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THE VISITING TEACHER

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,

Washington, September 4, 1920.

Sir: I am sending herewith for publication as a bulletin of the Bureau of Education a manuscript on "The Visiting Teacher," prepared by Miss Sophia C. Gleim, fellow in the Research Department of the Women's Educational and Industrial Union.

With the attempt to make the schools more effective for all classes of children, both native and foreign born, and to make the opportunities for education to all children as nearly equal as possible, it has been found necessary to employ many agencies not originally found in the best school systems. As the functions of the school are extended, a need for a closer relation between home and school and of a more active knowledge of home conditions than teachers usually have becomes evident. Some States and cities are attempting to meet this need by providing for visiting teachers who, having no duties as regular class teachers, may give their time to visiting the homes, assisting the parents, interpreting to them the requirements of the schools, and giving special attention to children who must work and live under abnormal conditions. This plan is in its experimental stage, but it has been tried far enough to make its value felt sufficiently to justify a careful study of it and the presentation of its method in such a summary as is contained in this manuscript.

Respectfully submitted,

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

THE VISITING TEACHER.

INTRODUCTION.

One of the first attempts to provide education for neglected children was made in Germany in 1695 in a school founded by August Hermann Francke. A century later a like effort to educate destitute children and to save them from vagrancy and crime was made in England, when "ragged" schools, supported by voluntary contributions of private organizations, were founded. These earlier schools were conducted by persons who had an intimate knowledge of the home life of the children and were prepared to adapt or supplement the classroom work so that their educational efforts would meet the needs of neglected children. English educators recognized the necessity of continuing this personal care after the education of children of all classes was provided at public expense. Children's care committees composed of public-spirited men and women were organized for cooperation with school officials in giving personal attention to children whose wholesome development was endangered by the ignorance, neglect, or destitution of their parents or guardians. Similar activities were undertaken by residents of social settlements in the United States. These volunteer workers have shown the need of such supplementary care and have developed methods and standards of work. Like other pioneer efforts¹ of private associations for furthering the ideals of the schools, the work is now winning the support which promises to result in its general adoption as a part of the public-school system. The present investigation was undertaken for the purpose of discovering the extent of this tendency and for the gathering of information which would show the functions and methods of work of this new-school official.

SOURCES OF INFORMATION.

Reports of visiting and home teachers from California and various cities² were the chief sources of information. The executive secretary of the visiting teacher staff of the New York Public Education Association and the chairman of the survey committee of the National Association of Visiting Teachers furnished statistical data; this was based on a questionnaire³ sent out by the committee. Personal letters from visiting teachers, school principals, and school

¹ Cabot, Ella Lyman, *Volunteer Help to the Schools*, p. 105.

² Chicago, Kansas City, Rochester, Mount Vernon, New York, and Boston.

³ Sixty-five were sent; 57 returned reports.

superintendents supplemented this material. Field work with the visiting teacher in Chicago, case records in three public schools,¹ and personal interviews with visiting teachers in Kansas City, New York, and Boston were the remaining sources of information.

SCOPE OF THE WORK.

The largest numbers of visiting and home teachers were found in Los Angeles, Oakland, and San Francisco, and in New York City, Boston, and Minneapolis. The significance of the numbers reported varies, since the name of "visiting teacher" is sometimes given to school officials whose work may supplement, overlap, cooperate with, or supplant that of the attendance officers,² vocational assistants, after-care teachers of special classes,³ and coordinators of high schools.⁴ The visiting teachers may give full or part time, depending usually upon an official connection with the public-school system or with a private organization. Thirty-six visiting teachers⁵ stated that they were officially connected with the public schools; 21 stated that they were working under private organizations. In New York all (16) are full-time workers, 9 of them employed by the board of education⁶ and 7 by the Public Education Association, a private organization. This is true also in Minneapolis and Chicago,¹⁰ where the visiting teachers are employed by the board of education and serve as members of the attendance or vocational guidance departments. In Boston 5 full-time workers and 12 part-time workers¹¹ are employed by social settlements and other private organizations. In addition to these visitors, 45 academic teachers in the Boston continuation schools give half as much time to home visiting as to teaching, 4 vocational assistants in the trade school for girls give half of their time to home visiting, and one "after-care" teacher gives all her time to visiting the homes of the mentally defective and subnormal children.¹² In Newark and Glen Ridge, N. J., the workers give only part time to home visiting. In many places where the numbers employed are small, volunteers do home and school visiting. In Gary, Ind.,¹³ and Lincoln, Nebr.,¹⁴ regular

¹ This work was done in 1917-18 in the Wells, Jones, and Haines Practice Schools.

