

SPECIAL EDUCATION-RETARDED CHILD

by

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I. INTRODUCTION

The present American philosophy of education proclaims equality of opportunity for every child. This requires a study of the inherent capacities of children and the consideration of the opportunities for service in a highly complex, industrialized society. School administrators have been able to carry on instruction of the great majority of children in rather large groups. This, however, works to the disadvantage of those who are in some way handicapped.

A committee¹ reported at the White House Conference that 450,000 out of 45,000,000 children were retarded and 200,000 delinquent and that 80% of the retarded and delinquent were not receiving the necessary attention. This group must be reached through the public schools. The problem is to segregate the mentally retarded children and to place them in special classes before they become completely discouraged through repeated failures and to provide the type of training that will prepare them to engage successfully in unskilled or semi-skilled occupations.

¹"Addresses and Abstracts of Committee Reports," White House Conference, (1930), p. 1.

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II. REASONS FOR SPECIAL EDUCATION IN PUBLIC SCHOOLS

A. Enactment of Attendance Laws

An experiment in education is usually the outgrowth of a real need. This is especially true in case of special education dealing with retarded children.

During the industrial depression of 1919 the young workers were the first to suffer the loss of their jobs. The law in many states requires all children under sixteen to be in school. The regular schools did not receive them with open arms nor did the children return to school in a cheerful frame of mind.

Child labor laws have been passed making it necessary for all children under sixteen to complete the eighth grade before being eligible for a working certificate. Indiana passed a new child labor law in 1929. This law made it necessary that all complete the eighth grade before being eligible for working certificates and all children who had previously received permits on less than an eighth grade education were compelled to return to school. Alabama, Arizona, Colorado, Connecticut, District of Columbia, Florida, Idaho, Iowa, Kansas, Michigan, Minnesota, Mississippi, Montana, Nevada, New Hampshire, Oklahoma, Oregon, South Dakota and Tennessee also passed laws making it necessary for children to be sixteen years of age or to have completed the eighth grade before being granted working certificates².

Another problem, the enforcement of the law, presents

²"Child Labor Laws and Child Labor Facts," National Child Labor Committee (New York City, 1928)

itself. This meant the clogging of the sixth, seventh and eighth grades with over-age and retarded boys and girls who formerly had been permitted to leave school. The ordinary courses offered ceased to interest such children who were finding these types of work beyond their abilities.

B. Survey of Retardation

This type of work is beyond their ability. On an average 33%³ of all our pupils in public schools belong to the retarded class. The general tendency of the American cities is to carry all of their children through the fifth grade, to take one half to the eighth grade and one in ten through high school. Taking the average conditions found in our schools, for every child making more than normally rapid progress, there are eight to ten making abnormally slow progress. In the lower grades the average progress is eight grades in ten years. These conditions mean that our courses of studies are not fitted to the slow child or to the average child, but to the unusually bright one. In the country as a whole, about one sixth of all children are repeating and we are spending annually about \$27,000,000 in wasteful process of repetition in our cities alone. There is 13% more retardation among boys than girls. The percent of girls who complete the common school course is 17% greater than boys, showing our schools are more suitable to needs of girls than boys.

³L. P. Ayers, Laggards in Our Schools (New York: Survey Associates, Inc., 1913), p. 2.

1. Causes of Educational Retardation⁴.

- a. Some children have been out of school for months or years through accident or severe illness
- b. Late entrance
- c. Handicapped by some defect of special senses
- d. Lazy or mischievous
- e. Chronic physical ailment, such as tuberculosis, hook-worm or anaemia
- f. Speech defects
- g. Some are neurotic or insane or suffer from epilepsy
- h. Some fail in only one special kind of work, such as spelling, arithmetic or reading
- i. The most important single factor in chronic failure in school work is weakness in general intelligence usually termed mental deficiency or feeble-mindedness

C. Institutional Work

Little distinction has been drawn between children who were feeble-minded children and those who were merely backward. Both backward and feeble-minded children were, and still are, assigned to the same class. The successful educational work done for the feeble-minded in the residential institutions focused attention upon the presence of similar children in the

⁴Hollingworth, The Psychology of Subnormal Children (New York: Macmillan Co., 1920), p. 3.

public school, upon the serious administration problems which their presence created, and upon the desirability of providing training for them in classes apart from the normal child.

D. Crime Prevention

1. ⁵"The causes of crime are varied and there are a number of changes and reforms which, if tried, would be found to have a favorable effect. Yet there will be disappointment with results unless the chief dependence is placed upon education, upon increasing the effectiveness and widening the functions of our public schools.

The following program for crime prevention is possible of attainment and would produce notable results:

- a. Adapt the school program to the abilities, aptitudes, interests and needs of each child
- b. Teach character and respect for law through the conduct and activities of each child
- c. Train children not only in the three R's, but in those subjects and activities which will result in the wholesome, pleasurable and constructive use of leisure time
- d. Establish mental and behavior clinics
- e. Through visiting teachers and social workers secure home co-operation and the correction of bad home conditions

⁵"Crime Prevention," The Indiana Teacher (Dec., 1930), p. 4.

f. Give especial study and attention to the early identification and the scientific and long-continued special training of problem and atypical children."

2. ⁶"Preventive measures for the care and treatment of problem children, not yet delinquent, but in danger of becoming so, constitute the true field of promise in which to labor for the repression of crime."

"It is our conviction that the most effective agency in the repression of crime is suitable education for all the children of the state. Educational training should be adapted to the mental abilities and aptitudes of each child, and should develop character, emotional stability, and the creative and productive capabilities of each individual. Education, in its broadest sense, includes more than the training provided in the class-rooms and laboratories of our institutions of learning. It includes the training for citizenship which youth receives from the many environmental factors which include home life, religious training, wholesome recreation, and the example set by the civic life of the community."

3. ⁷"The Prevention of all crime cannot be hoped for. Its volume, however, can be reduced. The conclusion reached in many studies made of the life history of criminals is that practically all confirmed criminals begin their careers in

⁶"Crime Prevention," The Indiana Teacher (Dec., 1930), p. 4.

⁷"Crime Prevention," The Indiana Teacher (Jan., 1931), p. 5.

delinquency and crime in childhood or early youth. Such studies also show that not a few of the prisoners are illiterate and a number are mentally retarded or defective. It, therefore, seems wise that the proper time to prevent crime is to give the necessary consideration to all children who in their school career give evidence of maladjustment and anti-social tendencies."

4. ⁸"Our schools of today have many such misfits in them, who dislike school, are not interested in the courses provided for them, are not learning anything of value to them, are not acquiring habits or attitudes that are necessary for orderly existence. From their ranks will come a majority of the convicts of 1938.

Is there anything which the schools and public could do to appreciably reduce the number of criminals who are to develop from our present retardates? There is every probability that worthwhile results could be secured by: (1) careful case studies of all retardates and problem children, (2) organization of special classes wherein the work is based on the abilities and interests of the students, (3) tactful supervision of the problem homes by socially trained attendance officers or visiting teachers, (4) shop or industrial courses on a "common labor" level for retardate boys, and (5) firm but intelligent and friendly probation work with every first offender and with every known case showing delinquent tendencies."

⁸"Crime Prevention," The Indiana Teacher (Sept., 1930), p. 5.

5. ⁹"One of the causes of crime is school maladjustment. Case studies show a close connection between crime, or delinquency, and truancy or school failure in many cases. Every child wishes to succeed and to have the approval of his fellows. The effect of maladjustment in school, or inability to pass or to receive the approval of the school not only discourages the individual, but often forces him to seek normal human satisfaction on the streets and elsewhere. It is a fact not generally recognized that truancy is caused most frequently by school failure and school maladjustment.

The early identification and treatment in the school of children who are subnormal or psychotic, or unstable, or anti-social in attitude, will have a definite effect in decreasing crime.

Most cases of delinquency reach the attention of the court at fourteen or fifteen years of age. The causes of such delinquency reach back into the earlier years. Under our compulsory school law all children are either in public or private schools until the age of sixteen in most cases. With the means now at hand and with the clinical information developed in recent years it is possible to locate and identify problem children at an early age. As children are identified they should be given careful study, their cases should be analyzed, and intelligent, corrective treatment prescribed and carried out. This is a new responsibility which the school must assume, because it cannot be successfully performed by any other institution.

⁹"Crime Prevention," The Indiana Teacher (Jan., 1931), p. 4.

