued working until he had to make a choice of quitting his job or continuing his high school work. Although he chose the latter he found the doors closed to him upon his return. Consequently, his only choice was to find another job or enroll at Sabin High School where late arrival regulations were not as rigid. At the time of his registration at Sabin High School he was 17 years old.

The subject of this case history, with an I.Q. of 92.57 was in every way a normal, healthy and attractive young man. With curly, blond hair, pretty teeth, fair complexion, and a well built, sturdy body he might well be the center of attraction in any group of boys and girls his age. His only physical defect was vision which necessitated his wearing glasses. This, however, could hardly be classified as a detriment to his appearance as they were particularly

becoming to him. Although he was not entirely up to normal in intelligence, neither could he be considered much of a variant. In every way he would generally pass for a perfectly healthy, normal boy. Possessed with an over supply of self consciousness, he had many imaginary battles to fight. Having been a "pretty boy" as a child, he had always been teased by his boy playmates and made great fun of, because of his ready blush to all jokes directed at him. He admitted that in simple games in which he was "it", an overwhelming desire to hide would seize him, or if he played the game he suffered much embarrassment. He admitted further that minor matters of no importance at all, would put him ill at ease and when in any social group, except that of very close friends, he felt wholly inadequate. Notwithstanding the fact that he was always well dressed at school, he admitted that he constantly worried about his looks, his clothes, his posture, his walk and personal impressions that he might be making on people. A minor growth on his knee which in no way was noticeable to those about him was the cause of him deciding that he walked stiff-legged and that people felt sorry for him. Feelings of inferiority

were so much a part of his makeup that through the years he had acquired little poise or self possession. Well does the writer recall her surprise when he announced that he was not expecting to attend his senior banquet which was to be held in a first class downtown restaurant and when asked why not he replied, "Why, I wouldn't know how to act."

On social occasions in which the writer had opportunity to observe him, it was noticed that upon entering a room he immediately would seek a far away corner. Introductions came hard for him and he took little part in the general conversation. Although he had friends, it was not easy for him to make new ones. His friends did not seem to be drawn from his school mates. It was believed that often these outside interests had some distracting influence on his school work. Bernreuter Personality test scored him quite unstable, emotionally, bordering on neurotic tendencies. Low in self sufficiency and with a definite leaning toward introversion, the home environment of the boy was far from being helpful.

Coming from an illiterate family, the parents of which had little education, Case Number 6, had little chance for a social or educational future. He

was the eldest of three children, who had always provided the parents with all they could do financially to provide sufficiently. Both parents were aliens from Canada, never having become American citizens. Before moving to Portland, Oregon they had lived near the Puget Sound where the father had been regularly employed on a river barge on which he frequently took his eldest son for trips. The boy was then a child under ten years of age when the "lure of the sea" had its greatest appeal. It was here he acquired a lasting fondness for boats and sea going experiences. The boy described his father as small in build but strong and husky in body. Although deeply attached to his father, later events and training of the mother had changed this affection to bitter hatred.

When the child was twelve years old family troubles began. Differences arose between the parents which finally resulted in the boy witnessing a family brawl which ended in gun play but no serious casualties. This resulted in a permanent separation in which the mother took the children and left. A few months later she married a man whom she had known previously. Case Number 6 said his step-father "is al-

right I guess, but never seems close to me." In due time the real father married a woman whom the boy does not like and whom he spoke of as "young enough to be my girl."

His mother was a large, raw-boned woman, nice looking, neat and tidy in appearance, but had coarse features accompanied by an obvious lack of refinement. She was a hard working woman, who felt greatly dissatisfied with her lot in life, openly announcing to those who cared to listen that she re-married only for the sake of her three children. Because her present husband's income was never enough to supply their needs, she did housework outside of her own home for a living. Her eldest son had always been very unhappy over this second marriage and definitely felt to blame for her unhappiness. He had also felt responsible for the future of the other children because he had heard so many times that his mother re-married for "their" sakes. His mother had raised the boy with stories of his own father's mistakes, filling him with bitter resentment toward him. His step father was a millwright who was gainfully employed when he wished, but at regular intervals he would quit his job and

leave town to pursue personal interests in a mining claim. The mother claimed he did so without making any provision for the upkeep of the family but seemed to manage just for himself. During these times, Case Number 6 was expected to give every cent of his money to the care of the family and accumulated bills.

This does not mean that the family was in desperate circumstances by any means. They lived quite well, probably beyond their means. They had a fairly nice home, comfortable, and in a reasonably good neighborhood. The mother loved the company of young people and entertained them freely, having many dinner parties. In disposition she was very domineering and dictatorial which probably accounted for most of her son's lack of sufficiency. The son reported that she tried to manage all of the children's lives even to the point of picking out their boy and girl friends. She resorted at times to "fainting spells", and a play upon his consideration for her "ill health" to gain her end.

His school attendance seems to have been quite regular until he reached the upper division of high school where scattered and irregular attendance began

to show up . This is explained by the boy as caused by the need for earning any money that he could. Work offered to him for a few days or a week was seldom refused because of his school. Following a summer's vacation, he always failed to enroll at the opening of the term but entered six weeks late. This, of course, put him behind the others, which did not seem to worry him much and which he explained was necessary because of his job which he held as long as he could. Although he realized he was far behind the others, he required constant urging and pushing of his teachers to earn a passing grade average in all of his subjects.

Scholastic achievement was never up to the level of what he could have done if he had taken his school a little more seriously and kept his attendance more regular. Because his interests definitely ran toward professional fields he was sincerely interested in college but realized his home environment would possibly eliminate any opportunity for him to attend. A vocational interest test given to him during his last term in high school clearly indicated pronounced interests in engineering, medicine and science. Psychometric tests showed him high in mechanical abili-

ty which, combined with strong interests and learning ability, indicated a possible success in any of these choices.

During his final term in high school a most unfortunate occurrence almost obliterated every chance for receiving a diploma although he was on the verge of graduation. Case Number 6 was the driver of a car of young people, among whom his sister was a member, returning from a Saturday night dance in which a minor accident occurred but resulted in the decapitation of one of the young men of the group. Although it was no fault of the driver, he assumed all blame as he was the oldest one in the party. Two days spent in jail during investigation and the victim at home of unleashed, high, emotional excitement almost sent the boy insane. The need of a father at a time like this became paramount. As he told one of his teachers of whom he had made a confidant, "I had no one to talk to. I couldn't leave home for a walk and I couldn't stay home and hear the talk, talk, talk." The boy frankly confessed serious thoughts of suicide, which it would be reasonable to imagine possible for one of his already neurotic tendencies.

This was the school's big chance to salvage the boy and keep him on the right track at a time in his life when everything else was failing him. It was a week before he returned to school and one can easily imagine the utter chagrin, embarrassment and disgrace he must have suffered when he took his place among his classmates. Due to his late arrival in the fall and scattered but frequent absences throughout the term, and a week's absence only a short time before graduation, his chances for finishing with his class looked almost hopeless. Each teacher, in turn, met the situation calmly and apparently with wide open sympathy but backed up with a sound, common sense endeavor to establish him in his own mind and at the same time call for cooperation on his part to assist them in helping him to be honorably deserving of a diploma which was so nearly due. Outside work was assigned to bridge the gap caused by absences, and constant attendance was necessary to assure further accumulation of grades.

The boy rallied to the issue at stake. Not one day of school was missed. All thoughts of fun and pleasure were out of his mind and although burdened with more distracting mental pictures he clung

to his school, adopting it as his one means of stabilization. This great need was expressed when he said to his registration teacher, "School was the only thing I had to hang on to."