² The social work of this nature in Baltimore, Md., is done largely by the attendance officers.

³ See table of special classes, given later.

⁴ Seattle, Wash., has one man who is a coordinator between the high schools and industries and one woman who is a coordinator between the schools and the commercial interests. They are found also in Charlestown and Boston.

⁵ These were from 16 different cities.

⁶ Steps are being taken to increase this number sixfold.

⁷ When she is specifically known as a "visiting teacher" or "home teacher," and her salary is paid by the board of education, full time is usually given to the work.

⁸ Six of these are settlement workers.

⁹ Kindergarten teachers generally visit in afternoons.

¹⁰ Bul. No. 23, Pub. Ed. Assn., p. 8.

¹¹ Note 7 of table.

schoolroom teachers are responsible for visits to the homes and for the treatment of cases of maladjustment to school, home, and neighborhood conditions.

Persons reported doing organized home and school visiting and their titles, by States and cities.

States and cities. ¹	Title.	Visitors employed.	
		Total.	Number in city.
United States.....	Varies.....	205	1
California ²	Home teacher.....	10	1
Connecticut.....	Visiting teacher.....	3	3
Hartford.....	do.....	1	1
Iowa.....	do.....	1	1
Des Moines.....	do.....	1	1
Illinois.....	do.....	3	1
Chicago.....	do.....	3	3
Kentucky.....	Social worker.....	5	5
Louisville.....	do.....	5	5
Massachusetts.....	Varies.....	20	17
Boston.....	Home and school visitor.....	1	1
Newton.....	Visiting teacher.....	1	1
Springfield.....	do.....	1	1
Worcester.....	Supervisor of attendance.....	1	1
Minnesota.....	Visiting teacher.....	12	12
Minneapolis.....	do.....	12	12
Missouri.....	do.....	1	1
Kansas City.....	do.....	1	1
New Jersey.....	Varies.....	28	22
Counties ³	Helping teacher.....	1	1
Glen Ridge.....	Visiting teacher.....	1	1
Montclair.....	do.....	1	1
Newark.....	do.....	4	4
Nebraska.....	Room teacher.....	50	50
Lincoln.....	do.....	50	50
New York.....	Visiting teacher.....	19	16
New York.....	do.....	16	16
Mount Vernon.....	do.....	1	1
Rochester.....	do.....	1	1
Utica.....	do.....	1	1
North Carolina.....	Varies.....	2	1
Raleigh.....	Visiting teacher.....	1	1
Rural districts.....	Perambulant teacher.....	1	1
Ohio.....	Varies.....	10	3
Cincinnati.....	Visiting teacher.....	3	2
Do.....	Home visitor.....	2	2
Cleveland.....	Visiting teacher.....	4	2
Columbus.....	do.....	2	2
Youngstown.....	do.....	2	2
Pennsylvania.....	Extension teacher.....	2	2
Philadelphia.....	do.....	2	2
Wisconsin.....	do.....	6	6
Milwaukee.....	do.....	6	6

