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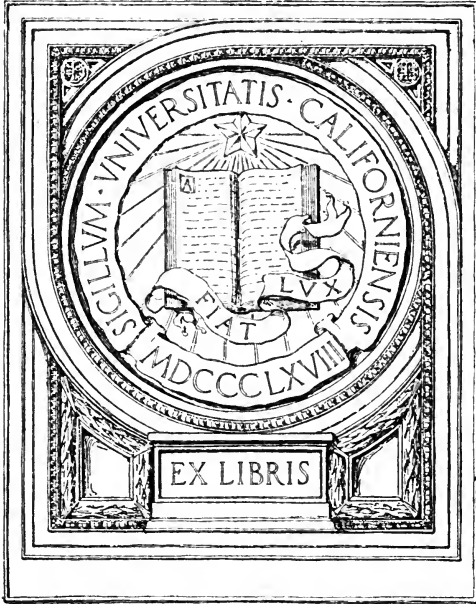
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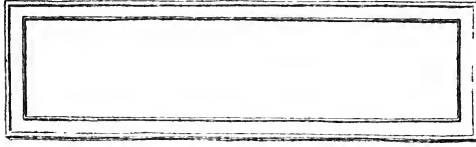
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GIFT OF

Harrisburg High School Comm.



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The Plain Truth
About The High School Situation
In Harrisburg

I. The Question to Be Voted Upon November 7, 1916.

II. Letter of the Citizens' Committee.

III. Recommendation of President and City Superintendent to the High School Committee.

IV. Report of School Expert, Dr. James H. Van Sickle, of Springfield, Mass.



Issued for the Information of Voters by
The Harrisburg School District,
Harrisburg, Pa.

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TO VNU
ABSTRACTS



I.

The Question to be Voted Upon November 7, 1916.

The question to be submitted to the voters of Harrisburg at the General Election of November 7, 1916, is as follows:

“Shall the indebtedness of the School District of the City of Harrisburg be increased one million two hundred and fifty thousand dollars (\$1,250,000) for the purpose of erecting, altering, enlarging, furnishing and equipping buildings for senior and junior high schools, and purchasing building sites therefor.”

This High School Loan ballot will be found on the general election ballot.

Letter of the Citizens' Committee.

September 14, 1916.

DR. WILLIAM N. YATES, Chairman,
and Committee on High School,
Harrisburg School Board,
Harrisburg, Pa.

GENTLEMEN :

The following were appointed by your Committee as a Citizens' Committee to consult and advise with you regarding the plans, etc., for the relief of the Central High School, and we have, with great interest, met with you.

We have carefully read, considered and discussed the reports of Dr. Snyder and Dr. Van Sickle, as well as the report of your Special Committee.

It is evident to us that the School Board has given to this subject most careful and intelligent thought and study, and your conclusions are confirmed by the opinions of the experts above referred to.

There can be no question at all of the immediate and pressing need of relief in the school situation, and our opinion, formed after several conferences with you, as well as from careful study of the reports, is unanimous in approving the report of your Special Committee.

The estimates of cost, as outlined therein, seem to have been well worked out, but realizing that estimates can not be exact, we would suggest, in order to provide for probable advance in labor and materials, that the amount of the proposed loan be made \$1,250,000.00. In making this suggestion, we do so with the confidence that only the minimum amount necessary would be used.

We are, therefore, unanimous in approving the report of your Special Committee and strongly recommend to the electorate their hearty approval and support of the loan.

Very truly yours,

ARTHUR D. BACON.
WILLIAM M. DONALDSON.
FRANCIS J. HALL.
WILLIAM JENNINGS.
GEORGE A. SHREINER.

III.

Report of President and City Superintendent to High School Committee.

HARRISBURG, PA., August 25, 1916.

To the Members of the High School Committee.

GENTLEMEN:

The undersigned have been delegated by you to suggest a definite plan for the relief of the Central High School. In carrying out your instructions we have carefully considered the voluminous statistical and other data gathered by your Committee and its various sub-committees, the survey of the high school situation as it then existed, made in the Spring of 1912 by Dr. Henry Snyder, of Jersey City, the survey of Dr. James H. Van Sickle, of Springfield, Mass., recently made, pertinent data appearing in the records of the School District, together with all other facts, conditions and circumstances that it seemed to us might properly have a bearing upon the question. We beg leave to submit the following report and recommendation:

Inasmuch as most of the pertinent data has been considered fully by Dr. Snyder and Dr. Van Sickle in their excellent reports on the local high school situation, much of it being incorporated in them, we deem it fitting to use these reports very largely as the basis of the present review.