One of the chief preventives of crime is education and training. In the opinion of the committee, notable decreases in crime could result from certain reforms, new activities and changed attitudes in our schools. While it may be said, that our present school training already prevents a great deal of crime and anti-social conduct, yet from the standpoint of crime prevention there is much still to be desired from the schools of this state in the matter of adjusting the school courses to individual needs and in the field of vocational training and guidance. The assignment of impossible tasks to children of low ability, the rating of individuals as failures, thus destroying their self-respect and frustrating their desire for the approval of their fellows, the failure of the school to provide for each individual work suited to his ability and needed by him in his development, constitute defects in the school which are unnecessary in the light of present-day knowledge and experience. The school should have available behavior clinics for the study of individual problem cases of all kinds and should be organized for the intelligent treatment of such cases after their discovery and diagnosis. There should be established special classes for subnormal and behavior cases and there should be an increase in the use of individual instruction and individual programs for special children. There is needed a more flexible course of study based upon the interests and needs of the individual child. A change in the attitude of the teacher is needed from that of being an instructor of special subjects into that of being a student

of childhood and a trainer of children. There must also be a change in the courses outlined for the training of teachers, of such a nature that teachers will look upon their occupation as social work and should train themselves to be students of the child, experts in mental and social behavior. Every child, and especially every child of less than average ability, should be given careful vocational training and guidance to fit him into the niche in life to which his ability and interest entitle him, and to make him satisfied with such a career as is adapted to his ability and training."

6. ¹⁰"In a recent and as yet unpublished study of fifty boys committed to the Indiana Boys' School during the last year there are important implications of needed reform, and of defective methods in the public schools.

Eighty per cent of the boys studied were truants from the public school before commitment. What a wonderful opportunity for constructive social work for varied reasons, including lack of sympathy or understanding on the part of the teacher, work too difficult, unjust treatment, ridicule before others, corporal punishment, work uninteresting, courses not based on natural interests and activities of the child. Sixty-seven per cent of the boys studied were not succeeding in their school work at the time of commitment. In these cases, at least, the school had failed to adapt itself to the needs, interests and abilities of the child.

¹⁰"The Delinquent Boy Looks at His School," The Indiana Teacher (April, 1930), p. 8.

It is also worthy of note that eighty-seven per cent of those failing in school work were also truant, and also that ninety-three per cent of those who disliked school were truants. The implication is that interesting courses adapted to the needs of children would be important preventives of truancy.

The following cases selected from the study are based on testimony of the boys and the institution records:

Case A. Fifteen years old. Seventh grade. Did not like school. Could not get lessons. Younger children were ahead of him. Liked school until he reached the fifth grade. Started stealing in sixth grade. Committed for stealing, delinquency, forgery.

Case B. Fifteen years old. Fifth grade. "Had a mean principal. He licked me lots. He had an awful bad temper." Began to be truant because of school punishments. Teacher would make him stand in corner because he studied out loud. She scolded him before the other students. "The principal lied about me in court." Committed as a confirmed truant.

Case C. Fifteen years old. Father common laborer. Mother dead. Sixth grade. Didn't like his teacher. She publicly criticised his appearance and cleanliness. Had the same teacher three years. Became a truant because of dislike for his teacher. Committed for larceny and truancy.

Case D. Fourteen years old. Sixth grade. Father dead. Mother clerks in a store. Had a hard time to make living for her family. Moved often. Boy attended numerous schools.

Didn't like school. Liked horses. Would play truant and go to saddle barn. His last teacher blamed him for things he didn't do. Attendance officer never talked to him. Claims attendance officer lied about part of his school conduct to the judge.

Case E. Fourteen-year-old boy. Father common laborer. Mother has been dead for eight years. Sixth grade. He had trouble with his teacher. "She slapped me in front of the kids. That's why they had a hard time gittin' me to go to school." Had been absent and truant often. Arrested for stealing but found not guilty. Re-arrested on charge of incorrigibility. Was kept in jail three months before commitment.

Case F. Fourteen years old. Sixth grade. Mother a cripple. Felt he was unjustly treated by his teacher. Unjustly punished. "I wasn't learnin' nothin'. I liked school before I got that teacher." Never saw an attendance officer except in court. Tried to get transferred to another school. Began to stay out of school. Committed for truancy.

Case G. Sixteen years old. High school student. Attendance regular. School badly disorganized. Poor discipline. Boy smelled liquor on principal's breath. Found liquor hidden in principal's garage. Boy claimed there was much promiscuous sex relations among students and claimed the principal was involved. Committed for intoxication and incorrigibility."

III. BENEFITS DERIVED BY PLACING TRAINING FOR MENTALLY DEFICIENT CHILDREN IN SPECIAL AND UNGRADED CLASSES

A. Benefits Which Accrue to the Regular Grades and Normal Pupils from the Removal of the Subnormals

In the regular grades the feeble-minded and subnormals represent an unassimilable accumulation of human clinkers, ballast, or driftwood, which seriously retards the rate of progress of the entire class and which often constitutes a positive irritant to the teacher and other pupils. Unable to meet the standard requirements and incapable of grasping subject-matter which frequently is quite incomprehensible to their limited power of understanding, these pupils contract habits of inattention, indolence and disobedience and often, in consequence, become unruly or ungovernable, thus upsetting the discipline of the whole class, and setting very bad example for other pupils to imitate. In obstructing the progress of the class they make it difficult for the normal pupils to work at a healthy tension. To provide a uniform course of study in the regular grades for children who vary from imbecility to genius is impossible. Many subnormal children will require three or four times as much attention as normal children and then will not receive in the regular grades the type of training adapted to them. If the subnormals were given all the time they needed in the regular grades, the normal and bright pupils would be neglected. After all, may not our highest obligations be to the great mass of normal and bright children who

are destined to become the leaders or organizers of society? By removing the "clinkers" and the "drags" the regular grades will be thrown open to the normal progress pupils, thereby enabling these pupils to advance more rapidly and materially reducing the extent of pedagogical retardation.

This constitutes one of the strongest practical arguments in favor of the policy of organizing separate classes for children who cannot possibly keep up with the pace of the regular grades, and who serve as brakes on the progress of normal children.

B. Benefits Which Directly Accrue to the Deficients Themselves

In the special classes the deficient children are relieved of the chief source of their past discouragement and embitterment. They are relieved of the disheartening, cruel, unjust competition which their superior fellows, with whose pace they cannot possibly keep up, and from the feeling of inferiority which inevitably ensues when the child is sufficiently intelligent to realize his handicap. They also escape from the taunts, jeers, jokes and gibes sometimes suffered at the hands of their normal playfellows because of their stupidity in the lessons. In the special classes, if the proper esprit de corps has been established, they will encounter an atmosphere of mutual understanding, helpfulness and sympathy.

The pupils will receive more aid and encouragement, and little scorn or ridicule from comrades who are similarly afflicted. They will be stimulated by the modest successes of

their likes to put forth their best efforts, instead of being discouraged by the brilliant achievement of pupils with whom they can never hope to compete, no matter how hard they try. In special classes pupils receive aid and encouragement from specially trained and sympathetic teachers who understand their limitations, take a personal interest in each child, make each one feel that he is an object of solicitude, and who has time and patience to minister to the peculiar needs of each member of the class. In the regular grades the pupils have not always been understood and have often been neglected, reproved, or punished by teachers who could not give them needed attention, and who may have grown rather indifferent toward them when they have become "nuisances," impeding the progress and upsetting the discipline of the class. This deplorable situation is less an indictment of the teacher than of the impossible demand not infrequently made that the teacher must educate "all the children of all the people" in the same class.

In the properly organized special class, the pupils are also relieved of a maladjusted curriculum which they cannot master. The fruitless attempt to master the regular curriculum has often led to dire consequences. It has developed the habit of failure, undermined the pupil's confidence in themselves, and perhaps established the conviction that they cannot do anything well or worth while and are inevitably doomed to ultimate failure. In the special classes they are provided with a course of training which appeals to them, in which

they can achieve a considerable measure of success, and which will fit them for some useful pursuit after leaving school.

Nearly all subnormal children quickly begin to respond, both in scholarship and conduct, under the helpful, sympathetic atmosphere of the special class regimen, and much prefer the special classes to the regular grade, provided they have not been adversely influenced by parents or others who taunt them because they have been assigned to the special class or because the parents want them to return to the grades.

C. Benefits Which Accrue to the Regular Grade Teacher

The removal of the laggards will relieve the grade teacher of her greatest source of worry, discouragement, and nervous tension, namely the pupils who hold back, and often disorganize, the class. The mischievous laggard is frequently the disciplinary bugaboo of the class, and may cause more trouble than all the other pupils in the room.

D. Benefits Which Accrue to Society

To provide special classes for the serious deficient is an economic measure in that it will accelerate the progress of the normal pupils, or enable them to pursue an enriched course of study; it will avoid repetition of types of instruction which the subnormal cannot master; and it will make possible the substitution of three or four normal children for every feeble-minded child who is transferred without

augmenting the teaching load in the grades, thereby partially offsetting the larger expense of the special class. ¹¹"In a district with 13,466 pupils, 490 had failed four times, 266 five times, 162 six times, and 80 eight times. The expenditure for repeated instruction amounted to \$265,000." The transfer of the subnormal child to the special school will not avert the necessity for all repetition, but it is certainly more profitable to drill him on processes which he can master than on subject-matter beyond him.

E. Benefits Which Accrue to the Science of Education from the Scientific Study and Training of Deficients

The segregation of certain children in special classes has proved a powerful provocative of wider scientific study of causes, nature, diagnosis, treatment, training and care of handicapped children, of the organization and administration of special classes, and of the preparation needed by the special class teacher. It is directly responsible for the development and application of standardized psychological and educational tests. Nearly all the benefits from these diverse studies have added to the good of all types of normal and abnormal children. Individual differences among all types of children are being studied by methods devised in the study of the feeble-minded. The pupil material in the schools is now studied somewhat as patients are studied in the hospitals.