The term was ended and he received his diploma with the others. It must have been with a great exertion of will power and the conquering of intense mental conflicts that he walked down the aisle and onto the stage before the gaze of everyone. Little can the average, evenly balanced individual realize the over-whelming upheaval of emotions that must have been present in his heart and mind. In a humble way he tried to express his appreciation of his teachers whom he said to the writer "They have sure been swell to me."

Following graduation, Case Number 6 was employed gainfully in a job of a mechanical nature which he said he liked but it was nothing compared to what he wished to do. The step father had deserted the family again for "greener fields," for himself and the nineteen year old boy of this study was having to turn over all of his money to the support of the family until his step father "made good" and returned to the

household. With maturity, observation and a keener understanding of family relationships he was now very resentful toward his mother and definitely felt that he had been for years the recipient of her selfishness, dominance, and poor judgment.

SUMMARY

In this case history, two occasions in which there was a choice of "school" or "not school" were the decisive factors in keeping this young man on the track of educational progress. At both times, the existence of a school whose philosophy was to meet the boy's needs when the need was the greatest was the solution to his problem. When other schools found late registrations too distracting to class procedures or too wasteful of student efforts, Sabin High School stood ready to receive them, at least submitting a possible approach to, often times, a serious problem rather than denying that any problem existed except that of the school. If the subject of this case history had not been able to enroll in school when admittance elsewhere was refused, he would have sought employment as a solution to the question, "what shall I do?" and hence, probably would have been lost to the school world. In the same manner it

was this school whose kind and understanding philosophy of adolescent problems held this wavering lad, and directed his thinking and action in the right channels at a time when advice and counselling were most needed.

To keep this boy in school and to offer a stabilizing influence, neither too harsh nor too solicitous were the duties and desires of those members of the staff who composed the Sabin High School faculty.

PARTIALLY SELF-SUPPORTING

Case Number 7 entered Sabin High School in September, 1939, as a voluntary student from one of the regular high schools. He was 17 years old when admitted. His I.Q. was 114.

As his I.Q. indicated he was a normally bright boy and one would wonder why this boy would be enrolled in this type of school. He was always well dressed, immaculately clean, shaven, and well groomed at all times. He possessed an exceptionally fine posture and walked with a decided air of self assurance. Although of medium height, he gave the impression of being taller as he was slender and well built for his height. Well fitting clothes lend quite the finished touch to an already well groomed figure. With curly hair and brown eyes which radiated expression and intelligence, he was an attractive boy to look at and equally attractive when engaged in a conversation. His attitude, interests, and behavior in school were of the best and were always accompanied by courteous attention.

His complexion, which was flawless, belied his health as he was frequently ill and had a fairly long record of health disturbances. He had worn glasses

since a very small boy and one eye had been reported practically useless. He was obviously very nervous which was outwardly expressed in the fact that he could hardly remain seated through an entire class period. As he once said, "everything gives me the jitters and I get so bored with those dumb kids." He had an inward goiter which no doubt, was one contributing factor to his unusual nervousness. Effects of the goiter were showing up in a slight "popping" of the eyes, which was almost indiscernible to a stranger. He was left handed, which made writing a tedious task to him. Although he wrote a legible, attractive hand, he did so very awkwardly.

The writer's first contact with him was in a required English class where his work, written or oral, was so superior that he was outstandingly a misfit in this class of slow, disinterested, and almost antagonistic learners. Although his class work was far superior he barely passed the subject with a low average due to frequent inattendance which kept his average down. It was nothing unusual for him to be absent two or three days out of each week. All of his grades in other classes had suffered likewise, causing him to close the term's work with very low marks. A conference with

him at that time revealed little to the counselor as, obviously, he felt strange in the school and a basis of commitment had not yet been established.

After the passing of a year's time the boy again came under the attention and close observation of the writer. With renewed interest in learning the type of problem existing in this case, the writer set out to study him and to cultivate his friendship if possible.

It was easy to arrive at an early conclusion that little or no change had taken place in his habits of attendance. He was absent days at a time before returning for re-admittance. On those days in which he was in school his response was so superior it was difficult to conduct a class and not let him "steal the show." The course he was now taking was Occupations in which the subject matter dealt entirely with jobs and employment problems. His questions and answers were distinctly those of an experienced person. Although his classmates were fifteen to seventeen years old many of them were totally inexperienced in any kind of a job or knowledge of the working world. The writer would often turn the class over to Number

7 and with a brief outline of what to do, she could leave the room, and upon returning find a most satisfactory lesson on the board. Many interesting discussions soon brought the boy to the teacher's desk for conferences and further comments. Thereupon, a friendly rapport was soon established.

His story and background as told by him was somewhat as follows:

Number 7 came from a family of intelligent American citizens. His father held a good job as a super cargo and was referred to often by his son as "making good money." His mother had for years been a credit manager in a local jewelry store but at present was not working. He had no brothers but two sisters, one older and one thirteen years of age. The family were of Irish extraction, all were good looking people, and possessed strong racial pride in their descent.

The father seemed to lack ambition for any education for his son beyond high school, and not even that much as far as he was concerned. On the other hand, the mother was very anxious for him to continue until he secured a diploma. This point

seemed to be the principle factor of discontent and friction as regarded the boy. Number 7 said his father would frequently order him to quit school and get out and take care of himself. The boy was then employed as a salesman in a jewelry store after school and operating a ride at Jantzen beach at night, from seven o'clock until midnight, besides carrying a full load of subjects at school. Although he was practically self-supporting, then, it seemed the father felt that school was a silly waste of time as he had done alright without it, having quit when he was twelve years of age. His principle argument was that if his son insisted on a high school diploma he would have to pay his own way. When his father was seized with this frame of mind, the boy would drop out and seek steady employment to try to satisfy him. The lad stated further, that if he dropped out and seriously sought employment he became more quickly reinstated in his father's good graces, who then acquiesced and permitted him to return to school. So, periodically, he was having to quit school but returned after the storm of protest had subsided.

This story of the irate father has been repeated often by the boy to those teachers who have manifest-

ed a sincere interest in the case and who have sought to seek some method of adjustment. It certainly is not beyond possibility that this might be the product of the boy's imagination but a conversation between the mother and the writer quite definitely confirmed the boy's statements.

As the spring term of 1941 advanced, Case Number 7 became more friendly, even to the point of confiding rather intimate difficulties to the writer. Following one of his "forced recesses" from school he finally returned to be re-admitted but was obviously discouraged. Without any urging he launched into a prolonged description of his home situation which revealed more friction there besides what was being directed at him by his father.

His mother, as described by her son, was very high strung and extremely nervous. Due to this condition she was the kind of a person who could never rest nor relax as there was always something to do. Minor happenings irritated her greatly, about which she would nag the least offender, who admitted the offense in order to hush up the subject. This nervous irritation carried over to others in the family until constant

quarreling took place, each one blaming someone else. The son hastened to say that in the same way she made unreasonable demands on her children and in return was never satisfied with the results. One remark which the writer particularly remembered because it was so true of many mothers, was "Since I've been in high school I never have had a boy friend or girl friend my mother approved of. Neither does my sister. She disapproves of all of them. This attitude of the mother had been exemplified on one occasion when she outwardly displayed at school her disapproval of one of the other Sabin boys who was in company with her son. In every other way the mother showed cooperation with the school, frequently calling from the store to see if her son was present.