The two experts agree in most of the essential particulars, the important points of agreement being as follows:

1. **Need of High School Relief.** Briefly stated, both reports conclude that the present building is, (a) of insufficient capacity, (b) inadequately supplied with facilities for proper academic work, and (c) entirely lacking in facilities for the physical education of pupils and physical comfort of both pupils and teachers.

2. **Necessary Equipment of High School Building.** In Section 4 of his report Dr. Snyder specified the accommodations and facilities which should be provided to meet modern educational ideas and demands. Dr. Van Sickle refers to this list and approves it insofar as it relates to girls. Specifically it is recommended that the building contain:

(a) Recitation, study and lecture rooms, lunch room, principal's office and reception room, library, music rooms, teachers' rooms, pupils' rest room, work room for janitors, and auditorium.

(b) A general stock room and stock rooms for laboratories and the sewing department.

(c) Laboratories for physics, chemistry, biology, and physiography. Also, special laboratories and workshops for instructors. Photographic dark room.

(d) Provisions for household economics, including sewing and fitting rooms, kitchen and pantries, household suite, and laundry.

(e) Toilets on every floor, drinking fountains, and complete gymnasium facilities.

(f) Elevator for books and supplies.

(g) Electrical equipment, telephone equipment, automatic clock system, safety provisions. *

(h) The usual modern provisions for heating and ventilating, purifying and humidifying the air, and cleaning the plant.

3. Location. Both reports agree that the new high school building should be centrally located and easily accessible.

4. Junior High Schools. Both reports concur as to the soundness of the educational principle involved. Dr. Snyder recommends the junior high school plan as an alternative proposition, with the present Central High School building as a senior high school. Dr. Van Sickle recommends the junior high school plan without alternative.

In this connection it should be remembered that since the Snyder report was written, in the Spring of 1912, our high school attendance has increased to such an extent that the Central High School building could not now accommodate all of the students enrolled at the present time in the three upper classes. Also that during the four years that have elapsed since the preparation of this report, the junior high school idea has become firmly fixed as an educational policy, and that hundreds of such schools have been organized or are now in process of organization in all sections of the country. The plan has the recent endorsement of the United States Bureau of Education, of the National Educational Association, the various state associations, and nearly all educators of prominence in public school work. In our own State of Pennsylvania, also, the junior high school plan is rapidly becoming the standard.

We shall now discuss briefly two points upon which these two reports seem to differ:

1. Cost. The Snyder report guaranteed to make provision for our high school needs until 1918 only. This period will have elapsed before the Van Sickle plan could be completed, if adopted. The latter plan takes care of our high school en-

rollment until 1925 or 1927. Such a difference of time has its bearing upon the question of cost, and this, in turn, has much to do with evolving a final plan of operation.

The Snyder report estimated the total cost of a co-educational high school in 1912, not including site and equipment, as \$450,000. Assuming, for the purposes of comparison, that the site and equipment would cost \$250,000 additional, we have a total cost of \$700,000, to say nothing of the higher present cost of labor and materials. To this Dr. Snyder would to-day be compelled to add at least \$275,000 for the enlargement of the Technical High School, including site and equipment, for this building has nearly reached its capacity on the basis of its present organization. Furthermore, he would be obliged to add to his total estimate for a Central High School an amount necessary to make his plan reach as far into the future as Dr. Van Sickle's plan. A conservative estimate as to this additional cost might be placed at \$100,000, which would make a grand total of at least \$1,075,000—and probably more—for high school improvement only, affording no relief in the elementary grades. At the opening of the schools in September, 1916, there will not be a vacant classroom on the Hill and there will be only eight vacant classrooms in the up-town district, indicating the necessity for immediate relief in the elementary grades in the construction of new buildings.

The Van Sickle plan would seem to involve the following possible expenditure:

New Girls' High School and Equipment,	\$380,000
Site for same,	200,000
Enlarging and Equipping Technical High School,	175,000
Site for same,	100,000
Enlargement of Camp Curtin building,	60,000
Remodeling Central High School building,	75,000
Erection and Equipment of Junior High School building,	200,000
	<hr/>
Total,	\$1,190,000