¹¹ J. E. Wallace Wallin, The Education of Handicapped Children (Chicago: Houghton Mifflin Co., 1924), p. 96.

The teaching methods devised and extensively used in the classes for mentally defective have found increasing application to the normals: for example, the value of expression versus impression, motor training, manual training, the employment of concrete, objective methods of presentation, physical training, and the adaptation of the methods, devices and contents of instruction to the needs of the individual pupils.

IV. ESTABLISHMENT OF CLASSES

A. Admission

No child should be assigned on full time to a special class without being properly certified by a constituted official after an adequate examination, the detailed character and extent of which will vary with the nature of the case. A measurably complete examination, which many will require, should include a physical, psychological and educational examination, and a "history of the case", that is, an investigation of the genetic and etiological background of the disability, including an inquiry into the family history, the child's developmental history, physical, psychological, social, and educational, and the influencing factors from the home and neighborhood environment. Group and individual tests of verbal intelligence and psycho-motor and performance ability are of great value, but too much dependence must not be placed on mere test findings and test scores, particularly when based on group tests. Group tests are subject to many sources of error which can not be readily controlled, and the proper diagnosis of educationally deviating children require the services of experts who know how to interpret and apply test results from a rich background of technical knowledge and first-hand experience with a great variety of types of educationally and mentally abnormal children. Such knowledge cannot be secured merely by studying tests and test results and mastering the technique of administering tests.

If it be thought that this requirement is unnecessarily exacting, let it be emphasized that the school cannot permit the child's future to be jeopardized through avoidable humbug during the initial procedure. Careful preliminary examinations by properly qualified authorities will obviate many mistaken assignments.

1. Classes of Pupils That Should Be Considered Eligible for Assignment.

- a. ¹²Subnormal children who are on the border line of mental deficiency, with I. Q's running as low as 65 or even lower. It will eventually appear that some of these children are mentally deficient. When this is the case they should be transferred to the classes for such pupils. Others who will remain on the borderline, or will make considerable progress and prove to be only backward, will be retained in the ungraded classes.
- b. Intellectually backward children who, while not mentally defective, are incapable of successfully coping with the requirements in the regular grades, and who require special assistance and a different program of work. All of these cases will be retained in the ungraded classes except those who prove to have more potentiality for growth and development than was anticipated.

¹²J. E. Wallace Wallin, op. cit., p. 96.

They will be returned to the grades.

- c. Restoration cases, which include children who are temporarily mentally retarded and capable of restoration, and children who possess good mentality but are educationally retarded in one or more branches for various reasons, such as late entrance, irregular attendance, frequent transfers, serious illness, malnutrition, indifference, lack of application, mental conflicts, or poor teaching, but who are capable of restoration in time if given adequate aid. These children may be given temporary full-time assignments, or may be transferred for one or two recitation periods a day for special aid in their weak branch or branches. They should be restored to grade as soon as possible.

B. Organization

1. Modes of Classification.

- a. The pupils may be classified according to their degree of mental deficiency or according to their degree of prospective improvement, rehabilitation, or restoration. When so classified, there would be preferably, three classes, one for the borderline and backward. This arrangement will make possible a much better adaptation of the instruction to the needs of each group and individuals in the group. The industrial art and literary work, can be better differentiated and proportioned.

The teacher can hold to a more definite and constant aim for each group. The disadvantage of this arrangement is that the pupils in each group may be quite divergent in educational attainment. Thus the educational level of the backward case might well vary from first grade to fifth or sixth grade proficiency.

- b. The classification may be based on the children's educational achievement level. A large center would permit of a class for each grade, and a smaller center a class, say, for pupils doing sub-first, first and second grade work. Another class for those doing third and fourth grade work, and a third class for those doing work above the fourth grade. This plan or organization makes it possible to group children who are uniform or fairly uniform in their educational achievements. The drawback is that the pupils would be quite heterogeneous in mental capacity. Each class would contain children varying from wide below the border line to mental normality. The disadvantage is that the teacher may tend to follow a common aim in the handling of all the pupils in a class, no matter how much they may differ in mental potentials. She may plan the work with a view to restoration of all pupils although some might be quite incapable of restoration. She would find it difficult to adopt the method and

subject-matter to the varying levels of ability.

C. Teacher

The special-class teacher needs the qualifications required by all good teachers: a rich personality, human sympathy, insight and scholarship. There are certain traits needed in superlative degree by the teachers of mentally deficient.

The special-class teacher must possess a good fund of buoyancy, optimism, and sympathy. She should grade one hundred per cent plus on humanity, patience, and cheerfulness. She must be able to exercise self-control. She must keep a firm hand on the governor. She must be able to meet defeat and disappointment with a smile, and with a resolve to return to the task with renewed determination. She must be able to get joy and inspirations from small accomplishments and promises of success. A sunny disposition will enable the teacher to laugh away her difficulties.

It is easy for a teacher to adore children who are beautiful and lovable, but it may not be so easy to sympathize with those who, because of defects for which they are in no wise responsible, are not distinguished for amiability. In order to be able to sympathize with such children the teacher must have imaginative insight.

To appreciate the children's conditions the teacher must have a knowledge of the child's physical condition, past and present. Recognition of the existence of physical handicaps will often temper one's judgment and modify one's attitude toward a child. A summary of the findings from physical pupil. This can be obtained

examination should be made available to the teacher. She must have information regarding the child's mental status, or intelligence level, which is even more important as it will frequently supply the key to the child's inability to make favorable educational progress. This information will greatly influence the teacher's expectations and modify her procedure. Perhaps it will enable her to explain to parents who may be clamoring because the child has not been restored to the grades, and who frequently cannot see that the child's limitations are primarily to blame.

The teacher should have a knowledge of the significant facts in the child's history or development, including diseases, accidents, privations, neglect, abuse, pampering, overstimulation, social and educational advantages, schools attended, habits of eating, sleeping, playing and working, home and neighborhood conditions and mental and moral status of parents and relatives.

The special-class teacher must be energetic, robust, physically strong, healthy, and nervously stable. The qualifications are now stressed in admitting students to training schools in practically all of the large municipalities. She should possess these traits not so much because the work is arduous and exacting but because a high-strung, emotional, temperamental teacher is a very bad antidote for high-strung, emotional, and temperamental children.

The special-class teacher must be able skillfully to individualize her instruction and adapt it to the needs of each pupil. This can not be attained unless the teacher possesses

knowledge and insight. She must also be psychologically minded and possess a clinical attitude, so that she will be capable of intelligently observing and studying peculiarities and reactions of each child.

She must be capable of remaining plastic, adaptable and resourceful, and avoid falling into a rut or a fixed routine of instruction and discipline. She must be able to resist the lure of the fixed, formal technique of mass instruction, in order to respect the individuality of the child and retain an individual touch and individualization of training and discipline which has been accepted as essential for successful special-class work.

Before entering upon her work, a special-class teacher should have pursued an adequate course of special training. She should come into the service as a specialist and not as an amateur. There is no general accepted standard regarding the character and the amount of special training necessary for preparation of skilled special-class teachers. ¹³The majority of teachers of the mentally deficient now in service are inadequately trained. Eventually two years of specialized training in addition to the two years' normal school course may be established, by common consent, as the minimum requirement.

continued by the following...

¹³"Report of the Committee on Special Classes," Special Education, The Handicapped and The Gifted (New York: The Century Co., 1931), p. 10.

V. OBJECTIVES OF THE SPECIAL CLASSES

A. ¹⁴"Happiness first, all else follows" is the motto of the Training School at Vineland, New Jersey. The work of the special class is to make the children happy, contented, and ambitious. It is known that agreeable feelings facilitate the normal functioning and augments the output of the organism, while unpleasant experiences tend to inhibit the functions, depress the spirits and devitalize the organism. It is necessary to emphasize happiness, because these children are at best unfortunate, in their mental limitations, which are frequently ineradicable, sometimes in their attitudes, often in the home treatment which they receive. Some have suffered neglect or abuse at the hands of the parents. Some have even been debauched in the home. Many have frequently been unfortunate in their contacts with other children, and in their experiences in the grades, where they have become discouraged by the fruitless attempt to master incomprehensible subject-matter.

The special class should be a real home, arranged so far as possible like a real home, which will let sunshine into the souls of the pupils who may have grown sullen, ill-tempered, pessimistic, ambitionless, and who have lost their grip on life. The special class must give such children a new vision and outlook upon life. The teacher must be as a mother to them, actuated by the sympathy and unselfish devotion of the real mother. If she is a real teacher, she will be the best mother many of these children ever had. However, in attempting to

¹⁴J. E. Wallace Wallin, The Education of Handicapped Children (Chicago: Houghton Mifflin Co., 1924), p. 166.

achieve this aim, the teacher must guard against the tendency to become morbidly sympathetic. The teacher needs the sane, robust, balanced sympathy which will stimulate her to exert her best efforts in behalf of underprivileged children.