A brief visit by the writer to the home substantiated in a small degree a few of the statements made by the son. Excessive nervousness of the mother was apparent as at no time during the visit did she relax completely. Besides fighting, here and there, picking up this and that and laying it down, moving an object from one position to another and continuously inquiring as to the comfort of her guest, she engaged in a sprightly conversation accompanied by

nervous gestures to emphasize her remarks. The visit was quickly terminated by the arrival of other guests but served as a background for some agreement with the boy as to his mother's nervous disposition.

The home conditions, other than as described above seemed comfortable and economically sound. The house itself was modern and in a good neighborhood surrounded by other attractive places. The family owned a car which they used frequently for evening drives and week end trips.

Case Number 7's attendance record throughout his grade school years showed frequent absences but not prolonged ones. Following an attack of measles he missed two years work in elementary grades but had made up one by attending summer school and taking examinations on the work covered.

It was after he enrolled in high school that his attendance became very bad. He entered one of the regular high schools in the fall of 1937 where at the end of two years time he was one full year retarded for his age. His usual grade record was a 3,4, and 5 in many subjects with an occasional final 5 in some courses. A conference with the school secretary of his former school disclosed the fact that he would

take "French leave" from school sometimes for a week or two at a time returning suddenly with the statement that he had been working. He would proceed to make up his work in a few days then be gone again. This continued for two years when he voluntarily asked to transfer to Sabin.

At Sabin High School, attendance habits for Case Number 7 were much the same only he assumed a grown up attitude about it. This was probably due to the fact that he was practically self-supporting and, hence, felt his independence.

Now he never "made" excuses nor does he bring any. When questioned he frankly stated, "I have to work hard nights and I don't get to bed until 2:30" or, "I can't work days and nights both and get to school every day." It was most disconcerting to receive such blunt answers, but, nevertheless, he was apparently being honest about it. Here again was the case of a boy with a man's viewpoint. As far as could be learned from members of the staff, Case Number 7 came and went without serious interference from any teacher in this regard because of his heavy obligations and because he was always able to "come through" at the last, usually by examination method.

His grades were never good and certainly below his mental capacity but in his case he was acquiring more knowledge and experience through his outside contacts than school alone could teach him.

His Personality Traits as rated by teachers were high in appearance, oral expression, and accuracy but low in leadership, industry, cooperativeness, and reliability. The latter was probably based upon the fact that he was so seldom in school. Lack of reliability was demonstrated in the fact that when arrangements were made at the Psychometric Laboratory to take the tests he appeared long enough to take three and never returned for the others although a full day had been allowed from school for this purpose.

He took part in no school functions nor did he manifest any interest in school organizations. At 19 years of age, his popularity was confined to those older boys, a few like himself, who chronologically should be out of high school but were not.

Following the closing of schools, he was employed full time at the jewelry store where he appeared intensely interested and which he said he hoped to make his life's work. He stated that he expected to finish high school next year.

SUMMARY

One of the purposes of a special school is to fit the program around the needs of the boy, and for those high school individuals who have to work to supplement the family income or to provide for themselves, this feature of education which digresses a long way from the traditional plan is most essential in the present age of unemployment and economic stress. Sabin High School definitely plans to organize a boy's day so that he may have a late arrival or an early dismissal to accomodate the partially or even totally self-supporting boy. Although this boy did not seem to follow any definite form of irregularity, nevertheless, his attendance was irregular enough that his success in any high school was seriously challenged unless some provision aside from the daily routine be provided. This provision was offered at Sabin High School in the way of make up tests and added assignments which were sufficient to bridge the gap of recurrent absences, all in the hope of keeping the boy encouraged and willing to put forth the necessary effort to complete as many credits as possible. As he nears the end of striving for those remaining credits, it is to be hoped that rather than sacrifice them all, he will stay with

school until he is graduated.

OVER SOLICITOUS MOTHERING

Case Number 8 was a boy 20 years of age with an I.Q. of 98. He was transferred to Sabin Junior Division at the 8A level because of failing marks in all of the tool subjects. Upon completion of the 8B he received a Sabin diploma which did not recommend him to a regular high school.

His appearance in school was clean and tidy. His clothes were always of the best as well as the newest modes in high school fashions. He could not be considered a good looking chap because he had quite an unhealthy complexion, very bony pointed features, a weak, submissive chin accompanied by a sickly, ineffective grin, and pale, watery, blue eyes whose lids were always inflamed. His eyes were the most distracting feature about him as they reflected neither radiance, enthusiasm, nor interest and could seldom hold his gaze to the completion of a sentence. From his facial expression alone it would be easy to question the boy's intelligence rating but further and more frequent contacts with him had substantiated the fact that he seemed to possess fairly normal intelligence.

The boy seldom carried lunches to school but had sufficient funds to purchase the best and most ex-

pensive plates in the cafeteria. On many occasions he would drive the family car to school which was one of the newest models in the average price range of cars.

As far as physical surroundings were concerned the home environment of the boy was better than the average of those who made up the student body of Sabin. He came from an up to-date, modern home with all surroundings tasteful and well planned. Both parents were employed, the father in the ship yards and the mother as a buyer at Gill's Book Company. There was a younger sister in the family group who was a most attractive girl of sixteen. The mother was an unusually good looking woman, in her early forties, who dressed fashionably and carried herself with quite a haughty attitude. She told the investigator on one occasion that she had married quite young soon after she graduated from high school. Her two children were born early in her married life and as a young mother she felt helpless with the great task ahead of her. She frequently referred to her son as always having been a sickly child who had demanded so much care and attention and about whom she was incessantly worried. She was seldom able to visit the school unless it be-

came necessary. "Becoming necessary" to her seemed to mean to fight her son's battles with regard to his grades, which had occurred frequently throughout his entire school record. Those teachers, even of his early years in school, reported having to explain to the mother all of the reasons for her son's failure in his school subjects. It became known among the teachers as the price one would have to pay for failing him. It seemed in each offense that the son felt he had not deserved such a mark and although it would be reasonable to assume that no teacher would change the grade once given, it gradually became a habit for mother and son to bring the teacher to task and demand an explanation.

His attendance record in grade school was fairly satisfactory. Due to usual childhood diseases, an absent period of two weeks or so was recorded here and there. Throughout those years that the writer had him enrolled almost every term in some high school subject, it was customary for him to be absent at the rate of one day a week which was sufficient to break all continuity of the lesson material. Upon returning, he made absolutely no effort to find out what he had missed or to get assignments from other boys.

He would saunter into the classroom without books, paper, or pencil, with the attitude that he was not expected to know what to bring or do because he had been absent. When questioned about it, he always produced an excuse immediately which was far from the customary habit of most other boys from whom it took several days to get one. But his was written and signed by his mother and ready for immediate delivery. The majority of them simply read "Billy was absent for _____ days as he was not feeling well." This was sufficient to comply with the regulation regarding absences but when he was further admonished about "catching up now" or "finding out now what the class did while he was gone," he would grin weakly, shrug his shoulders, and say, "How can I when I wasn't here?" as if that were a magic phrase that would absolve him from any further obligations. This attitude toward not being in school prevailed through to his final night of graduation, as will be explained later.

In the opening paragraph it was stated that Case Number 8 was transferred to Sabin at the completion of his seventh grade because of his failing marks. At that time it was evident that he was more and more a misfit in a class room situation where

little individual attention could be given and where the subject matter was beyond his grasp. A remedial program became necessary to prepare him for high school work. Although these features were made available to him at Sabin High School, little could be accomplished without some effort on the boy's part to take advantage of this opportunity and try to fulfill some of the requirements of his daily work. But this he did not do. The boy never exerted any effort to apply himself in any subject he took. Nothing seemed to appeal to him. He would walk from class to class without notebook, paper or pencil, sit down where he belonged and stay an hour, moving on to the next class in the same way. His grade school teachers described him as very lazy and very disinterested in all that went on around him. One teacher remarked, "Barring none, he was the laziest boy I have ever had, but he made the loudest protest when he received failing grades. He always thought he had done his work." This she believed due to the fact that he discussed the days proceedings at home with his mother who blamed the teacher and tried to justify her boy. He returned to school with the attitude that others had to do what they were told but that he did not.