This plan of high school organization, it should be remembered takes care not only of the high school pupils as now graded, but the seventh and eighth grade pupils of the city as well. It will throw open about 50 rooms in the several elemen-

tary school buildings of the city, making them available for the use of pupils of the first six grades and obviating the necessity of constructing additional schools for these grades for a number of years. Only about one-fourth of the pupils of the junior high school will correspond to those now designated as high school freshmen, the remaining three-fourths consisting of pupils of the higher grammar grades. There will be, as Dr. Van Sickle estimates, approximately 2,250 junior High school pupils in the city in 1917 and approximately 2,400 in 1918. Three-fourths of this number, or 1,800, will correspond to pupils at present enrolled in the seventh and eighth grades in the various school buildings of the city. It will readily be seen that the transferring of these pupils to the junior high schools will make available the rooms vacated for the use of normal additions to the school enrollment of the first six grades. The vacating of 50 rooms ought to mean, under normal conditions of growth, that no additional elementary schools need be constructed in the near future. On the basis of normal increase these 50 rooms should take care of our elementary school population for seven or eight years at least. A conservative estimate would place the value of school construction that this vacant space represents at \$300,000, or an equivalent to the cost of three buildings of the type of the Shimmell or the Steele building. The amount of \$300,000, therefore, may very properly be deducted from the Van Sickle cost estimate, or added to the Snyder estimate, in making comparisons as to cost of accommodations extending over a period of seven or eight years. Should this be done, there appears to be a difference of about \$200,000 in eventual cost in favor of the Van Sickle plan.

2. **Co-education.** Both reports agree as to the value of co-education as an educational policy, Dr. Snyder, however, recommending a school for both sexes and Dr. Van Sickle, owing to local conditions, recommending separation.

A number of elements have entered into the problem during the four years that have elapsed since the Snyder report, among the most important of which are the following:

(a) **The Technical High School Enrollment.** This enrollment in 1911-12 was but 262, while in 1915-16 it was 456. Thus it is imperative to consider the enlargement of the Technical High School in any satisfactory solution of the general high school problem.

(b) **The Drift of Boys to the Technical High School.** The percentage of first year high school boys in the Technical High School in September, 1912, was 65.3; in September, 1916, it will be 75 to 80. Statistics indicate that this percentage has been steadily increasing.

(c) **The Relative Enrollment of Boys and Girls in the Central High School.** In September, 1912, there were in this school 299 boys and 588 girls, or 33.7 per cent. boys and 66.3 girls. In September, 1916, there will be, approximately, 275 boys and 850 girls, or a percentage ratio of 24.5 to 75.5.

(d) **The Demand for Latin in the Technical High School.** Many parents desire their boys to take Latin and at the same time to have the advantage of shop training. The boys themselves also are asking this privilege. The Principal has consistently recommended for several years that Latin be introduced. Technical colleges are accepting Latin as a language equivalent for entrance.

In view of these facts, Dr. Van Sickle's arguments in favor of his Plan C, whereby all high school boys of the city would attend the enlarged Technical High School and all girls would be accommodated in a new building, appear to be conclusive. Our opinion is in agreement that the ground has been thoroughly covered and that the best interests of the city lead to the adoption of Dr. Van Sickle's recommendations.

Your committee therefore recommends:

1. That the Van Sickle report be accepted, as representing the general plan of action of the Board in the settlement of the high school problem.

Specifically, this plan provides for a new centrally located high school for girls, the enlargement of the Technical High School and the transfer of all boys to this institution, the adoption of the junior high school plan as outlined, including the erection of a new junior high school on the Hill and the remodeling of the Camp Curtin building and the present Central High School building for junior high school uses, and the complete equipment of all these schools.

Of course it is impossible to forecast the future with certainty, but based upon past experience as to rate of increase of school population, the relative increases in the various grades, and the relative increases in the various parts of the city, it is our best judgment that with the adoption of this program, the building needs of the District will be substantially met for approximately ten years to come.

2. It is recommended that the matter of bonding the School District to the amount of \$1,190,000, for the purposes above outlined, be submitted to the voters of the city for their approval at the November, 1916, election. This amount represents the total estimate of the cost of the Van Sickle plan,

Respectfully submitted,

A. C. STAMM, President,

F. E. DOWNES, Superintendent,

Committee.

IV.

**Report of School Expert Dr. James H. Van Sickle,
of Springfield Mass.**

SPRINGFIELD, MASS., August 1, 1916.

REV. WILLIAM N. YATES, D. D.,

Chairman Special High School Committee.

DEAR SIR:

In response to the invitation extended to me by your committee to examine the special problems presented by the high school situation in your city, I present herein my report.

My commission is included in the following statement of instructions formulated by your committee:

“The points to be covered in the high school investigation are as follows:

1—The present need of relief for the Central High School.

2—If there be need, then the accommodations and facilities that should be provided to meet modern and approved educational ideas and demands, including the location of the necessary building or buildings.

3—The probable cost of the project, including furnishings, but not site or sites.

4—The probable length of time that such building or buildings will meet the high school needs of the community.”

I shall discuss these points in the order in which they are stated.