B. The Special Class As a Center for Scientific Observation and Diagnosis

The special class should be conducted as a genuine experimental, observation or diagnostic school; in which the children's mental, educational, social, moral and physical peculiarities, abilities and disabilities will be thoroughly, systematically, and continuously observed and studied by competent teachers and investigators with the aid of the best technique which modern science affords; in which special educational processes, methods, devices, and appliances may be devised, tested, perfected and applied, so that the training may more readily and fully overcome the special weaknesses and develop the special capacities or talents of each child; and in which the results of instruction may be carefully checked and discriminatingly evaluated by systematic follow-up work.

If the classes are conducted as a scientific, diagnostic school, we shall acquire a body of useful attested knowledge regarding abnormal children which cannot be secured by the present haphazard method of unrecorded observations. We shall discover that the class room teacher is beginning to form the habit of consciously, deliberately, and continuously attempting to adapt and re-adapt the instruction to meet the developing needs of each child; while the scientific student of education

will eventually discover the methods, processes, aids, and materials which are most effective in the training of various grades and types of defectives. The conclusions reached will be of value not only in elaboration and systematization of the corrective pedagogy for the mentally handicapped but also for education of normal children. The alert, intelligent teacher has incomparable opportunities for discovering the special weaknesses, talents, skills, and interests possessed by the children who have been under her observation, many of them for many years.

In order to realize the important ideal of special classes, the class must be placed in charge of scientifically-minded teachers, particularly those who are psychologically minded, who possess special training in applied psychology, who are imbued with the problem-solving attitude and who return to the work day by day as to a problem calling for fresh analysis and progressive solution. In the second place, continuous, case records must be kept and preserved in permanent files which should afford a fairly complete record of the child's mental, moral, social, educational, and physical peculiarities, and the progress made in various activities offered in the special school.

C. Differential Instruction

The special class is designed to give the child special attention and individual instruction. This aim is perhaps more frequently stressed than any other. In fact, these classes are more frequently denominated schools or classes for indi-

dual instruction. Such a designation expresses very imperfectly the real function of these classes, for the aim should be not merely to give the child more attention, more intensive instruction or more drill in regular program of studies, but to individualize the instruction so that it will meet specific needs. In large measure the major problem may be defined as that of supplying a different course of study, or differential training to meet the particular requirements of each individual.

In order to realize this objective, it is essential that each child be properly inventoried by the examining psychologist and the teacher with respect to personality make-up, especially so far as concerns his instinctive, emotional, social, volitional, motor, intellectual and educational traits. The teacher must know what the child's psychic assets and liabilities are before she can wisely plan a course of study that will meet the conditions and needs actually revealed in each pupil.

In emphasizing the paramount necessity of supplying individual and differentiated instruction it is scarcely necessary to repeat that it does not follow that all special-class pupils must be taught singly in all branches. Many children subject to the same degree or type of defect or who have reached the same level of proficiency in the work of the school, or who require approximately similar treatment, can be taught in groups, if not in all branches at all times, at least in some branches part of the time. In general, the nearer the children are to being normal the more nearly can the methods and procedure of the regular grades be employed, while the greater the

abnormality the more individual and differential must the work be, and the more aid and supervision will the children require.

1. Various methods of grouping children have been suggested.

a. According to intelligence level. The method most frequently advocated is to group the children accordingly to their "mental" or intelligence age level as determined by intelligence tests, particularly the Binet-Simon. Although this method has been urged as the exclusive basis for grouping, its limitations are quite obvious. Children of the same intelligence level do not necessarily require the same intelligence treatment. A twelve-year old with a four-year mentality does not require the same treatment as a six-year old with a four-year mentality, nor would they fit into the same group. Nor do children of the same intelligence level necessarily possess the same degree of proficiency in different branches of the curriculum. Some will possess special weaknesses or special talents in some subjects, others in other subjects. Some will be further advanced educationally because they have been in school longer or have applied themselves more dilligently. Although classified according to mental age there is a difference in the proficiency level of the pupils in these branches.

b. According to I. Q. This method is advocated frequently, that is, according to their relative degree of brightness or potentials for future development. Attractive and valuable as is this method, it is subject to

rigid limitations in practice. The chief weakness of the I. Q. is that it tells you little about the child's mental or educational age. Children of the same I. Q. may differ very greatly in their intelligence level and stage of educational advancement. Thus an I. Q. of 50 would mean a mental age of three years for a six-year-old, of six years for a twelve-year-old, and of eight years for a sixteen-year-old. Children of such widely varied diagnoses, mental age level, and inequality of schooling could not be effectively grouped for purposes of instruction.

c. According to A. Q. In accordance with a more recent suggestion children should be grouped in different branches according to their A. Q.'s, accomplishment quotients, which express their educational attainments in relation to their mental capacities, or indicate the quality of work which they may be reasonably expected to do. This criterion is of value provided the age scores in the intelligence and educational tests have been accurately standardized.

d. According to similarity of grouping children who suffer from similar handicaps, such as auditory defects, speech defects and the like.

¹⁵In J. E. Wallace Wallin's opinion, a satisfactory

¹⁵J. E. Wallace Wallin, The Education of Handicapped Children (Chicago: Houghton Mifflin Co., 1924), p. 166.

classification of a pupil for instruction must take into consideration his level of attainment in the various school branches at the time, his special educational abilities or disabilities, his intelligence level, I. Q. and A. Q.

D. Utility

The special class must aim so to train the pupils that they will become maximally self-supporting, or as slight a burden to society as possible. Therefore the controlling principle in the organization of the program must be the practical utility of the subject matter taught. The dominant emphasis must be placed on practical, utilitarian or vocational, rather than on the cultural or academic objectives. Because of the fact that the training of mentally inefficient children requires a heavy financial outlay by the schools, and because the care, control, and support of feeble-minded impose, even under favorable conditions, a heavy burden on society, the paramount duty of the schools is to increase maximally the children's productive efficiency, so that they will, so far as possible, carry their own weight, and so that they will not gravitate to the ranks of the vagabonds, paupers, dependents, and delinquents. The special classes must set themselves resolutely to the task of stemming, so far as possible, the swelling tide of social and industrial incompetency, inadequacy, criminality and degeneracy. The processes of educational reconstruction, while they cannot produce miracles, will overcome delinquent tendencies and develop sufficient competency for self-support in many subnormals.

VI. CURRICULUM

A. Health Work and Physical Training

A generous amount of time should be devoted to hygienic and physical training, including the teaching of facts regarding the care of the body and preservation of health, development of proper health habits, the prevention of accidents and injuries, and the supplying of adequate physical training. The purpose of the physical training is to incite responses or movements in the children subject to muscular asthenia, to inhibit or suppress excessive, spasmodic or useless movements in those subject to excessive motility, to overcome specific muscular deformities, to develop voluntary muscular control, to increase strength, skill, endurance, grace and harmony of movement, physical and mental health, and develop mental alertness, concentration, courage, confidence, judgment, and spirit of fair play and sportsmanship.

The exercises should include, in addition to some of the ordinary gymnastic work:

1. Corrective Gymnastics. These exercises are designed to correct or reduce postural defects. Special effort should be made to evoke responses in the torpid pupil, to overcome the shambling, shuffling, dragging gait characteristic of so many and to strengthen their power to grasp and to improve co-ordination of the finger and hand movement.

2. Sports, Athletics, Play and Games. For all-round physical training, sports and games are undoubtedly the most valuable. They arouse more interest and effort, have far

greater socializing value, and usually provide more vigorous exercise for a larger number of muscle groups.

3. Calisthenics and Rhythm Work. Music and rhythm make a very strong appeal to the mentally deficient and ought to be utilized in physical training exercise whenever possible. This type of work is of great service in overcoming the clumsy, ungainly movement.

4. Military Drills. These evoke quick accurate responses and prompt obedience to command.

B. Citizenship

Above all things these children must be taught to live with and among people and do their part to the best of their ability.

How can we make them as good citizens as possible? It is well known that a happy person is a better citizen than an unhappy one. It is, therefore, perfectly logical to maintain that if we make these children happy we are taking the first step in securing the best citizenship we can get from them. People are more likely to be happy when they have some occupation, something they can do with some satisfaction to themselves. Therefore if we can train these children so that they have some little skill, even though in one activity, and not sufficient to enable them to earn a living, they have an occupation; this will tend to make them happy and tend to keep them out of mischief and to make them as little a burden upon society as possible.

C. Moral Training

The mentally deficient are not only in greater need of definite moral training than normal children, but most of them respond very favorably to such training. They need enlightenment on the practical every-day virtues, on the duty of industry, honesty, truthfulness, sincerity, faithfulness, loyalty, dependability, fairness, courage to act justly and to resist the tendency to deceive and shirk.