During his four years in high school this same behavior prevailed. The writer had many prolonged opportunities to observe him carefully. One would hardly believe that a person could sit through a day's routine without doing something but this was his case. Days on end, course after course, he came unprepared, took no part in the discussion, never attempted an answer nor volunteered to perform in any way. When choices in subject matter were extended, he never made a selection - he was always assigned. This was always followed by the assertion that he did not get what he wanted - while the others did. It was his frequent habit in the writer's class for him to put his head down on his arms and apparently go to sleep. When admonished for this he would raise up half way and lean on his elbow, listlessly chewing his gum. He was, without doubt, the most spineless creature the writer has ever encountered.

Any fees, book rent or magazine subscriptions payable to the teacher were seldom collected until one asked for it many times reaching the point of embarrassment to both. Frequently, he would allow this debt to go so long that his card would be held up by his teacher at the end of the term until the debt was

cleared. All of this was unnecessary as he must have had the money to pay in the beginning but like a spoiled child he knew more would be forthcoming if he spent it. When called to the office for neglecting this obligation he would promise to pay it tomorrow, which tomorrow continued to be like all of the others.

His mother would make her visits to the school always with the attitude of upholding the boy, emphasizing how well he applied himself at home and how she felt sure his work must be up. She could never seem to understand why he was poorly graded when he seemed to be complying with the requests made at school. The writer had two occasions in three years to explain his wanton idleness, his daily lassitude, his zero interest and his repeated delinquency of meeting his obligations. The mother manifested surprise at hearing these charges and in front of the boy tried to explain them away, finding reasons for all of them. She was sure we did not understand him following up these remarks by extolling his praises as seen elsewhere. It always appeared to be a great shock to her that he had not paid his fees, for which she had been an ample source of supply. She was courteous, but aloof and critical toward the teachers. One had the feeling

that she never went away convinced or changed in her original feeling when she came.

However, as time passed by and due to the fact that he was not absent too much, he finally gathered, in four years, enough credits to graduate with a three year industrial diploma. Prior to his graduation those teachers who were casting the final vote of whether to pass him or not which would lead to his graduation, finally determined that at his age and with his past record, school, as such, was not doing him any further good and that for the good of the school as well as that of the boy it would be better to put him through. This was done. One could not help but feel compensated somewhat, when on the night of his graduation, the family were there to see him get his diploma and he failed to arrive. His mother offered no comment but remained haughty and indifferent while the daughter made this laughing remark. "Well he must have gone some place because he left home all dressed up." Later a check was made by the office to determine if anything had happened but with no result. When the mother was asked if her son had a job yet she replied, "No, I want him to stay

home awhile and rest."

Notations on his permanent record card were:

"Lazy" - "Unreliable" - "Spoiled Child"

"Fails to meet obligations."

SUMMARY

This case history seems to offer reasonable proof that attendance in a special school is not always a cure for every maladjustment nor variation of individual differences. During those earlier years when this boy was younger and not yet of an employable age, school, was the only outlet for the use of his time and it served as a proper environment in which to place him, but as he grew older and advanced into the upper division of high school the overprotecting influence of his home environment and maternal care made school and its activities seem less desirable and of little value to the boy. To have placed him in an environment of impersonal indifference where something was demanded of him, might have been a nearer solution to his problem of extreme laziness and pampered home life. The school's efforts to bring him up to any degree of scholastic

success seemed to meet with rebuffs, sneers and unjudicial criticism. It seems to the writer that the only possible good Sabin High School did this boy was to keep him off the streets rather than to have him idling his time away in questionable places. It is further the opinion of the writer that the school did him an unjustifiable harm in granting him a diploma of graduation in view of the fact that he had not satisfactorily completed his requirements. This experience may leave a lasting influence of false values which he may try to apply to many life situations.

ECONOMIC HANDICAP

Case Number 9, with an I.Q. of 122, was graduated from the eighth grade at the age of 14 years with a regular diploma which permitted him to attend any high school in the city. He first enrolled in a large, traditional school but found himself friendless, unhappy and discouraged. After three days in this overwhelming situation he came voluntarily, accompanied by his mother, to enroll in Sabin High School.

Never has a more forlorn picture of poverty passed before the writer's eyes. The boy was very small in stature, thin, unkempt and ragged. Only his face and hands showed signs of a recent washing. His very dirty and soiled clothes, barely hanging together, were much too large for him. He stood nervously first on one foot and then on the other, fidgeting with a coat button that was hanging by a thread. On close observation one could see his flashing brown eyes rapidly taking in all that was going on around him. With a pleasant face and a friendly smile when spoken to, he gave the impression of a lonely, friendless little creature who was hungry for attention and a chance to mingle with others of

his age. There was a manliness in the stubborn set of his shoulders and a pathos in the delicate featured face that made a strong appeal. In spite of his terribly unkempt appearance the boy was in good health with the exception of occasional dental care which had been provided by the school's dental clinic from time to time.

Standing beside him was his mother as shabbily dressed as he, but somewhat cleaner. Her clothes also were ill fitting, soiled, ragged and patched, bearing in every respect the aspect of cast off wearing apparel which had been given to her. Her body was bent and fragile looking, readily giving the impression of hard toil and little rest. She wore a depressed, care worn expression, and deep lines of worry, trouble, and anxiety made her look much older than her years. She was a woman of very little education which was indisputable as soon as she started to speak. Realizing her shortcomings in appearance as well as education, she was nervous and ill at ease while waiting her turn to see the principal. She had come, of course, to enroll her son in school where maybe he would "fit in better" and be happier than he had been among "so many bigger boys" than he. She explained

how far away they lived and that she had heard that in some cases street car transportation was provided for those too poor to pay for their own. She also understood that many boys of Sabin were in very poor circumstances as they were, which fact led her to believe that maybe her boy would be happier and more contented here than where he had been going. She referred to his enrollment as a trial procedure to see if he would like it better.

The boy was enrolled and his high school work began in much the regular fashion. It was arranged that tickets be given him for school transportation as well as milk with his noon lunches, which were very scanty, if and when he had one. It was most apparent that his clothes were beyond further repair, so garments were found to supply his needs. Old shoes, that would fit him, were located and repaired in the shoe shop and an overcoat was given to him as well as other miscellaneous articles such as school supplies and food stuffs from the cafeteria. An N.Y.A. job was arranged that gave him a few hours of work a month that netted him eight or ten dollars which he said went for groceries at home. He was a good little worker, fast

and quick, seeming to delight in finishing before others were hardly started. He took an unusual interest in washing cars and from his auto shop class he learned to do this job so efficiently that he was soon finding odd jobs here and there washing cars for other people. It was soon obvious to his teachers that he was mentally superior in every way to the surroundings in which he had been placed, which was understandable, however, when one knew the economic background of his environment.

The home was as shabby and decrepit as its occupants. It was described to the writer by the visiting nurse as one of the worst she had visited. Besides being bare and stricken of any semblance of comfort, it was dirty, cold, and smelly.

As the boy's own father was dead, he became the innocent victim of a half crazy, drunken stepfather who frequently resorted to beatings as a means of emphasizing his authority. This situation had gone on for some time while the child was powerless to do anything about it, but, as he was growing older, he now responded to such treatment with returned hatred and an attempt at self-protection.