1. **The need of relief for the Central High School.** This is so evident that there is little occasion to elaborate arguments in proof of the proposition. The present enrollment of the school is far in excess of the capacity of the building. The building would be fully occupied if only 550 pupils were enrolled in it. To accommodate the present enrollment of 946 the school has to be divided into two groups, each group attending but four hours per day. This greatly handicaps the work and places both teachers and pupils at a serious disadvantage. A five hour session is the shortest that has been found satisfactory elsewhere and there is now a distinct tendency to extend the school day beyond the five hour limit in order that lessons may be prepared during school hours under the wise supervision of the teachers. Hearing pupils recite lessons which, under many disadvantages, they have learned at home is ceasing to be considered the chief duty of the teacher. Teaching pupils to study is rapidly becoming a more important service. But this is a service which teachers can render only under conditions which permit the adoption of a longer school day than is possible in the Central High School.

In many important respects the building is unsuited to much of the work which pupils must do, especially in the later years of a high school course. The laboratories both for physics and chemistry are seriously lacking in space. On this account, adequate equipment can not be installed. This is equally true of biology and physiography. Furthermore the crowded conditions are such that laboratory and class work must proceed in the same room at the same time. Facilities for physical training are wholly lacking. No high school can be considered suitable which fails to provide for the physical well-being of its students. A well equipped gymnasium is therefore an absolute necessity in a modern high school. Library facilities are sadly lacking, as are study rooms and rooms for manual and household arts. The assembly room is badly placed and there is no space in the building which might accommodate pupils during a luncheon period. Many other criticisms might be made without over-emphasizing the facts of the case; but in view of the discussion of the subject that has been going on for several years and the apparent unanimity of public opinion which has resulted from this discussion, we may now consider the need of relief established and pass to the next phase of the problem.

2. Accommodations and Locations. The peculiar shape of the city, its rapid but steady growth, the two main directions in which growth is taking place, together with the direction which transportation lines now take and which they will inevitably continue to take, are circumstances which make the problem before us definite, though not easy of solution. The policy of partial segregation of the sexes which the city entered upon, when in 1904 it erected a technical high school for boys, complicates the problem.

I am indebted to the chairman and members of the special high school committee, the superintendent of schools and the secretary of the Board for valuable historical and statistical data.

The report on the high school situation made by Superintendent Snyder, of Jersey City, three years ago, and the Arnold report to the Municipal League of Harrisburg on the Market Square Terminal, made in June, 1915, have thrown much light upon various phases of the problem. After a week spent on the ground, during which I visited every school in the city, both elementary and high, many of them several times, and inspected every proposed site for a high school, I think I understand the nature of the problem with which the city is confronted in the development of its school system.

Several solutions have been put forward. One of these involves the use of existing high schools for the central part of the city and the building of a third high school to accommodate the Hill section. Dr. Snyder's reasons for disapproving this proposal are convincing and in my opinion they are as valid to-day as they were three years ago. Not only is the Central High School unsuited for continued use as a high school, but the Hill section will not for many years to come adequately support a separate high school. It now contributes but 340 pupils toward the total Central High School enrollment of 946. The passing years have served to strengthen the argument against the erection of a third high school at the present time. Doubtless the time will come when this will be a wise plan and a necessary one, but in my judgment Harrisburg should become a much larger city before undertaking to support a technical high school and two general high schools. The school that should be built at this time, therefore, must serve the high school needs of all parts of the city.

Accessibility then is of primary importance. The Arnold reports makes it evident that Market Square will always be the traffic center, no matter how far to the east and to the north the city may in time extend. For many years to come a

high school located reasonably near this traffic center will be more accessible to pupils whether they ride or walk than if placed either on the Hill or far north of North Street. The car lines converge at this point, the streets, the underpasses and the viaducts lead in this direction. The location is equally convenient for the Hill section and the river section. No other location for a site has been suggested that will not unduly favor one of these sections to the disadvantage of the other section.

It is certain that a third high school, if erected now or in the near future, would be a weak high school compared with its larger neighbor and it could not offer to its pupils the same advantages that the larger school would afford. At some future time a third high school will be a wise investment. It might be well now to purchase ample ground in the direction in which growth is taking place and simply hold it for future development. Such a policy is common in park development, and Harrisburg furnishes a conspicuous example of wise anticipation of future needs in its purchase of the extensive tract known as Wildwood. Had the city retained the large tract of ground it once owned near the capitol, its present high school problem could be more easily solved.

Three principal suggestions that have been made on the theory that a central site would be chosen demand attention, but since another means of relief that has been proposed would be common to all three of these suggestions, it will be best to discuss this common element first. I refer to the proposal that junior high schools be established which would include the high school freshmen and the pupils of the seventh and eighth grades.