The best method of moral training is the daily training in correct modes of behavior, in actually practicing or doing desirable deeds and in forming fixed habits of response. Practicing is better than preaching. Our main reliance in developing additional restraint and acceptable behavior in deficiencies must be not on promise, good intentions, resolutions, or even on good will but on habit formation, on expression rather than impression. Good conduct must be made a matter of habituation. The aim must be to build up dependable habits of response by training the children to do actually the right and polite thing. Too much stress cannot be laid on the importance of developing habits of promptness, industry, continued application, and regularity.

The bestowal of commendation for the good the child does will focus his attention on desirable conduct, whereas reproof for evil deeds will direct attention to the undesirable forms of behavior. The bestowal of intrinsic or extrinsic rewards or prizes or special privileges and the withholding of rewards for infractions of rules are very effective with subnormals.

Children

Suggestions should be used rather than commands and friendly guidance rather than coercion. Children who rebel at commands will respond willingly to suggestions. The teacher will gain more by evidencing regret or sorrow, than by evidencing irritability and anger over the child's misdeed. Provide substitute activities for the child's undesirable activities, substitute controlled movements for the uncontrolled, or active occupations for aimless, random manipulations, and divert instinctive tendencies into fruitful channels. If the child has a passion for whittling his desk, substitute profitable forms of manual training for the aimless, destructive movement. If the child suffers from constant restlessness because of super-abundant energy or nervous instability, substitute active occupation. By transforming the classroom into a bright, cheery, happy home, the atmosphere of cheer and confidence will largely take care of the problem of discipline.

D. Academic Studies

It is often insisted that teaching even the basic academic branches, such as reading, numbers, spelling, or writing to mental defectives is a waste of time, because they do not acquire sufficient competency in any of the subjects to make any practical use of them.

The survey of the St. Louis¹⁶ special classes found that

¹⁶J. E. Wallace Wallin, The Education of Handicapped Children (Chicago: Houghton Mifflin Co., 1924), p. 226.

the teaching of reading and arithmetic to mental defectives who did not reach a mentality of about six years did not result in the acquisition of any useful form of skill.

David Mitchell¹⁷ considers that no academic work at all should be taught children who grade as middle grade imbeciles or lower while Goddard holds that the three R's are almost entirely out of place with children who are mentally defective, including even the highest grade cases. H. Woodrow holds that instruction is useless in arithmetic beyond addition, subtraction, multiplication, division, and very simple fractions if the child's I. Q. is below 70 and useless in reading if the I. Q. is below 40.

While it is true that the mentally deficient make little progress in academic subjects complete suppression is not advocated. The attempt to do this would arouse too much hostility toward the special classes on the part of many parents, who insist their children be given this training and if they are refused such training in special classes, that they be returned to the grades where such advantages are available.

E. Sensori-Motor, Manual, Industrial Arts, Prevocational and Vocational Training

The normal child may secure all the sensori-motor training which he requires from his plays, games and playful occupations. The low-grade mental defective, the young mentally

¹⁷J. E. Wallace Wallin, op. cit., p. 231.

deficient child and the child with special sensory or motor defects must have such experience thrust upon him. A considerable amount of training can be given incidentally in connection with the games, exercises of practical life, the shop work, manual training and in connection with training in all arts and crafts. But the defective should be given a certain amount of formal sense training, so far as relates to visual, auditory and kinesthetic senses, formal motor training and occupations, including exercises in noting resemblances, differences and contrasts, noting smaller and smaller differences, matching forms and color, constructing patterns with colored beads, colored splints, colored pegs and block building. Choose materials which will interest the child, which are used in play activities and adult occupation, which afford sharp contrasts, which can be easily handled and manipulated, which are durable, sanitary and easily cleaned. It is important to emphasize that the training of the sensory and motor functions should go hand in hand.

The shop and industrial arts training should include the following activities according to the equipment available and the requirements of each child, based on his level of development, special capacities or talents, and vocational interests:

1. Paper Work. This includes cutting, folding, cutting out pictures, mounting, coloring, poster work, constructing various articles, modeling in paste board, making crepe flowers, table and room decorations and costumes.

2. Plastic Art. This is work in clay, plasticine, wax, sealing wax, cement, concrete work, pottery.

3. Weaving. Work with raffia, reed, cane, and paper rope weaving, including weaving of mats, trays, baskets of various kinds, vases and lamp shades.

4. Loom and Cord Work. Hand loom and foot weaving, card board loom weaving, spool knitting rug making, braiding, knotting, cord work.

5. Sewing, Hand and Machine. This includes the making of various kinds of stitches, sewing on buttons, hooks and eyes, cutting, tailoring, making sewing bags, kitchen aprons, slips, dresses, and mending and renovating garments, darning, crocheting and embroidering.

6. Wood Work. Making simple objects, scroll-saw work, toy making, carpentry, furniture making and repairing, making tables, boxes, benches, stands, book racks, bird houses and such things.

7. Brush making. Including nail, shoe, scrub, cloth and duster brushes.

8. Free-Hand Drawing and Sketching. Coloring, filling in outline in appropriate color, stencil design.

9. Practical Training for Home Service. This should be based on the performance of service in the special schools, including the cleaning of floors, windows, gas ranges, cabinets, closets, ice boxes, and furniture, sweeping, wiping, dusting, washing and wiping, and taking care of dishes and kitchen utensils, laundering, proper preparation and serving of meals and lunches, instruction in regard to balanced meals and food

requirements, canning vegetables, outfitting of a large doll, in connection with instruction on care of the baby.

10. Training. Training for specific jobs or trades will not be amiss in the industrial center if the facilities are supplied.

The major emphasis in curriculum for defectives must be placed on the motor forms of training rather than on the literary form for various reasons.

a. The child is fundamentally a motor being. He is motor a long time before he becomes intellectual. Movement satisfies a fundamental biological need.

b. It is through movement that the child acquires a knowledge of the world. Movement brings him into intimate contact with his surroundings. Movement of the hands enables him to explore objects.

c. Motor education affords excellent mental training. It offers opportunities to compare, judge, analyze problems, solve new problems, adapt means to ends and coordinate movements toward the attainment of desired objectives.

d. Motor training actually gives results. Experience shows that the mentally deficient are benefited more by motor, industrial arts and occupational training than by literary instruction.

F. Opening Exercises and Assemblies

The opening exercises can, if properly planned, be made to yield rich cultural returns in the special classes. They

afford opportunities for assembling all the pupils of the school, and for building up a wholesome esprit de corps for beginning the work of the day on a very high plane, for enabling the teachers to give inspirational talks with a view to arousing aspirations in the children to live lives of noble service. They may talk on etiquette, morals, manners, good behavior, character-formation, patriotism, physical and mental hygiene, current events, the significance of special holidays, or they may allow the pupils to enjoy instrumental and vocal music, to partake in the singing, to receive training in singing, and voice and speech improvement, to declaim, recite memory gems, sing or play an instrument individually, to dramatize, and to participate in plays.

G. Music

Most of the mentally deficient enjoy music, especially rhythm, the quick staccatos, tempos, and simple familiar airs. Many possess considerable musical ability. Some who cannot read the words can hum tunes, some possess good voices and sing correctly in tune and some can learn to play easy selections on the piano, mouth harp, or different band instruments. Music should be provided in abundance, not only for the sake of furnishing enjoyment to children, but for purposes of training. It is a superior medium for arousing attention, energizing the child's activities, developing motor coordination and grace, training the voice, improving the articulation, developing a group consciousness, socializing the child, and improving aesthetic culture.

VII. CASE STUDIES FROM THE TERRE HAUTE SCHOOLS

The first eighteen of the following case studies were made of pupils who were not able to do the work in the regular grades and who were old enough to be dissatisfied with regular school work. They were taken from all over the city and placed in special classes in the Technical High School. Here they were given an opportunity to work in vocational work.

The last two cases were grade cases.

TABLE I

STATISTICAL CASE STUDY OF MADGE

NAME Madge

AGE 14

I. Q. 78

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD¹⁸

SEMESTER GRADES

English	C	C	C
Music	C	C	C
Science	C	B	B
Geography	C	C	
Civics	D	D	
Spelling	B	B	
Mathematics	C	C	C
Clothing	C	C	C
Goods	C	C	C
Home Management	B	B	
Physical Education ¹⁹	D	D	
General health	Good		
Physical defects	None		
Number of children in family	3		
Place in family	2		
Home atmosphere	Fair		
Outstanding characteristics	Stubborn-flighty		
Present status of case	Fourth Semester Junior Vocational Class		

¹⁸These grades are based on the work done within the special class and do not have the value of the grades used for normal students.

¹⁹All Physical Education work is done in classes with normal children.

A. Madge

Madge is fourteen years old with an I. Q. of 78. She is the middle child of a family of three. Neither of the parents have had much education. They attended only the lower grades. They are of fair economic condition. The father is a regular worker but makes only a small salary but the children were well-dressed and fed and always very clean.

Madge has always had good health but is much overdeveloped. She appears and acts much older than she is and does not fit in well with girls of her group for that reason. She is very domineering and wants to be the leader in all work or else do nothing. She has a stubborn disposition and is sulky but when she is over her spell one would never know anything was wrong.