His attendance in school was regular with a re-

cord of very few tardies. On the other hand, he was frequently at school long before necessary, as it was the most inviting place he had to go, where people were pleasant and he could find a warm, comfortable corner without the abuse of an angry step-father. During one of these brutal attacks the boy, now older and stronger, engaged in a regular fist fight with his step-father, who, although he successfully beat up the boy, also took somewhat of a beating himself. The mother, realizing the seriousness of her husband's threats to kill the boy, appealed to the Court of Domestic Relations which took the lad out of the home and placed him in a boarding home for proper care and protection.

The lad became adjusted to his school surroundings and apparently was fitting in nicely. He made friends with some of those boys his age besides becoming a favorite with his teachers. He was eager, responsive, and alert, anxious to be busy all of the time even to the point of asking for extra assignments. His teachers were frequently challenged to find something extra for him to do in order to keep him busy. These idle moments were so on filled with mischievous antics of some sort which, very infrequently but occasionally, resulted in him having

to go to the office for a consultation, to which he responded like a little gentleman and did not repeat again too soon.

His grade average was very high in all of his subjects which indicated that he was wholly capable of high school work in any school, but, because of his poor environment at home and his inability to appear like other boys, he was noticeably happier among those from a comparable situation. Although he took some shop courses, he expressed little interest in working with his hands. His major interest was centered in science and history, where he earned excellent grades and in which he became absorbed to the extent of going to the library at night to learn more.

Case Number 9 was enrolled at Sabin High School two years, which brought him up to the age of sixteen. Having become more mature and better capable of managing his own affairs, he was now anxious to transfer to another high school where opportunities for greater achievement were available. His application for a transfer was readily granted as the advisability of it was unquestioned.

The writer made a recent check on his progress in his new school environment where it was learned

that he has completed satisfactorily all requirements in science and mathematics toward graduation and has earned good grades in all of the history he has taken so far. English is presenting some difficulty, as he has failed E 4 and E 5, but, has passed E 7 with a 4 average. Reasons for this failure were unobtainable, but without doubt, the subject of this case history will pick up his English requirements next year and will continue on to a satisfactory completion of his high school work.

SUMMARY

The need of a special school could seldom be much greater than it was in this case. For a boy or girl to be forced day after day into an environment or surroundings where his ego was crushed and beaten and his pride destroyed would surely be almost enough reason to justify child criminality. The needs of the boy in this case were not educational, as that could come later, but the immediate solution to his problem was self orientation. Sabin High School recognized that his physical needs were far greater than his mental and it was from this standpoint that treatment of his case began. It is highly probable of course,

that this boy with his mental ability would have obtained a high school education in spite of his economic handicaps, but it is also probable that, as a result, he might have been strongly embittered toward a cruel and unkind society which offers little hope for those who are less fortunate than those who plan the scheme of things. Restoration of his self respect and elimination of unkind competition was the need to be met in this case until the boy had his feet on the ground and felt capable and eager to take his place among those of equal ability.

EXCESSIVE TIMIDITY

Case Number 10 was 17 years of age and had an I.Q. of 73. He was recommended to Sabin High School at the completion of his grade school on the basis of his achievement test records. This case history, however, is being presented, briefly, as an example of excessive timidity in which the personality of the party involved has been greatly affected and about which Sabin High School is slowly reaching a possible solution. This study was limited in its review of contributing factors, inasmuch as there was little variation from the average routine of a hum drum existence and little of an interesting or colorful activity in the life of the boy.

Case Number 10 was a nice, clean appearing, young boy who was always well cared for in respect to clothing, books, lunches, and sufficient money. He had no physical defects except that he wore glasses which were not unbecoming to his face but rather gave him an "old man" look. He was developing normally in a physical way with the proper height and weight for his age. His health records showed him normal in good physical condition.

His greatest and marked deficiency was that of excessive timidity which was like a cloak of misfortune from which he could not free himself. He was alone at all times, ate his lunch by himself away from the others, and in every way seemed to avoid human companionship. On the street car he sat with bowed head, hardly daring to look at or watch the normal activity going on around him. The writer has often seen him board the street car on which she was riding and, with one hasty glance of recognition, look quickly away and thus continue to direct his apparent interest elsewhere rather than risk being asked a question or having to engage in the most simple form of conversation.

This same characteristic carried over into the class room where life seemed almost unbearable for him. He was assigned to one of the writer's classes when he first enrolled in Sabin and it was here that the investigator had opportunity to make some observation of his limitations. The boy was in the writer's class for four and one-half months, at the end of which time he seemed as frightened and shy as he did in the beginning. Daily he would enter the room with a bashful,

hunted look and slip into his seat to remain immovable and silent. Never did he volunteer an answer. Never did he answer even if drawn out. He would hang his head with apparent shame, causing embarrassment to all in the room. He seemingly could not bring himself to utter a sound in the presence of others. Without doubt, he knew an answer to many a question but would not indicate it. He made a passing average of 4 in the course he was taking, based upon what he was able to put down on the written page. That was the only time the writer had him in class during the two years he has been in Sabin but from his other teachers it was learned that his troubles were equally as great in their courses.

He was the older son of fairly intelligent parents, both of whom had only a grade school education. The mother was very much like her son, in that she was unusually shy, retiring, and backward. On occasions of school functions she attended faithfully and supported the school by manifesting an interest in its progress, but she refrained from engaging or being engaged in a conversation. If she was forced into a situation of that kind, she smiled sweetly but confined her answers to such monosyllables as

"yes" or "no".

The father, however, was more socially adept. He was known over the city as a fairly good ventriloquist and as a result was featured frequently at many social gatherings. He moved about with a friendly smile and seemed to feel quite comfortable among people. He held a steady position with Foster and Kleiser, the salary from which appeared to be sufficient to provide for his family.

Case Number 10 was very regular in all of his school habits. If, perchance, he was absent, he brought his excuse without delay. He was seldom tardy nor in any way asked for favors outside the usual procedures. His grades were poor but passing in all of his academic subjects except electric shop, where he was making a noticeable response. Through this interest a way may be found to unlock the secret of his personality if such can be accomplished. As he became very interested in this subject and showed ability in it, he was singled out and made shop foreman, which duty and responsibility forced him to some degree of self assertion. In the opinion of the shop teacher, he has, within the past year, improved greatly and

has been making great strides in personality development. It is the plan of the teacher to let him continue in as much electric shop work as he will take as it may prove to be the field of occupational activity in which he will be successful.

Other teachers have reported an atmosphere of general friendliness on his part toward the boys and a casual relaxation of former tension in the class room which pointed in the direction of a gradual adjustment.

Up to the present the boy has taken no interest in school organizations, but as he still has two more years of high school training, it is believed by the writer that he will adjust himself more and more within that length of time.

SUMMARY

To have placed this boy in the atmosphere of a regular, traditional high school, where great numbers make up the population of the school, would have immediately resulted in failure and defeat for him. In a large school room he would have met with severe competition and no opportunity to find himself or to become acquainted with his instructors that they might

help him. Daily his need would go unnoticed and, as time advanced, he would probably drop out from sheer discouragement if not from outright failure. The slow program of Sabin High School and the small classes are offering some kind of a chance to this boy who gradually can make an adjustment if he is given time enough. The interest and understanding sympathy of his teachers will, in the end, be mostly responsible for whatever success this lad might have, as they are substituting courage, kindness, and praise instead of requirements, demands and refusals.