¹ In two State rural communities are included. Gary, Ind., has one register teacher in each district.
² Only one home teacher is employed in the smaller cities, such as Long Beach, Pomona, and Sacramento.—Letter, assistant superintendent of public instruction, May 14, 1920.
³ This number includes one social worker in the high school; one visitor of the homes of every labor permit applicant who has not finished the eighth grade; one trained nurse who visits the homes of aemic children; one woman physician who visits the homes of the malnutrition cases; and one home visitor who visits in a district for unfortunate people and supervises the shower baths.—Letter, superintendent of schools, April 19, 1920.
⁴ Places where the work is carried on by private organizations apart from the public school system.
⁵ Reports varied from 4 to 17; 12 answered questionnaires.
⁶ Names of counties, New Jersey School Report, 1918.
⁷ Annual Report of the Commissioner of Education, 1916, vol. 1, Chap. XVII, p. 293.
⁸ Seven visiting teachers in New York City and one in Columbus, Ohio, are working under private organizations.—Letter, Dorothy Griggs, formerly visiting teacher, May 8, 1920.
⁹ One hundred and four kindergartners and their assistants give eight hours a month to visiting homes. The visiting teachers are in three high schools; one home visitor works in connection with the special school; the other home visitor has been taking up, for only three months, the pronounced cases of social maladjustment under the auspices of the Associated Charities of the city.—Personal letter, Vocational Bureau, Cincinnati Public Schools, June 14, 1920.
¹⁰ Two in the department for the blind, one for backward and defective children, one special teacher of orthopedics for crippled children, one teacher of hygiene qualified as a nurse, for follow-up work due to absence on account of illness.—Letter, superintendent of schools, May 8, 1920.
¹¹ One of these is full time. In addition a corps of social workers are working with three psychologists in three schools. Every child in the kindergarten and primary grades is studied individually.—Personal letter, Children's Service Bureau, June 10, 1920.
¹² These teachers work in the homes for crippled children.



California is the only State where a statute providing for home and school visitors was reported. The California home teacher act makes it permissible for boards of school trustees, or city boards of education to employ a "home teacher" for every 500 units of average daily attendance. The State board of education is definitely committed to a stimulation of thorough Americanization programs in all schools. This means an increase in the number of home teachers employed.¹⁵ New Jersey has a statute¹⁶ that created the office of "helping teacher" in the rural schools. The many-sided activities of these women include home visiting, and community work to secure closer cooperation of parents. It is becoming more common for State agricultural experiment stations to send field agents to farmers' clubs; they become visiting teachers in the farm home.¹⁷ In North Carolina the "perambulant teacher" works among the illiterate whites in rural communities.¹⁸ It is doubtful whether the term "visiting teacher" should be applied to all of these new school workers, but the fact that they have been found necessary is evidence of the growing realization that public education should not be confined to the schoolroom, but should be applied wherever it will be most effective in remedying evils or in promoting health, happiness, and efficiency.

THE FUNCTION OF THE VISITING TEACHER.

The function of the visiting teacher is the "adjustment of conditions in the lives of individual children to the end that they may make more normal or more profitable school progress."¹⁹ This adjustment of conditions makes the visiting teacher a link between the home and many independent agencies. She first goes to the school, then to the home, and lastly enlists the cooperating agency necessary in solving her specific problem; thus she gathers up the loose threads, focusing them upon the school and the home as centers. Thus the home teacher of California serves as a vital link between the community with a foreign population and the social settlements, Young Women's Christian Association, Council of Jewish Women, Daughters of the American Revolution, the Mothers' Congress, and Parent-Teachers' Associations, and other private and municipal agencies.²⁰ Fifty-three visiting teachers in other States reported that they cooperated with various relief societies; 49 worked with children's courts or substitutes; 48 with recreation centers, 48 with

¹⁵ Assistant superintendent of public instruction, personal letter May 15, 1920.

¹⁶ N. J. Sch. Rept., 1917, p. 52; 1918, p. 53 and 58.

¹⁷ Journal of Home Economics, vol. 7, p. 270-283.

¹⁸ Survey, Apr. 10, 1919, p. 52. "Bringing the School to the Home."

¹⁹ Johnson, Harriet M. The Visiting Teacher in New York City, p. 3.

²⁰ A Manual for Home Teachers, 1919. California Commission of Immigration and Housing, p. 17-18.

childrens' societies; 48 with girls' clubs; 48 with probation officers of juvenile courts; 45 with psychiatric clinics; 44 with church societies; 44 with boys' clubs; 33 with parents' associations; 32 with employment bureaus; and 22 with probation officers for adults. The extent of cooperation with agencies outside the schools depends largely upon resources of the communities in which the visitors are working.

An effort was made to discover the specific relation of the visiting teacher to the following agencies inside the school: (a) Attendance department; (b) vocational guidance department; (c) school nurse and child study department; (d) special classes.