The Junior High School Plan. There is little that is new in this plan. In many parts of the United States, the standard organization of elementary schools includes small primary schools located near the homes of the pupils, and large centrally located grammar schools for the children of the upper grades, usually the seventh and eighth, though often the sixth is included. In schools so organized, the pupils of the upper grades in each central school are so numerous that they can be grouped in classes somewhat homogeneous as to advancement and working power, and departmental teaching can be introduced. This is not possible in schools where there is but a single class of seventh or eighth grade in a building, or at most two classes, as in many of the Harrisburg elementary schools. Under the junior high school plan, all children in elementary schools above grade VI would be enrolled in two

or three of the larger grammar school buildings of the city, chosen with reference to their accessibility. In these schools departmental instruction would be begun and differentiated courses would be introduced to provide for differences in individual aptitude or aim or probable life career. Among the advantages of departmental teaching the following may be mentioned: Better teaching, better equipment, enriched curriculum, promotion by subject, improved physical conditions for pupils, interest and stimulus of several teachers instead of one only, college graduates in grammar grade positions, transition to high school attitude and methods.

No argument is needed to establish the fact that a teacher can become more expert when she has to prepare upon only a few related subjects, and these subjects also in the line of her special interests, than when she must prepare upon the whole round of subjects now taught in the seventh and eighth grades of any progressive school system. Similarly, it is a great advantage to the pupil to be taken on from grade to grade in a given subject by the same teacher, an expert in the particular subject. Again, no argument is needed to show that a given outlay to purchase equipment for, say, geography instruction, will go much further when applied in the fitting up of a single room, the geography teacher's room, than when divided up among several rooms to give each of several teachers a share of the equipment for her geography lessons. Every study in the course, being in the hands of a sort of specialist, will be taught so as to stir interest and produce truly educative effects. On the other hand, when a pupil has difficulty with any subject, the departmental plan, in affording a medium for promotion by subject, makes it an easy matter to advance this pupil in everything in which he has been successful, while at the same time holding him back for review upon the subject only in which he has failed. Pupils also enjoy the relief, activity, and variety afforded under the departmental plan by moving from room to room as the periods of the day roll by. Many a pupil who finds school irksome and monotonous under the one-teacher plan will develop a new interest and pleasure in his work under the stimulus of several teachers co-operating in departmental organization.

It is just the departmental organization, moreover, that will bring into the grammar grades scholarly and enthusiastic college graduates, for college graduates entering the school service have quite as lively an interest in seventh and eighth grade children as in high school pupils; but the task of teaching the whole work of a grade, including subjects quite outside the

teacher's special interests, is not attractive to one who has gone to college for the express purpose of getting superior knowledge and training in the two or three selected subjects.

Finally, and as a consequence of all the foregoing, departmental instruction in grammar grades is an admirable device for mediating the transition from the elementary school to the high school, because under this plan pupils are introduced gradually to high school methods and assume quite easily the high school attitude; and although this consideration may be said to apply only to the pupils who go on to the high schools, it is nevertheless an important factor both in determining how many will thus prolong their schooling beyond the eighth grade and also in unifying the whole school system of a city.

The junior high school should afford a certain opportunity for differentiation of work. It should also include a certain number of subjects pursued in common by all pupils. Children of this age should not be set apart too sharply in separate groups according to the lines of work pursued. In arranging the course of study it is on the whole desirable to give a list of common subjects and to arrange for the grouping of children for recitation purposes with reference to those common subjects and then later to arrange for choices among the optional subjects. The course should be arranged in such a way that promotion will be by subject, so that pupils of different degrees of ability or health may not have their progress limited by the pace of the slowest. The following curriculum carried out in the Junior High School of Madison, Wisconsin, will serve as an illustration:

CURRICULUM OF THE WISCONSIN JUNIOR HIGH SCHOOL, MADISON, WIS.

Seventh Year.

Required.	Periods per week.	Elective.	Periods per week.
		A.	
English and spelling,	5	German,	5
Mathematics (arithmetic),	5	Latin,	5
History (American) and Geography,	5	French,	5
Music, .....	...	B.	
Physical education, .....	...	Sewing,	2½
Elective,	10 or 5	Manual Arts,	5
	—	Cooking,	2½
	20	Fine and Industrial Arts,	2

Eighth Year.

Required.		Elective.		
		A.		
	Periods per week.		Periods per week.	
English,	5	Latin,	5	
Mathematics (arithmetic),	5	German,	5	
Science (General science)	5	French,	5	
or—				
History (American) and Geography,	5	B.		
Music, .....	....	Manual Arts,	5	
Physical education, .....	....	Sewing,	2	
Elective,	10 or 5	Cooking,	3	
	—————	Fine and Industrial Arts,	2	
	20			

Ninth Year.