CHAPTER IV

DEVICES AND METHODS USED IN SABIN HIGH SCHOOL WHICH LEAD TOWARD ADJUSTMENT

The Curriculum

The curriculum of Sabin High School represents the educational philosophy upon which the school has been organized. This is the pivot around which all activity must revolve and upon which consideration for individual needs must be based. The educational goal for a group of maladjusted boys of secondary level should be the development of an all round effective personality, the ability to be self supporting, and to become a good citizen. If this goal is reached it can only be done by having been provided with a flexible and enriching choice of subject matter and experiences while in school.

At Sabin, the program of the so-called academic school is a modified curriculum which offers a field and scope of learning that will be meaningful to the learner and one which will lead in a direct path to a later life of stability and economic adjustment. Everett²⁴ writes:

²⁴ Everett, Samuel, The Community School, p. 12

Purposeful activity, facing actual situations, acting on thinking--these three taken together seem to give the needed background for our process.

This kind of learning is more effective if it is based upon a vital interest and involves a real purpose and recognition of value on the part of the learner. Wrinkle²⁵ points out that the essential steps in curriculum planning are:

1. Identification of the desired behavior outcomes.
2. A recognition of the real problems and interests of youth.
3. The organization of a flexible, instructional program which will make it possible for the student to engage in learning activities based upon his interests and needs.

It is with this point of view that the curriculum of R.L.Sabin High School is planned. The program includes academic, exploratory and pre-vocational courses in conjunction with occupational training and information. Here, the choice depends upon the interests and abilities of the boy. Regular academic work is available and stressed for those who have little or no mechanical aptitude. These courses are

25 Wrinkle, Wm. L. "A Basis for Curriculum Planning." Curriculum Journal, v. 11, No. 5, pp. 230-231

geared down to the pace of the slow learner so that he finds himself progressing more successfully than has formerly been his experience. On the other hand, most academic requirements are set up so that a boy may transfer, if desirable, to a regular high school situation. All regular academic courses are taught which are necessary for a general four year diploma, although seventy-five per cent of past graduates preferred to fulfill only sufficient requirements to obtain a three year industrial diploma. The above program is accompanied by elective subjects such as Occupations, Salesmanship, Commercial subjects, Remedial Reading, Shops, Oral English, and Music.

Eight shop courses are offered which include leather craft, sheet metal, electric, auto repair, wood working, art, metal craft, foods, and cookery. Shops are urged for all but especially emphasized for those who have mechanical inclinations. Every boy is encouraged to try his hand at each shop available inasmuch as it is felt that he may not realize his potentialities in a field until he has had experience in it. However, this is not a forced issue, hence, there are a few who follow an academic course throughout.

Ingram²⁶ has set up six points as a basis for planning a program for slow learners which are:

1. It is advisable to discover and provide for the slow learner before habits caused by failure are established.
2. It is advisable to work toward "homogeneity" in group make-up so that program of the group can be suited to the physical, mental and social development of the individual, with possibilities for adjustment or promotion from group to group as the child shows development.
3. There is need to focus emphasis on the all round development and progress of the individual for each year he attends school, rather than on his achievements in relation to normal standards for academic accomplishment.
4. There is need for a program that will enable the child to work wholeheartedly toward definite standards and accomplishment from week to week and from term to term and to realize his progress toward these.
5. There is need for a carefully articulated program suited to the slow child's potential abilities, academic and vocational, which will be progressive from school entrance to school withdrawal.
6. There is need for individual child study and learning situations to the limited capacities of slow learners.

²⁶ Ingram, Christine; The Education of the Slow Learning Child. p. 386.

Accordingly, the breadth and scope of the curriculum of Sabin High School has been planned with much the same forethought. Since seventy-five per cent of the student body might be classified as dull normal, it is readily apparent that the school's program is built more for them.

GUIDANCE

The function of guidance is that of helping a student to realize his capabilities to the fullest extent. He needs help in recognizing his abilities, his limitations and his interests. He needs help in understanding the problems which confront him whether they be academic or social problems in his daily contacts. He, likewise, needs help in analyzing the possible results of his choices, activities and goals of which he is capable of achieving. Writing on guidance, Douglas²⁷ contributes the following:

True guidance, means more than assistance to pupils in solving their school careers. It is more than a program of testing and administrative manipulation of groups of pupils; it is an educational philosophy which

27 Douglas, A.A., Secondary Education. p. 255

permeates the very fabric of the school. Guidance is based on the one hand, upon the abilities and needs of individual pupils, on the other, upon the activities in which they engage as adults. It involves discovery of individual capacities and interests, and adaptation of school facilities so that these capacities and interests may be developed to the advantage of the individual and of society.

Youth must learn to live and grow in situations beyond the school room as well as those released from the control and dominance of adults. During the secondary school years the student must acquire a balance of interests and desires between those of children and adults. At this age young people need assistance in developing an understanding of conditions which exist in the world in which they are to live. The school should be concerned with guidance that will help the individual to make adjustment to those issues which will confront him in every day living.

Hollingsworth²⁸ says:

Emotional control grows with the years, by increments of powers from within. However, it is believed by many psychologists that emotional maturity is much more influenced by

28 Hollingsworth, Leta. The Psychology of the Adolescent. p. 208.

training and circumstances than is any other phase of development. It is believed that the ultimate courage and patience of a person are more nearly determined by what happens to him during immaturity than is his height, the thickness of his hair, or his capacity to learn algebra or music. Many failures could certainly be averted if all major adjustments of adolescence could be carried out under enlightened guidance rather than under the condition of blind struggle which at present so largely prevails.

The guidance plan of Sabin High School is one in which every teacher is considered a counselor or advisor. Through the medium of the registration room each teacher is responsible for knowing, guiding, checking and advising those pupils assigned to her room. Cumulative records are made out by the instructor when a boy first arrives in the school and are passed on through each succeeding term to the registration teacher in turn who keeps the record up to date with added data. This record touches every phase of the boys life, such as background, abilities, health, environment, interests, personality, grades and behavior reports, good and bad. Information obtained from these records can be used as a basis for guidance.

The importance of the school in the emotions and conduct of the child is expressed by Zachry²⁹ when she writes:

The nature of the individuals to be educated, their needs as growing persons in their society, logically determine the policies of the educator with respect to them. the school must, then, have a workable understanding of each student as he is, if it is to influence constructively what he is to become.

One instructor, acting in the capacity of guidance counselor has been allowed one free period a day for interviews with the students and for counselling them. A course called Guidance, required by the school district to be given to all first termers in high school, and for which no credit is given, is taught three periods a week by this counselor. This course is designed to aid the student in understanding his school and himself, and in planning a most successful approach to school and to a worth while completion of it. Other courses especially designated as guidance courses are Occupations, Salesmanship, and the Commercial subjects.

²⁹ Zachry, Caroline B., Emotion and Conduct in Adolescence. p. 14.

The Child Guidance Clinic often renders an invaluable service in acting as a balancing wheel between the child, the school and the home. Through the activities of the visiting teacher, much information can be secured as well as help and assistance offered which guides teachers and parents alike to the final solution of many problems.

At present, a placement service has not been set up as such, but principal and teachers have all served in that capacity trying to locate boys in jobs.

The work of the school psychologist combined with that of the principal render much needed guidance in reaching the decisions necessary to refer and assign the proper classifications of pupils to Sabin High School. This service of the psychologist is further relied upon for exclusions from the school when necessary, as well as approval of transfers to the school when any question of advisability arises.