(a) Attendance department. Three out of 54 visiting teachers reported that their work had no relation to the attendance department; 9 reported it to be a part of this department; 1 made no report on the subject; the activities of the 41 visiting teachers who reported cooperation varied from the giving of slight assistance to the supplanting of truant officers.

(b) Vocational guidance department. More than half (34) of the reporting visiting teachers work in schools having vocational guidance departments. Five of these are doing all the vocational guidance work in their districts, 5 reported their work as parts of the vocational guidance departments, 4 made no reports of a relation, 18 reported cooperation with these departments, and 2 reported no relation.

(c) School-nurse and child-study departments. Seven visiting teachers worked in schools having no nurses, and of the remaining number only one reported that her work bore no relation to the school nurse. Forty-six of the replies indicated very close cooperation between the school visitors and the nurses. This also was true of the relation of the work to the child-study departments or departments for subnormal children. Of the 47 visiting teachers working in schools having these departments, 36 reported cooperation, 1 worked entirely with these departments, and 1 cooperated for mental tests only. The work of 3 visiting teachers bore no relation to these departments and 6 made no reports on the subject.

(d) Special classes. One aftercare teacher works in the homes of the mentally defective and subnormal children of the 79 special classes maintained by the Boston School Committee. The work is similar to that of a visiting teacher²¹ but distinct from that of the Boston home and school visitors. A special study made in New York City reported that the number of visiting teacher cases in the over-age group of children in the special classes was 35 per cent greater than the number of those found in the regular classes. The

²¹ The term "humanity teacher" was suggested for the friendly type of service rendered.

extent²² to which the visiting teachers make use of special classes is shown in the accompanying table which summarizes reports from 16 cities obtained by a survey committee of the National Association of Visiting Teachers.

Use of special classes by visiting teachers in 16 cities.

Type of class.	Number of visiting teachers who reported use of special classes.	Type of class.	Number of visiting teachers who reported use of special classes.
Total teachers reporting.....	53	Crippled.....	31
Mentally defective.....	49	Sight conservation.....	31
Vocational.....	13	Special defective.....	17
Armenic or tubercular.....	40	Rapid advance.....	17
Deaf.....	36	Disciplinary and probationary.....	9
Blind.....	31	Miscellaneous.....	7

²² Six reported classes for defective speech but a larger number of visiting teachers make use of these classes.
²³ The chairman of the survey committee stated "about 16."
²⁴ This group includes the following: Epileptic, 2; cardiac, 2; opportunity, 2; retarded, 1.

TECHNIQUE.

1. *Number of schools visited.*—Over half (32) of the reporting teachers visited 1 school, 10 visited 12 or more schools or the entire city, 4 reported that they were caring for 2 schools, 6 for 3 schools, and 5 for a number varying from 4 to 7 schools. Visiting is done regularly or occasionally as the conditions demand. Fourteen teachers visited one school regularly,²⁵ 5 two schools, 4 three schools, and 4 four schools. The consensus of opinion of the visiting teachers is that the work is done more satisfactorily when they confine their activities to regular visits to one large school.

2. *Grades visited.*—The grades for which the visiting teachers' services were considered necessary varied in the different cities as follows: The largest number (19) visited in the homes of children in the kindergarten grades to the 9b grade,²⁶ 16 visited in the homes of children in "all the grades,"²⁷ 12 in the grades 7a-12,²⁸ 1 in grades 1-3, 1 in grades 1-6, 1 in grades 6-12, 1 visited the families of the kindergarten children only, 1 those of the ungraded classes, and 1 made no report.

3. *Required number of hours of work per day.*—The required number of hours of work per day varies from 5 to 8.²⁹ Over half (19) of

²² Johnson, Harriet M. *The Visiting Teacher in New York City*, p. 28.

²³ Forty-nine reported on this part of the question.

²⁴ Ten visited in the homes of children in the kindergarten to eighth grade, 8 in grades 1-6, and 1 in grades 1a to 9b.

²⁵ One of these reported "any that need"; 1 reported "1-12, high school part time."