Required.		Elective.		
		A.		
	Periods per week.		Periods per week.	
English,	5	Latin,	5	
Music, .....	....	German,	5	
Physical education, .....	....	History (ancient),	5	
Elective,	15	Physiography,	5	
	—————	Mathematics (algebra),	5	
	20	Science (biology, agricul- ture),	5	
		B.		
		Manual Arts,	5	
		Food Study,	5	
		Fine and Industrial Arts,	3	

To summarize:

There are four principal reasons why the junior high school organization is better than the traditional eight grades plus four high school grades. First it takes better account of differences in individual ability and in vocational outlook; second, it makes easier the transition to the high school; third, it makes school work more attractive and tends to hold pupils for a longer period of schooling; and, fourth, it furnishes an opportunity for various reforms of instruction.

Furthermore, the junior high school plan is less expensive than the ordinary plan. Buildings of the grammar school type, if supplied with auditorium and gymnasium afford satisfactory facilities for carrying on the work of the first high school year along with that of the seventh and eighth grades. The freshmen always constitute rather more than one-third of the total high school enrollment. Under the junior high school plan, the high school building proper need be but two-thirds as large as it would have to be under the ordinary plan,—a very decided saving when the comparative cost of the two types of building is considered. The saving in equipment is not so pronounced though it is an item well worth consideration. Freshman high school science, for instance, does not require the elaborate apparatus and fixtures which must be provided for the individual work of the later years. The same is true of shop equipment for first year pupils.

As I have already indicated, there is but one new element in the junior high school plan, and that one element, which consists in deferring for one year the transfer to the high school of pupils who have completed the work of the elementary school, has been so thoroughly tested in many cities that it is no longer an experiment. It has taken its place among the approved plans of organization and is fast becoming universal in its application. In my opinion the plan is peculiarly appropriate for Harrisburg. A careful study of data furnished by Superintendent Downes and Secretary Hammelbaugh leads me to recommend that three junior high schools be established; one in the Central High School building, when vacated by that school and remodeled, one in the Camp Curtin building with auditorium and gymnasium added, and one on the Hill in a new building which may be erected on the unoccupied portion of the site of the Forney school.

The following tabulation shows approximately what enrollment each junior high school would have if organized in the fall of 1917, and the number of rooms in each building which would be vacated temporarily and thus made available for future growth:

Junior High School on Hill, approximately
900 pupils, leaving vacant rooms as follows:

Foose,	1
Shimmell,	5
Woodward,	4
Webster,	2
Lincoln,	4
Forney,	6
Melrose,	3

Junior High School, Camp Curtin, approximately 800 pupils from the Camp Curtin, Cameron, Maclay and Hamilton, leaving vacant rooms as follows:

Cameron,	6	
Maclay,	4	
Hamilton,	3	
		13

Junior High School, Central High, approximately 550 pupils from Reily, Penn, Wickersham, Verbeke, Boas, Willard, Fager, Stevens and Harris, leaving vacant rooms as follows:

Harris,	3	
Stevens,	1½	
Fager,	2½	
Willard,	4	
Boas,	1	
Verbeke,	1	
Reily,	3	
Penn.	1	
Wickersham,	3½	
		20½
Total,		58½

The Senior High School. The junior high school plan seems to me to be so useful a factor in the solution of the general high school problem before us that I have no hesitation in recommending its adoption. Accordingly, in further discussion of the means by which relief may be had for the Central High School, I shall proceed upon the assumption that provision need be made for pupils of the last three high school years only.

On the basis of the 1915-16 enrollment, we find in the two high schools of the city 1,396 pupils distributed in classes as follows: Freshmen, 478; sophomores, 380; juniors, 333; seniors, 205; in the elementary schools in grades I to VI, inclusive, 7,184; and in grades VII, VIII and IX (a disappearing grade), 853, 683 and 514, respectively. Under the organization here proposed we should have as before in grades I-VI, 7,184; in the junior high schools, 2,528*; and in the Senior High School or Schools, 918.

* Note:—This number cannot be used for comparison since in it are included 514 pupils of the ninth grade, which is disappearing each year by absorption into the eighth, ninth and first year high school.

In the high schools as now organized the average annual increase of boys is 35 and of girls 37. Without changes of organization, it is evident that by 1925, assuming the same rate of increase to continue, instead of the present enrollment of 1,396 we should find the number increased by 720 pupils, making a total of 2,116. Better facilities than are now provided, especially for girls, would without doubt accelerate the rate of increase and we should probably find the number enrolled in 1926 not far from 2,400.