The Psychometric Laboratory plays an important part in the guidance program of the school. Boys are tested in a variety of mechanical aptitude tests some of which are finger dexterity, manual dexterity, mechanical assembly, wiggly block test, typing and

and vocabulary usage. The Bernreuter Personality Tests are likewise given. The results of these tests are available to a teacher at any time and can be used as a measuring rod to the student tested.

Teachers frequently resort to a critical analysis of these test results to help determine what steps to take with a boy or how to advise him further. The tests also indicate the boys aptitude for certain subject matter in which he might waste credits and time before finding out that he is tackling a hopeless task. More use could be made of these test results in the guidance program than is now being done, but more time and education of teachers will be necessary to bring this about.

TEACHERS

Possibly no single factor is more important in helping to prevent maladjustment than that of the personality of the teacher. School administrators too often forget that teachers are human beings and have personalities quite as definite as children and nowhere, unless in the home, is the effect of one personality upon another greater than in the school room. Children always learn more by example than by

precept. Teachers, who are emotionally unstable, who have frustrated and repressed personalities, do a great amount of harm. In the administration of schools, recognition can be given to personalities of both pupils and teachers in the assignment of pupils to various divisions in the school and the school must not hesitate to change a pupil's program as often as necessary in order to secure an adjustment on the part of the pupil's personality to the personality of the teacher in the group in which he is placed.

Boynton, Dugger & Turner³⁰ state that:

When the study of teachers is looked at in its entirety, it seems to give very definite, clear cut evidence to the effect that emotionally unstable teachers tend to have associated with them children who tend toward instability, whereas emotionally stable teachers tend to be associated with more emotionally stable pupils.

Mental health should be a cardinal aim of school training; yet if teachers are selected who are not in con-

³⁰ Boynton, Paul.; Dugger, Harriet; Turner, Mabel.
 "The Emotional Stability of Teachers and Pupils."
Journal of Juvenile Research. v. 18, No. 4,
 Oct. 1934, p. 232

trol of themselves it would seem that we have evidence that in only two months of association with their children these teachers tend to distort their pupils points of view or upset their mental health.

A teacher must cultivate the ability to recognize clearly all defects and peculiarities in conduct and character, without any feeling of blame, resentment, or horror at the discovery. She needs first to have her ideas well established concerning what is desirable and what is undesirable; and then to aim to eradicate the one and cultivate the other; but this cannot be done by the teacher who has not learned to project herself into all the conduct of the children, with tolerance and understanding. Clear vision, self control, and discreet common sense are truly essentials of a special school teacher or administrator. Evejen³¹ brings out the fact that:

Too frequently we find teachers and court workers who have not arrived at a satisfactory emotional maturity themselves, and consequently are not in a position to evaluate the child's problems in a completely objective and unbiased manner. In such situations any

31 Evejen, Victor H. "Evaluating the Adjustment of School Children." Journal of Educational Sociology, v. 13, February, 1920 p. 326

attempt to rehabilitate may aggravate rather than allviate those conditions which cause dissatisfactions.

The faculty of Sabin High School is chosen with these above mentioned qualities in mind and it is seldom that personality conflicts, as such, are uncovered. Besides being selected on the basis of their training in the subject matter they represent, they are likewise considered seriously for particular qualities which should make them good advisers.

There are equally as many men on the faculty as women which tends toward a well balanced environment for the boys. A few lads who are being raised in an abnormal atmosphere of only father and brothers find their only contact with women to be that of their lady teachers. This situation can be reversed to include those boys who live only with their mothers and sisters.

METHODS

The work in all classes is highly individualized. In fact, it might be said there are as many methods as there are pupils. Small classes and individual attention is the keynote to whatever success the student may lay claim. The size of the classes seldom

exceed twenty.

Class periods are one hour. In all academic subjects this proves very beneficial as it affords thirty minutes of the hour for supervised study, reading, or lesson preparation. This practically eliminates any need for home work which in almost every case is wasted effort. The short teaching period lessens the necessary attention span which is more in conformity with the limited interests and mental ability of the group.

Diagnostic tests are used extensively, especially in Reading, English and Mathematics, to determine the actual placement of the student. Work begins at that point for that pupil. It is much more desirable to build upon success, a given point of achievement, than to start with failure. In this respect, Kirk³² writes:

Democratic society is committed to the program of educating all the children of all the people regardless of their intelligence. Every child should be educated to develop his fullest capabilities so that he can live a happy useful life. This does not mean that the educational system can educate all by the same methods or to the

³² Kirk, Samuel A. Teaching Reading to Slow Learning Children, p. 13

same levels of achievement. Through appropriate education, however, even those at the lower intellectual levels can be aided.

Freedom from the traditional methods of teaching school is greatly encouraged and advocated in Sabin High School. Teachers have readily adopted the excursion method of presenting facts. The writer has conducted Occupation classes through twenty-one different industries in and around the city. Other teachers have followed suit. The science department, the leather shop, foods and civic classes have all followed this method that "seeing is believing."

While many methods are necessary to teach essentials, the major aim of all class room teachers is to train for what might be thought of as by-products of living; - those qualities which make for human fitness, - such as cleanliness, courtesy, punctuality, cheerfulness, truthfulness, ability to work with others, a respect for materials, an appreciation for standards of work, a sense of fairness, and the right attitude toward one in authority. A teacher who fails to seize an opportunity for building up these qualities should certainly not be a teacher of maladjusted pupils and human misfits.

STUDENT ORGANIZATIONS

No phase of education is any more important than that of belonging to and taking part in school affairs. To the child who has always been on the outer fringe of activity, an opportunity to become a part of it or perhaps a leader in it, may be the unsuspected turning point of his life. Any school is in itself, a socializing agent but that does not mean for all, especially where numbers are so great that only a few have a chance. Blair³³ points out this need when he says:

Education should consider it a part of its responsibility to stimulate in pupils of low mentality greater interest in school activities, hobbies and worth while reading. It can do this by providing greater opportunities for these individuals to engage in such activities during school hours.

Several organizations exist at Sabin High School, of which the student council is the most important. It is made up of those who are elected by

³³ Blair, Glenn M. Mentally Superior and Inferior Children in the Junior and Senior High Schools, Bureau of Publications, Teacher's College, Columbia University, New York, 1938, p. 64

popular vote of the student body to serve on the council. Matters of school importance are decided by the members of the council, which service, renders a great opportunity to teach loyalty, responsibility, and leadership.

Other clubs to which boys may belong are the Letterman's Club for all who have earned a school letter in any phase of athletic activity. Its present enrollment is that of twenty-five members. The group meets once a week. Their purpose is to promote fair play and clean sportsmanship as displayed not only in activities of an athletic nature but also in competitive matters of all kinds. They try to arouse the necessary school spirit to put over school functions.

The Hi-Y Club is a branch of the Y.M.C.A. Boys enrolled in this group are a select group who are voted in, one by one, by popular approval of those belonging. These boys stand for clean living, high ideals, staunch morals, and promotion of wholesome activities in school and out.

A Camera Club has gradually been attracting the attention of those who are photographic enthu-

siasts. Due to the expense of equipment necessary to keep up such a hobby, many boys are eliminated from belonging to this group, who might otherwise be interested. The Camera Club consists of about ten members, all of whom took an active interest in helping to take and develop the pictures for the Sabin High School Album, a publication which was published in June, 1941 for the first time.

The Paper Staff is composed of those boys who are registered for sixth or seventh term English. English taught in this group takes the place of a class in Journalism whose duty it is to supervise the publication of the school paper called the Sabin Globe.

The Fire Squad looks after proper execution of fire drills and school traffic problems. One boy from each registration room is elected or appointed to serve on the squad. It is his duty to see that all windows and doors are closed and lights out before he leaves the room during a fire drill.