She came to special class from the fifth grade. She was very weak in grade work. She is very flighty, can not remember or reason or concentrate. She has made no advance in special class. She is lacking in ability to use her hands although she does better work in cooking and cleaning than in clothing. Her particular gain from the special class is that she is very happy in her work.

Home Life:

Outstanding characteristics

TABLE II

STATISTICAL CASE STUDY OF NELL

NAME Nell

AGE 16

I. Q. 73

Terman's Intelligence Test

SCHOOL RECORD

SEMESTER GRADES

English	C	C
Music	C	C
Science	B	B
Geography	C	C
Civics	D	D
Spelling	B	C
Mathematics	C	C
Clothing	C	C
Foods	C	C
Home Management	C	
Physical Education	D	D

General health

Fair

Physical defects

Defective shoulders

Number of children in family

3

Place in family

1

Home atmosphere

Fair

Outstanding characteristics

Pleasant-calm-polite

Present status of case

Married

B. Nell

Nell is a sister of Dolly. She is sixteen years old and has an I. Q. of 73. She is the oldest of a family of three. She is not of normal build. Her shoulders are defective and her head seems to rest too closely on her shoulders. She is left-handed.

Nell was in the opportunity room before she entered the higher special class. She is just the opposite of Dolly in disposition. She is always calm, polite and anxious to do whatever she was asked to do or to help someone.

She was in the special class one year. She could do some routine work well but could not advance much beyond that. She liked to go to school and would never miss a day but counted the days near the end of the year for she would not have to go back in the fall as she would be sixteen within six weeks after school started in the fall. She seemed to know the State Law said that a pupil could not be forced to enter school if he would be sixteen within the first six weeks of the term.

She was married in July at the age of sixteen and the man she married was twenty-four.

TABLE III

STATISTICAL CASE STUDY OF ANNA

NAME Anna

AGE 16

I. Q. 62

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD²⁰

SEMESTER GRADES

Clothing	C	C	C
Foods	C	C	C
Home Problems	C		

General health

Very poor

Physical defects

Bad heart

Number of children in family

2

Place in family

2

Home atmosphere

Good

Outstanding characteristics

Listless-inattentive-
but happy

Present Status of Case

Fourth Semester in
Junior Vocational
Class

²⁰Is not able to do any academic work. Attends school for vocational classes when she is able to do so.

C. Anna

Anna is sixteen years old and has an I. Q. of 62. She is the younger of a family of two children. The father is well educated and holds a reliable position with an insurance company and gets a good salary. The mother is not so well educated and is rather queer. They have a very comfortable home in a good community.

Anna has very poor health and her heart is very weak and she must avoid all exertions. She is small for her age and is very frail and queer looking.

Her early school work was done in an opportunity room. She has been coming to the special class for three years for food and clothing. She was not even registered in a regular home room. She comes when she feels like it and goes home when she feels like it. Some days she comes to food class and does not even put on her apron. She just sits and watches the other girls. She can not take instruction. It is useless to expect anything from her but she was happy. The girls of the class are lovely with her but just consider her as Anna. She is always tired but still visits the Rainbow Gardens three and four nights a week. As long as she has her mother and father to care for her she will be well taken care of but will be a dependent all her life.

Outstanding characteristics

TABLE IV

STATISTICAL CASE STUDY OF VIRGINIA

NAME Virginia

AGE 16

I. Q. 67

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	C	C	B	B
Music	B	B	B	B
Science	C			
Geography		C		C
Civics	C		C	
Spelling	C	C	C	C
Mathematics	B	B		
Clothing	C	B	B	B
Foods	C	C		
Home Management			B	B
Physical Education	D	D	D	D

General health	Good
Physical defects	Bad eyes
Number of children in family	2
Place in family	2
Home atmosphere	Very good
Outstanding characteristics	Industrious-dependable
Present status of case	At home

D. Virginia

Virginia is sixteen years old and has an I. Q. of 67. She is the younger of a family of two. Her parents are fairly well educated. They have a comfortable home. Her father is a city fireman with a fair income.

Virginia is very large, over-grown, awkward, and very sensitive about her size. She is very nervous and has poor sight.

Her work in lower grades was in the opportunity rooms. She was in the special class three years. Here she gained poise and became popular with the students because of her willingness, co-operation and dependability. Virginia did well in academic work and also did exceptional work in Clothing and Foods. She was much interested in music and took piano lessons in regular high school class and played in the recital of the music department. She completed the special course and since has been helping her mother with the work at home.

Place in family

Home atmosphere

Outstanding characteristics

TABLE V
STATISTICAL CASE STUDY OF JANE

NAME Jane

AGE 16

I. Q. 75

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	B	B	B	A
Music	B	B		
Science			A	A
Civics	A	A		
Spelling	A	A	A	A
Mathematics	B	B	B	B
Clothing	B	B	B	A
Foods	C	B	A	
Home Management			C	C
Physical Education	D	D	D	D

General health Good

Physical defects None

Number of children in family 5

Place in family 5

Home atmosphere Very good

Outstanding characteristics Anxious to succeed-very friendly

Present status of case Fourth Semester in Junior Vocational Class

E. Jane

Jane is sixteen years old and has an I. Q. of 75. She is the youngest of a family of five children. She is of French parentage. Her father is dead and the mother has married three times. Her step-father is Italian. The family has always been in good economic condition and have been interested in the advancement of the family according to their foreign ideas. She is interested in American ideals of living and uses her influence on the family and they conform somewhat to it.

Jane has been in the special class three years. She is of a happy disposition and has a good effect on the group. She is a good leader. She has been most capable in her work and this term is doing regular high school work in Home Economics and is one of the best in the class. She is very happy over her good results and works hard to keep up her standard.

She is always very clean, tidy, well dressed, and dependable. She will be quite able to take care of children or do the better type of household work.

Home Economics

Outstanding character traits

Very good

TABLE VI

STATISTICAL CASE STUDY OF DOROTHY

NAME Dorothy

AGE 16

I. Q. 72

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	B	B	B	
Music	B	B		
Science		C	C	
Geography	B	B		
Civics	C	C		
Spelling	A	A	A	
Mathematics	B	A		
Clothing	A	B	A	A
Foods	B	B		
Home Management	C	C		
Physical Education	D	D	D	D
Elemen. Bus. Training ²¹			D	
Bookkeeping			C	D
Typing			D	F
Commercial Arithmetic				F

General health	Good
Physical defects	None
Number of children in family	5
Place in family	5
Home atmosphere	Very good
Outstanding characteristics	Very good-dependable
Present status of case	Fourth Semester in Junior Vocational Class

²¹Commercial work was taken in regular high school classes.

F. Dorothy

Dorothy is sixteen years old and has an I. Q. of 72. She is the youngest of a family of five girls. The parents had a fair education. The father has been dead a number of years and the family has depended upon the girls, who have held good positions. The family has lived comfortably and their home life has been pleasant. The mother and four girls have centered their interest on Dorothy because of her inabilities. They provide her with everything she needs and help her as much as possible at home. She is very timid and shy and has no initiative.

Dorothy has been in the special class three years. Having completed the special vocational course she entered the regular vocational high school course but was not at all able to cope with high school students. In order that she be happy and also gain some good she is doing some work with regular girls in food and clothing with special aid from teachers.

A year ago she married a man about three times as old as she and her family had the marriage annulled. She entered school in the fall and continued her work.

Outstanding characteristics

Present status of case

TABLE VII
STATISTICAL CASE STUDY OF RUTH

NAME Ruth

AGE 15

I. Q. 70

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	C	C	C
Science	C	C	
Civics			C
Spelling		C	C
Mathematics	B	B	
Clothing	C	B	B
Foods	C	B	
Home Management			C
Physical Education	D	D	D

General health

Good

Physical defects

Speech

Number of children in family

4

Place in family

4

Home atmosphere

Fair

Outstanding characteristics

Bold-loud-likes to
attract attention

Present status of case

At home

G. Ruth

Ruth is fifteen years old with an I. Q. of 70. She is the youngest of a family of four children. The parents completed the common school courses and have always lived under fair economic condition. The parents are interested and anxious that Ruth have the best opportunity that they can give her. She always has all the needed materials for school and is dressed better than the average. She has more money than is necessary for a student.

She attended the regular classes until she reached the 6A grade and then entered the special class where she has now been for a year and a half. Her work in the grades was very poor. She is much handicapped by a speech defect which makes her quite noticeable, especially since she is very forward and wants to be prominent in all activities.

At the time she entered the special class she was working at night at a dance hall selling candy. This kept her until the early hours of the morning. When she came to school she was so tired and sleepy that she was in no condition for work. This continued several months and she gained nothing from school. After she left this work she took more interest in school. She could not do academic work but did good work in clothing and foods. Each term shows more skill in use of her hands.

With supervision she would be capable of doing most lines of domestic work.