Under the junior and senior high school organization the number of pupils to be provided for in the senior high school ten years hence would not exceed 1,600, since 800 freshmen would be housed in the junior high schools. Our problem, then, so far as high school construction is concerned, looking ten years ahead, is to provide for an enrollment of 1,600 in the senior high school or schools, beginning now with an enrollment in the three upper classes of the two high schools, totalling 918.

For the next ten years at least, for reasons already given, a central site will best meet the exigency. In this respect the Technical High School is well located. It occupies a position near the point where the street car lines from the Hill and the River sections converge and it is within walking distance of the homes of the majority, if not all, of its pupils. This is an exceedingly important consideration, as it is a factor which exerts great influence upon high school attendance. This school has the further advantage of fronting on the Capitol Park and being on a direct line of travel through Walnut Street to Forster's Island, where ample school athletic grounds are located. The new school should have an equally favorable location. If it were not for the fact that ample playgrounds are already provided by the city for the use of the high schools, the argument for a site for the new high school larger than could now be had in a central location would have considerable force. It seems to me, however, that this argument can not properly be urged till regional high schools distant from the island playground are called for by the growth of the city. As I have already indicated, it would be wise to anticipate such needs provided those in responsible charge of the schools can determine in advance what locations will be centers of population ten or fifteen years hence. For the present, both the requirements of the law and the needs of the schools are met by the playground facilities already provided. This will be equally true for the Junior High School

to be located in the present Central High School building. Suitable provision should, of course, be made for playgrounds at Camp Curtin and the Junior High School on the Hill.

If the block of ground, a portion of which is occupied by the Technical High School, were considerably larger, I should favor making it the Senior High School center for the pupils of the two schools, both girls and boys, for I am a believer in co-education both on economic and educational grounds. I have served as superintendent under both systems and I pronounce unhesitatingly in favor of co-education through the high school as giving better training for citizenship in a democracy than segregation. Where boys and girls are separated during the high school years, the teachers are deprived of the opportunity to direct the association of the young of the two sexes and they thus lose an educational opportunity of the highest value. The presence of girls and boys in the same high school does not imply that they work together in every class. Their interests divide naturally when we come to vocational courses. They are together in enough exercises to gain valuable training in mutual forbearance and respect and are by themselves in exercises which are appropriate to their varying careers as future men and women.

This solution, which I should consider the best, was made impossible when in 1904 the city entered upon a policy of segregating boys of high school age for vocational courses, erecting a school for this purpose a site too restricted in area to accommodate a central, cosmopolitan school as large as would now be needed.

Three plans call for consideration. I will designate them as Plan A, Plan B and Plan C.

Plan A. Under this plan the Technical High School would be enlarged and vocational courses for girls would be added. A new school would be erected to replace the Central High School, offering general and college preparatory courses differing little from those now given. Both schools would be co-educational.

Plan B. Under Plan B, the Central High School would be relieved by the erection of an entirely new co-educational school in a central location. In this school modern facilities would be provided for household arts and other vocational work for girls, while the courses for boys would remain about as at present, vocational work for boys being already provided in the Technical High School.

Plan C. By this plan all high school boys of the city would attend the Technical High School which would be enlarged to accommodate them, and courses now offered in that school would be added. All high school girls of the city would be accommodated in a new building, planned with especial reference to their needs and erected in an equally central location.

I cannot regard Plan A as the best possible solution. I should fear the development of a sort of social stratification which would result in choice of courses not so much on account of their appeal from the point of view of life needs as from the supposed prestige attached to attendance upon the school which carried the traditional courses.

A high school system thus organized seems to me less democratic than one in which both the vocational and the academic aim may be realized in the same school.

As between Plan B and Plan C, my preference would naturally be for Plan B. Notwithstanding my preference for co-education in high schools, however, I hesitate to recommend Plan B because I do not think co-education is carried on to good advantage when the ratio of boys to girls is as small as it is at present in the Central High School. There are now enrolled in that school 946 pupils, of whom 702 are girls and only 244 are boys, and the disparity seems to be increasing from year to year. Yet in the entire high school enrollment we find 679 boys and 702 girls, a very even division of sexes. With the addition of new vocational courses for girls in a modern well equipped building, there would inevitably come a large increase in the number of girls, while the proportion of boys would either remain stationary or diminish since the school would offer no new courses for boys to offset the new courses which always prove so attractive to girls and which tend to increase the numbers attending. Anticipating that under Plan B the drift of boys toward the Technical High School would not be checked, and that the girls would always so greatly outnumber the boys that co-education could not be at its best, I am forced to express preference for Plan C, which involves complete segregation, over Plan B, under which co-education would be carried on at a disadvantage.