²⁶ Four were high school; 3, grades 8-12; 2, junior high school; 7, grades 8 and 9; 1, grades 7a to 10b; 1, high school, and eighth grade girls not planning to enter high school.

²⁷ Visiting teachers find it necessary to make home calls evenings, Sundays, and holidays.

the reporting²⁸ visiting teachers worked 7 hours per day. Five reported that there was no specified number of hours required and 10 made no reports.⁷

4. *Average number of days worked per year.*²⁹—Most of the visiting teachers reported that they worked throughout the school year.³⁰ This varied in length from 188 to 280 days. One reported that she worked "all year and on Saturdays" and one reported that she worked "all the year round," as she was employed in a place having a 12-month school year.

5. *Average number of cases per year.*—Almost half (23) of the reporting teachers made no reports on this question. The significance of the terms "cases"³¹ and "visits" was confused. One visiting teacher stated that 3,000 visits per year was a conservative estimate; one reported that she made from 300 to 325 calls. The number of cases ranged from 30 (for a part-time worker) to 1,200; 4 reported 100 cases or less; 8 workers said that the average annual number ranged from 100 to 200 cases; 5 reported from 200 to 300 cases, 7 from 300 to 800 cases, 4 from 800 to 1,000 cases, and 1, 1,200 cases.³²

6. *Schedules and records.*—The working and permanent record³³ used by the visiting teachers employed by the New York Board of Education is a 5-inch by 8-inch card. Space is provided for the following: (1) Source and reason for inquiry; (2) identification; (3) school record; (4) health record; (5) personal history; (6) out-of-school activities; (7) home conditions; (8) special difficulties; (9) agencies interested; (10) actions taken and result. A 5-inch by 8-inch folder³⁴ of four pages is used by the visiting teachers employed by the New York Public Education Association. The following items of information are found: First page—(a) identification, (b) source of and reason for inquiry, (c) school record, (d) mental and physical condition; second page—(a) environmental influences, (b) general characteristics and tendencies; third page—(a) treatment, (b) final estimate; fourth page—supplementary information. Preliminary to these working and permanent records, 3 by 5 inch cards³⁵ are filled out by the class teacher or principal and usually filed by the visiting teacher in her office. In Boston a 4 by 6 inch card is used

²⁸ Thirty-seven reported on this subject. One part-time visitor was required to work 2½ hours; 1, three hours; and 1 stated that she worked from 12 to 14 hours per day.

²⁹ Forty-six reported on this subject.

³⁰ Interpretation of the school year varied as follows: 20 days for 10 months; 20 days for 9½ months; and 30 days for 9 months; "school year for 8 months," 5 days per week, 188, 190, 196, 200, 207, 230, 275, and 280 days were reported.

³¹ By "case" is meant the technical term used in social work.

³² One reported "250 cases and specials."

³³ Can be supplied on request. A similar card is used in Chicago.

³⁴ Supplied on request. See also Johnson, Harriet M., *The Visiting Teacher in New York City*, pp. 14-19.

³⁵ The items of information are: (1) Class, (2) name, (3) address, (4) father's name, (5) reason for referring to visiting teacher, (6) date, (7) date of birth.

by the visiting teachers and filed in the offices of the school principals. The form provides space for the name of the child, date of birth, attendance, scholarship, conduct, personal neatness, "home-room" teacher,²⁸ date, and information required. With this information given by the regular room teacher the visiting teacher adds on the back of the card other desirable information. She also makes a private record of the majority of her cases. The working and permanent records used by visiting teachers in other cities are similar to those in use in New York and Boston.

Reports²⁷ are made to a committee²⁸ or to the board of education. The plan of the reports varies as the need changes. The monthly reports usually contain statistical summary records of cases, notices of conferences held with teachers, principals, or social agencies, and general comments. Details are sometimes given of remedial or preventive agencies enlisted, the relief furnished, and the placement work done.²⁹

7. *Salaries, duties, and qualifications.*—The chairman of the survey committee stated that the figures given in the reports of the salaries are no longer true.³⁰ Three different visiting teachers reported 4, 7, and 10 as the required number of years necessary to reach the maximum salaries in their respective cities. As compared with other teachers' salaries, one visiting teacher reported that her salary was less than that of the regular teachers, and four reported their salaries more than those of the elementary teachers; three reported them the same as those of the regular school-teachers. One visiting teacher reported that her salary was equal to and another that hers was greater than that of the special teacher; four stated that there was no fixed salary schedule.