TABLE VIII

STATISTICAL CASE STUDY OF KATHERINE

NAME Katherine

AGE 15

I. Q. 74

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	A	A	A
Music	A	A	A
Science	C	C	
Civics		C	C
Spelling	B	B	
Mathematics	A	A	A
Clothing	C	C	C
Food	C	B	
Home Management			C
Physical Education	D	D	D

General health	Good
Physical defects	None
Number of children in family	13
Place in family	11
Home atmosphere	Fair
Outstanding characteristics	Indifferent-vain-haughty
Present status of case	Fourth Semester in Junior Vocational Class

H. Katherine

Katherine is fifteen years old and has an I. Q. of 74. She is the eleventh of a family of thirteen, nine of whom are living. The parents were poorly educated. The father is dead and the mother supports the family by her work and by what charity help she can get.

Katherine has been in the special class two years. It has been of no value to her and she of no value to the group. She is more independent every day, very stubborn and very ingrateful for the many things that must be done for her. She is interested in no work and will not work. Her only interest is to look nice and she always makes a good appearance. She is very clean. She is better dressed than any girl in school and knowing the circumstances one wonders concerning the source.

What she will ever do is a question since she is so incapable and does not want to do any better.

Physical description

Manner of talking

Place in group

Mental characteristics

Outstanding characteristics

Recommendations

TABLE IX

STATISTICAL CASE STUDY OF GRACE

NAME Grace

AGE 15

I. Q. 76

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	C	C	C
Music	B	B	B
Science	C		
Geography		C	C
Civics	D	D	
Spelling	B	B	B
Mathematics	C	C	
Clothing	B	B	B
Food	C	B	
Home Management			B
Physical Education	D	D	D

General health

Good

Physical defects

None

Number in family

5

Place in family

5

Home atmosphere

Poor

Outstanding characteristics

Industrious-kind-
happy

Present status of case

Fourth Semester in
Junior Vocational Class

I. Grace

Grace is fifteen years old with an I. Q. of 76.

She is the oldest of a family of five children. The parents have had no education. They completed only the lower grades. The father has had very poor work in the last several years and it has been a struggle for existence.

Grace has always taken the responsibility of taking care of the younger children. She is quite old-acting for her age.

She entered the special class from the fifth grade. She was very poor in academic work and had no interest at all in her work. It was thought since she was interested in the children and did so much for them and helped with the home work that her place was in vocational work. In the special class her attitude toward school changed. She was happy in all the work done with her hands. She was capable and anxious to learn. All the equipment at school was interesting to her. Her work gave her a different outlook on things and will make her more able to do her work.

Place in family

Home atmosphere

Outstanding characteristics

TABLE X
STATISTICAL CASE STUDY OF JOE

NAME Joe

AGE 17

I. Q. 60

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	B	B	B	B
Mathematics	D	C	C	C
Geography	B	B	B	B
Civics	C	C	B	B
Music	B	B	B	B
Foundry	C	C		
Wood Work			C	C
Physical Education	D	D	D	D

General health

Good

Physical defects

Thyroid gland

Number of children in family

2

Place in family

2

Home atmosphere

Very good

Outstanding characteristics

Polite-attentive-industrious

Present status of case

Special courses in
Junior Vocational Class

J. Joe

Joe is seventeen years old and has an I. Q. of 60. He is the younger of two children. The mother has a good education and the father also. He has a good position as bookkeeper with a large business concern here. The family have always been well taken care of economically and the home furnishes to the family all a home should.

Joe is a thyroid case. He has over-secretion of glands. He is large, awkward and over-developed in every way.

He did fair work in reading but had no number sense. He showed no ability with his hands. His one interest is playing a cornet. He played well but could not read music fast enough to be in a school orchestra. He has always been good and caused no trouble but is easily disturbed among superiors. He was in the opportunity room five years and two years in a special class and completed the course. He is now in school working in the same classes. The parents are only too anxious for him to do the thing in which he gets any pleasure. He does a little work outside of school caring for yards.

TABLE XI
STATISTICAL CASE STUDY OF FRED

NAME Fred
AGE 22
I. Q. 68

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	C	C	C	C
Mathematics	C	C	B	B
Civics	C	C	C	C
Geography	C	C	C	C
Spelling	C	C	C	C

General health	Very poor
Physical defects	Speech and muscular defects
Number of children in family	1
Place in family	1
Home atmosphere	Very good
Outstanding characteristics	Polite-shy
Present status of case	Fourth Semester Junior Vocational Class but is not able to carry shop

K. Fred

Fred is twenty-two years old and has an I. Q. of 68. He is the only child. His mother and father are high school graduates. The father is a salesman. Their home is located in a beautiful subdivision. Everything is provided in the home for the welfare of the boy.

The boy's condition was caused by a birth injury. He is very tall, awkward and has poor muscular co-ordination. He has poor speech and often stutters. His mother took up Christian Science, thinking the boy would be helped.

He was in a school for mental defectives at St. Louis. He entered the opportunity room here at the age of sixteen. Primer work was given and now he has progressed until he reads the fourth and fifth grade books very well. He has been in the special class the last two years. Here it is usually the vocational work that is attractive but Fred is not able to be assigned to any of those classes.

He will be taken care of as long as the mother lives but the father is somewhat impatient and thinks the boy could do more if he would use his head.

History of illness

Place of birth

Home address

Outstanding characteristics

TABLE XII
STATISTICAL CASE STUDY OF DAVID

NAME

AGE

I. Q.

TEKMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	C	C	C	C
Science	C	C		
Civics			C	C
Mathematics	C	B	B	B
Spelling	C	B	B	b
Auto-mechanics	A			
Foundry		A		
Forge			A	
Wood shop				A

General health	Good
Physical defects	None
Number of children in family	6
Place in family	4
Home atmosphere	Good
Outstanding characteristics	Careless-tries hard to be neat
Present status of case	Reviewing Junior Vo- cational Shop work

L. David

David is sixteen years old with an I. Q. of 76. He is the fourth child in a family of six children. Both mother and father completed the eighth grade. The family is very poor, shiftless, and dirty.

He has always had good school attendance and seemingly is never sick but has a pinched under-nourished look.

He has been in the opportunity room for three years and completed the two year special class. He is very careless but puts forth every effort to be neat. He is a hard worker. He does fourth or fifth grade academic work but shows special ability in auto-mechanics, foundry, forge and wood shop.

Such a liking is formed and they are so happy in the work that they come back and work in the same classes. David is back in the special class. The teachers take special interest in these returned special students and try to give them some advanced work.

TABLE XIII
STATISTICAL CASE STUDY OF PAUL

NAME Paul

AGE 15

I. Q. 74

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	C	C
Science	B	B
Geography	C	
Civics		C
Mathematics	C	B
Spelling	B	B
Wood Work	C	
Foundry		C

General health	Good
Physical defects	None
Number of children in family	1
Place in family	1
Home atmosphere	Fair
Outstanding characteristics	Courteous-lacks social adjustment
Present status of case	Third Semester in Junior Vocational Class

M. Paul

Paul is fifteen years old and has an I. Q. of 74. He is the second boy in a family of four boys. One brother is very much retarded. The mother and father are well educated. The father is a railroader and the economic condition of the family has always been good. The home is a good thrifty German home. He has good health but is nervous and restless.

He was in the opportunity room for three years and has been in the special class for two years. His work has greatly improved. He is courteous and thoughtful in his contacts with grown people and girls but does not get along with boys of his own age. He has never co-operated in games with boys. He does not like to be asked to take part and often wanders about alone. He often stands alone looking out the window.

No special gain has been made by his being in special class. He is not even happy. He is a psychopathic case.

State of mind

State of body

Subnormal intelligence

Present status of case

TABLE XIV
STATISTICAL CASE STUDY OF LEE

NAME Lee

AGE 23

I. Q. 45

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	C	C
Civics	C	C
Art	B	B
Wood Work	B	
Foundry		B

General health	Fair
Physical defects	Small head
Number of children in family	6
Place in family	6
Home atmosphere	Good
Outstanding characteristics	Indifferent-stubborn
Present status of case	At home

N. Lee

Lee is twenty-three years old with an I. Q. of 45. He is the youngest of six children. The parents were well educated. They were very well fixed economically. Both parents were addicted to alcohol. The father died with delirium tremens.

Lee is very small and is often taken for ten year old child. He has very small head, of a typical microcephalic type. His hair is very coarse and at times he has a very thick tongue. His fingers are very stubby. If he starts to laugh, he will continue to laugh all day, and if he starts to cry he will cry all day.

He was never able to do anything in regular grade and was excluded from school. At the age of seventeen the parents learned of the opportunity rooms and asked permission to place him in school. He was never able to do anything beyond the second grade in reading or numbers and has never yet learned the different pieces of money; but with paints and crayon he is an artist. He can not create, but he can copy.

He is an institutional case.

Place in family

Home atmosphere

Food

TABLE XV
STATISTICAL CASE STUDY OF MARY

NAME Mary

AGE 14

I. Q. 73

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	B	B	B
Music	C	B	B
Science	C		
Geography		C	
Civics			C
Spelling	C	C	C
Mathematics	B	B	
Clothing	C	B	B
Foods	B	B	
Home Management			C
Physical Education	D	D	D

General health	Fair
Physical defects	None
Number of children in family	5
Place in family	3
Home atmosphere	Fair
Outstanding characteristics	Pouty-indifferent
Present status of case	Fourth Semester in Junior Vocational Class

O. Mary

Mary is fourteen years old with an I. Q. of 73.