The Senior and Junior classes are organized with officers executing the necessary duties of their offices. Although the Glee Club and Band are a part of the curriculum, they are considered clubs to which

the boys belong, all of which offers a further means for public expression.

ASSEMBLIES

Weekly assemblies are held which serve another outlet for self expression and public performance. To many, who have no outside interests or connections, their only diversion besides the neighborhood movie is the weekly assembly at school. It is the plan of the administration that the boys conduct as many assemblies as possible throughout the year so as to cultivate the feeling that it is their program.

On two occasions an "amateur hour" was worked out by the students which drew freely from among those individuals who felt they were able to perform in any way. No one was barred regardless of how feeble a contribution he had to make. To the surprise of the faculty hidden talent was uncovered which formerly was going unnoticed until the boys stimulated each other to try out. It was this factor which brought out the need of pupil planned programs as often as possible.

CHAPTER V

SUMMARY

The adoption of the mental test as a measurement of intelligence has resulted in the recognition of individual differences, which has become the basis of new educational practices, new methods of teaching, new organization within the schools and new requirements for teacher training. Since the recognition that school failure is not always due to lack of application and industry but to other maladjustments and deficiencies, it has become evident that the same material, the same methods and the same time limits cannot be used for all students who now appear in our schools for training.

Due to changed social and economic conditions and to regulations for compulsory attendance, the public school must assume responsibility for the education and development of each child. Education which includes training that contributes to a better, happier individual and more improved economic condition for that individual is most valuable. When looked at in its entirety, it is evident that some form of special school organization is imperative. Usually school systems adopt a modification of the individual program, arranging for special classes within the school or provide special schools to meet the needs

and abilities of these boys and girls who are classified as variants or atypical children.

Sabin High is a six year High School for atypical and maladjusted boys between the ages of 14-20 years of age. These boys enroll voluntarily or are recommended from other elementary or secondary schools in the city of Portland, Oregon. Many types of maladjustments are recognized among the student body but this study attempts to present a cross section of the population, each case history representing one of the most outstanding types of maladjustments found in the school. The case histories are an outgrowth of data collected by reviewing all available records, personal interviews with students, parents, and other teachers, and personal observation of the student at work in his school environment. The intelligence quotients of those cases selected vary from 73 to 122.

Causes of failure as reviewed in this thesis cover such factors as mental retardation, over solicitous mothering, physical handicaps, eyesight, broken home, overage, reading difficulty, truancy, excessive timidity and the partially self-supporting boy. No factor in any case studied could be designated as the sole cause of maladjustment. Pertinent data as

submitted in the case histories revolve around the home, early school success, poor study habits, physical handicaps, truancy and timidity, all bearing in some extent upon the adolescent maladjustment.

The writer attempts to present an analysis of the school and its methods of reaching a more successful solution of the many problems with which it is faced. Causes of adjustment or maladjustment are often educational in nature. Mental conflicts often spring from the individual's lack of ability to make proper adjustments to his physical or social environment. But making efficient or faulty adjustments is often merely a matter of learning ability. Some of the data presented attempt to show that some intellectual, emotional or social difficulties and conflicts have been produced by the demands in the home or in the school to which the child has not learned to adjust himself properly.

The program of Sabin High School is considered remedial in nature. As it has been aptly put, the school is a "hospital for educational ills." Here no two cases are exactly alike and no two remedies the same. It might be said that there are as many methods as there are pupils. The school does not attempt to

conform to those theories and practices of the traditional school nor does it force all children to follow one curriculum. With a flexible and elastic program every child is viewed in the light of his needs, abilities and interests, and, thereupon placed into the routine of the school accordingly. Every child is allowed to progress as fast as he can in each branch of study and when deficiencies are encountered remedial methods are employed to remove this stumbling block as soon as possible. Methods of instruction are slowed up to meet the rate of progress of which the student is capable. Subject matter is simplified or geared down to the mental grasp of the pupil. The school tries to discover what potentialities each pupil may possess, to capitalize his assets, to stimulate his creativeness, and to develop a success morale.

Those faculty members who are broad in sympathy and understanding substitute encouragement in place of demands. Appreciative guidance replaces over-direction accompanied by a minimum of interference or suppression. Teachers realize that constantly to correct, to criticize, dictate, dominate, and

to control the child's methods is paramount in diminishing his self confidence, assurance, and application.

CONCLUSIONS

After a careful study of the field of special education and the causes of the maladjustment of thousands of boys and girls in school systems today, and in Sabin High School in particular, the writer has drawn the following conclusions:

1. That there is a vast need of education for children who deviate from the normal to the extent that they are unable to avail themselves fully of the educational facilities offered to the larger average group. The writer is more deeply aware of the need for establishment of special classes or special schools with a scientific diagnosis as a basis of assignment to the type of school offered.

2. That there is an immediate need for specialized training of teachers in the field of specialized education and for which a corresponding salary compensation is essential.

3. That adolescents are confronted with many and serious problems over which they cannot exercise any control but which interfere seriously with their learning ability and social adjustabi-

lity to a group. This factor is responsible for the vast need of an effective guidance program in all public schools.

4. That there is an increasing need for so-called extra-curricular activities in all schools. This should include a wide and varied selection which opens avenues to all, so that these children of lower ability might be heard to some extent in the management of student affairs.

5. That the so-called stigma as attached to children of lesser or different abilities, be removed as quickly as possible. In many instances teachers are as much to blame for the continuation of the existence of this stigma as the average layman but with their combined efforts, education might be regarded not as "special" but as a different education for different types of people.

6. That less emphasis be placed on the interpretation of the I.Q. and more attention be given to other contributing factors such as health, home environment, and social adjustability. Too many teachers, use the I.Q. as a crutch on which to lean or as a basis for final judgement.

7. That segregation of maladjusted adolescents is advisable for two reasons. (1) The curriculum can be more enriched and more methods employed toward adjustment when only one sex has to be considered. (2) In the presence of admitted maladjustment, the combination of sexes sometimes increases and intensifies the maladjustment, making adjustment prolonged or delayed.

8. That the majority of problems with which adolescents are confronted, are, to a large extent, remediable if acknowledged and corrected early enough and by the use of proper methods.

RECOMMENDATIONS

In the light of this study and its resulting conclusions the writer believes the following recommendations are justified:

1. Teachers assigned to special schools should be well trained in the field of abnormal psychology and mental hygiene. Educational psychology and teaching experience are not enough. These teachers should be well adjusted in their own personalities.

2. An improved guidance plan which embraces a placement service centered in one person with time allowed to that person for follow up work which is indispensable.

3. That each teacher be allowed one free period a day for individual counselling so that the student becomes accustomed to this policy and makes use of it. Conferences between teacher and pupil of a confidential nature cannot be encouraged in the presence of others.

4. The present marking system should be removed. On the one hand we remove competition, and on the other we restore it. Student's work should be marked satisfactory or unsatisfactory.

5. Certificate of Award or Attendance Diploma should be granted to those who have out grown the school or those who are capable of complying with the school's requirements for graduation.

6. Increased school activities such as more games, social dancing, tennis teams, badminton, and ping-pong should be provided. All these and more should be available during lunch or recreation periods, as participation in games and sports contributed much to the proper development of personality.

7. More time of the visiting teacher should be allotted to Sabin High School than is now the present practice. One half a day per week is only sufficient to touch the surface of the needs of many.

8. The enrollment of Sabin High School should not be allowed to exceed its present level as too large an enrollment will defeat the school's purpose, unless supplied accordingly with a larger teaching corps and added facilities to accomodate adequately this increase.

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