The situation as I see it is this:

(1) A single co-educational high school of the cosmopolitan type large enough to serve the city for the next ten years cannot now be considered as the Technical High School site would be too small to afford room for an adequate addition to the present plant.

(2) To segregate high school pupils on a vocational basis by having entirely separate schools for industrial and academic pursuits is objectionable on social grounds.

(3) The trend established in 1904 by the erection of a separate school for boys has become a controlling factor by bringing about in the Central High School a badly balanced enrollment of the two sexes, a condition which increased facilities for girls' work would still further exaggerate.

We arrive inevitably, then, at the conclusion that, in view of all the circumstances, Plan C offers the best promise of a satisfactory solution of the high school problem. It involves sufficient enlargement of the Technical High School to accommodate all boys of the last three high school years, and the erection of a new high school for girls of the corresponding years. The argument that this plan would afford a maximum of opportunity to both boys and girls at the minimum of expense is without doubt valid. For instance, pupils preparing for college would have opportunity to elect some of the vocational courses in connection with their academic work. On the other hand, pupils who for economic or other reasons must look toward wage earning in their choice of major courses could so combine the academic and the vocational as to avoid finding college doors shut against them should change of circumstances make further education possible. Obviously, there is much in favor of having all lines of school work likely to be needed by any boy or girl accessible under one roof. This is why the cosmopolitan type of high school is so desirable. The nearest approach that Harrisburg can now make to this type of high school is to adopt Plan C by which all lines of schooling needed by the boys would be provided in one school and all lines needed by girls in another. *The new school for girls should include all the facilities and accommodations, except such as are obviously for boys only, listed by Dr. Snyder on pages 16-18 of his report as being essential in a high school of modern type. A central location is desirable. It should be west of the railroad and not farther north than Briggs Street.

I am the more inclined to recommend this plan because it is to be limited in its application to the last three high school years, if the junior high school plan previously recommended is approved. In the junior high schools, we should retain the advantage of co-education through the freshman year, separation of the sexes being deferred till the pupils are fifteen

* See pages 5 and 6 for list.

or sixteen years of age. This plan does not involve immediate enlargement of the Technical High School. The capacity of the present building will be equal to the demands made upon it for three or possibly four years by all the high school boys of the three upper classes. Of the 435 boys now in attendance, at least 145 are freshmen. Then the number in the three upper classes cannot at most exceed 290. Since the capacity of the building is 550, room would be available for the 160 upper class boys from the Central High School with room remaining for 100 additional pupils. This should afford a safe margin for at least three years' growth. Meanwhile the new high school for girls could be completed and occupied and not till then would attention need to be given to enlarging the Technical High School.

We have estimated that by 1925-6 the combined enrollment of boys and girls in the senior high schools would be about 1,600. Assuming that the same even division of the sexes that obtains at present will continue, the girls' high school, if intended to serve through the ten year period 1915-6 - 1925-6 should be planned to accommodate 800 girls, and the Technical High School the same number of boys.

It would be safer in my judgment to build a girls' school with accommodations for 1,000 pupils, for, as has already been pointed out, the proportion of girls now attending high school in Harrisburg is below normal and is likely to increase when better facilities are provided for their education.

I am of the opinion that, exclusive of the cost of the site, such a school can be erected for \$350,000 and that the cost, including equipment need not exceed \$380,000.

The cost of the Technical High School in round numbers was as follows:

The rear building,	\$44,500.
The main building,	230,000.
Equipment and furnishing,	60,000.
	<hr/>
• Total,	\$334,500.

Increasing the capacity of the building from 550 to 800 should add 5-11 to the total cost of the plant, making the cost of the enlarged building \$486,545. Making due allowance for present increased cost of construction, we shall probably need to estimate the cost of the addition at \$175,000 making the total cost of the enlarged plant, including equipment and furnishings, somewhat more than \$500,000.

Summary.

Improved high school accommodations are greatly needed.

I recommend that three junior high schools be organized to include high school freshmen and pupils of the seventh and eighth grade.

I recommend that a new high school be erected to accommodate all girls of the senior high school age and that all boys of senior high school age be provided for in the Technical High School.

I recommend as the most desirable location for the girls' high school a site near State House Park, preferably fronting on the Park.

The high school for girls should be large enough to accommodate 1,000 pupils and should contain the most approved facilities.

The cost of the new school, including furnishings, need not exceed \$380,000. The cost of an addition to the Technical High School large enough to care for an enrollment up to 800 need not cost more than \$175,000, including equipment and furnishings.

Assuming that the population of Harrisburg will increase as rapidly in the future as it has in the past, such accommodations as are here recommended will supply the high school needs of the city until 1925 and perhaps a year or two longer.

Respectfully submitted,

(Signed) JAMES H. VAN SICKLE.

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