She is the third child of a family of five. Her mother and father died when she was five years old. She lives with an aunt who has grown children, and they have very badly spoiled Mary. She was in the regular grades until the sixth grade and then entered the special class.

She is very attractive and popular with the students of her group and also regular students. She is not very co-operative. Mary wants to do the thing she wants to do at the time she wants to do it, regardless of what the group is doing. If things do not go her way she pouts for hours.

She is very apt with her hands and does exceptional work in vocational classes, but can not do academic work.

TABLE XVI
STATISTICAL CASE STUDY OF MARIE

NAME Marie

AGE 16

I. Q. 70

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	C	C	C	C
Music	B	B		
Science	B			
Geography	B			
Civics			B	B
Spelling	C	B	C	C
Mathematics	C	C		
Clothing	C	C	B	B
Foods	C	A	B	
Home Management				B
Physical Education	D	D	D	D

General health	Very poor
Physical defects	Eyes-ears
Number of children in family	8
Place in family	5
Home atmosphere	Very poor
Outstanding characteristics	Sad-inferiority complex
Present status of case	At home

P. Marie

Marie is sixteen years old and has an I. Q. of 70. She is the third from the oldest of a family of eight. The parents are the most ignorant type of people. Marie has been in an opportunity room since she was in the second grade and all the children younger have been in the same room. The two older were no higher mentally, but the school system had no place for them other than regular grades. The family have always been in poor financial condition. The father will not work and they depend mostly upon charity for existence.

Marie has always been a weak, delicate child, due chiefly to under-nourishment. She is slightly deaf and has sore eyes most of the time. She has a dark outlook on life and is never getting a square deal to her idea. She never feels on an equality with the other girls. She has been in the special class three years. Her work here has been on a low level except caring for dining room and kitchen. She is happiest when doing this work. She will never have a strong enough body or ability to have a job of the very easiest type.

TABLE XVII

STATISTICAL CASE STUDY OF MARGARET

NAME Margaret

AGE 16

I. Q. 80

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	C	C	C	C
Music	B	B		
Science	B			
Geography		B		
Civics			B	C
Spelling	C	B	C	B
Mathematics	C	C	C	C
Clothing	B	A	A	B
Foods	A	B		
Home Management			B	
Physical Education	D	D	D	D

General health Good

Physical defects None

Number of children in family 9

Place in family 5

Home atmosphere Very poor

Outstanding characteristics Friendly-popular in her group

Present status of case At home

Q. Margaret

Margaret is sixteen years old and has an I. Q. of 80. She is the fifth child of a family of ten, nine of whom are living. The parents have had no education. The father has not had work for many years and is not much inclined toward work when he has an opportunity. The family lives in a two room shack with scarcely enough furniture for the two rooms. One can imagine the type of home spirit and atmosphere in such environment.

Margaret has been in the opportunity room since she was in the third grade. She has always been a rather happy child, with a good disposition and well-liked by her group. She has been in the special class for three years. She finished the special two year course in which she was one of the best of the group. She tried to do high school work but was unable. She did make a grade in typing. It was necessary for her to do more work with the special group but her problems were more advanced. It is impossible for students of this group to do regular high school work.

Margaret will make a good household worker for she is dependable, slow but particular and anxious to do good work. She can take directions and follow them.

TABLE XVIII

STATISTICAL CASE STUDY OF BETTY

NAME Betty

AGE 14

I. Q. 81

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

SEMESTER GRADES

English	F	C	C	C
Music	C	C		C
Science	C			
Geography		C		
Civics			C	C
Spelling	C	C	C	C
Mathematics	D	D	D	C
Clothing	B	B	B	B
Foods	B	C		
Home Management			B	
Physical Education	C	C	C	C

General health	Good
Physical defects	None
Number of children in family	10
Place in family	4
Home atmosphere	Very poor
Outstanding characteristics	Happy-flighty-unreliable
Present status of case	Fourth Semester in Junior Vocational Class

R. Betty

Betty is a sister of Mabel. She is fourteen years old and has an I. Q. of 81. She is the sixth of a family of ten. Betty has been in an opportunity room since she was in the second grade. She is of a rather nervous nature, rather flighty and unable to stay with a task any length of time. Betty can not be trusted and is not truthful. She is so lacking in the little things that girls her age like that she can not resist the temptation to take such things if she has a chance. She has been in the special class two years and has done fair academic work and good vocational work. She is still in special class.

TABLE XIX .
STATISTICAL CASE STUDY OF PHIL

NAME Phil

AGE 10

I. Q. 38

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

- Was given only phonics and numbers in the 1C Grade.

General health	Fair
Physical defects	Eyes
Number of children in family	5
Place in family	5
Home atmosphere	Poor
Outstanding characteristics	Shrewd-indifferent-dishonest
Present status of case	At home

S. Phil

Phil is ten years old and has an I. Q. of 38. He is the youngest of a family of five. The parents have no education and are poor and shiftless. They live in a two-room house near the river. The furnishings are very meager and show great lack of cleanliness. There is no possibility of home atmosphere.

The mother told the child over and over that he was crazy and he would tell the children he was crazy for his mother said he was. The doctor said he had a tumor at the base of the brain which caused his low mentality. His eyesight is very poor and he can not see ordinary print in books, not even in primers with the large print. It was necessary for the teacher to make letters an inch in height for his work.

He has been in the opportunity room three years. He gained much but was so mean to the other children that he was excluded and is now running the streets, stealing anything he can get. He was always very shrewd and could locate all the important buildings in the city.

BABLE XX

STATISTICAL CASE STUDY OF FRANK

NAME Frank

AGE 14

I. Q. 72

TERMAN'S INTELLIGENCE TEST

SCHOOL RECORD

Reached third grade and was excluded from school

General health	Good
Physical defects	None
Number of children in family	3
Place in family	2
Home atmosphere	Very poor
Outstanding characteristics	Kind-not trustworthy
Present status of case	At home-Ward of the Court

T. Frank.

Frank is fourteen years old with an I. Q. of 72. He is the second child of a family of three. The mother is of low mentality. She is care-worn, over-worked and very weak physically. The father has a little higher mentality. He is crippled and walks by means of a crutch. The only income he has is by selling papers on the street.

He has been in an opportunity room for four years. He did good work when he wanted to, and would have been able to do more but was a truant. Also he could not be trusted but was kind to everyone, and especially the little children. His mother was so fond of him she shielded him in any trouble he was in. This made it hard for the teacher to work with him. He really reached his mental capacity at the age of eleven.

He has been before the probate judge many times for stealing. Now he is a ward of the court.

The following facts are gathered from the cases studied:

Average age	16
Average I. Q.	71
Average number of children in family	5
Number of cases with no parents living	2
Number with mother and father living	18
Number with only mother living	2
Number not living with parents	2
Number of cases with inferiority complex	2
Number with good home atmosphere	12
Number with ambitions	0
Number with special talents	0
number with physical defects	6
Number taking the fourth semester of work in the special vocational class	9
Number at home after completing the two year special course	3
Number at home before completing the two year special course	4
Number reviewing work	2
Number married	1
Number as ward of court	1

VIII. CONCLUSION

The present American philosophy of education proclaims equal opportunity for every child. . This requires a study of the inherent capacities of children and the consideration of the opportunities for service in a highly complex, industrialized society. Were it necessary to provide a special curriculum and method of teaching each individual, schooling would be beyond the means of all except the very wealthy. Fortunately, school administrators have been able to carry on instruction of the great majority of children in rather large groups. This, however, works to a disadvantage of those who are in some way handicapped; but increasing attention is being given to the education of subnormals in the United States. It is going to be the work of our public schools to reach this group of people. The number of school systems which provide these special schools and classes is increasing in number. It is here they will be better fitted to work and live in a democracy.

Fifteen states have enacted special laws to promote school education of handicapped children, namely: Alabama, 1927; California, 1921; Connecticut, 1921; Louisiana, 1922; Massachusetts, 1919; Minnesota, 1915; Illinois, 1917; New Jersey, 1911; New York, 1917; Oregon, 1927; Missouri, 1919; Pennsylvania, 1919; Utah, 1921; Wisconsin, 1917; and Wyoming, 1919. Of the thirty states reporting, (with no legal provision) twenty-two supply education for the retarded and eight have no provision²².

²²"Report of the Committee on Special Classes," Special Education; the Handicapped and the Gifted (New York: The Century Co., 1931), p. 439.

In order to accomplish the ideal equality of opportunity for all children, opportunities must be provided for the mentally retarded to learn how to live completely and successfully on their intelligence levels. Education which will permit them to engage in the work of unskilled labor and live happily in the humblest group must be given. Special abilities should be sought out and developed and disabilities should be minimized, not stressed. With a department of special education organized and properly staffed, it will be possible to give every child the opportunity for an education suited to his ability.

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