The "home teacher" of California is legally licensed; in addition she should have the following qualifications: (1) Experience in teaching and in social work, (2) good health, (3) ability to speak the language of the largest foreign group in the district, (4) complete loyalty to the principal of the school, (5) tact and patience for a delicate task, (6) ingenuity in adapting all circumstances to the main purpose, (7) an incapacity for discouragement, (8) comprehension of the reasons for and objects of the work, and, finally, (9) a sympathetic attitude toward the people, which involves some knowledge of the countries and conditions from which they come and what "America" has meant to them. The New York and Chicago visiting

²⁸ The home-room teacher is the teacher in charge of the study room.

²⁹ These are monthly, annual, or both.

³⁰ The relation of the visiting teacher to her committee is similar to that of the associated charities visitor.

³¹ Case, Emma G., Rochester, N. Y., May, 1916, report.

³² The minimum salary reported was \$600, which was the current teacher's salary in that locality; the maximum, \$2,800.

³³ Manual for Home Teachers, p. 11.

teachers are required to secure a visiting teacher's license. This license is granted after a satisfactory examination has been passed. Experience in teaching and in social work for four years is required in New York. The supervisor of attendance in Worcester, Mass., is required to pass a civil-service examination. The Boston home and school visitors are required to have experience in social work. The visiting teachers of New Jersey are taken from the regular teaching force. Normal-school and social-service training are required in Rochester, N. Y. The normal and academic training of the Minneapolis visiting teachers must be supplemented by training along social and vocational lines. The qualifications and requirements of visiting teachers in the remaining places vary in proportion to the extent to which the work has developed.⁴² Visiting teachers of Boston and Chicago who lack the normal-school training and teaching experience regard both the educational and social-service training and experience as being necessary qualifications in order to do the work most satisfactorily.

DESCRIPTION OF THE CHILDREN UNDER THE VISITING TEACHER'S CARE.

1. *American and foreign born.*⁴³—Of the 46 reporting visiting teachers, 5 said that the approximate number of their English-speaking cases was between 75 and 100 per cent; 2, between 50 and 75 per cent; and 8, between 25 and 50 per cent. One devoted herself exclusively to the Negro school. These reports indicate that visiting teachers work chiefly with the foreign population. The Jewish and Italian⁴⁴ districts were the centers of work of the largest number of visiting teachers. When making their visits, they urge the parents to attend English classes. They sometimes organize girls', boys', mothers', and men's clubs, hold meetings in homes, and often refer the cases to the specific Americanization committees that have been established in their districts. The California Americanization activities are the chief aims of the home teacher, whose work deals largely with training foreign-born housewives.

2. *Normal and defective.*—The majority (44) of those reporting worked in the homes of both normal and defective children, 8 visited regularly in the homes of defective children, ⁴⁵ 3 took such cases

⁴² The visiting teachers that reported on the prerequisites of the work were from 16 cities.

⁴³ Nine of the 54 visiting teachers who replied made no report on this question.

⁴⁴ Six visiting teachers reported the majority of their cases were Italian; nine reported Jewish including Russian Jews; eight reported Jewish with one or more of the following: Irish, Austrian, Polish, Italian, Scandinavian. Other nationalities reported were Slavic, Assyrian, Bohemian, Armenian, Indian, Swiss, Danish and Finnish, Japanese, Chinese, French, German, Greek, and Syrian.

⁴⁵ Two Cleveland visiting teachers in the department for the blind, and 6 Milwaukee visiting teachers working in the homes of crippled children, have been added to the number reported by the New York survey committee.

in emergencies,⁴⁶ 3 made the preliminary investigations⁴⁷ of defectives, and 3 visited only in the homes of normal children.

3. *Distinctive types.*—Among the 90 cases read,⁴⁸ the largest number were children "irregular in attendance" and children "failing in scholarship." The type of service rendered to children in the first group is chiefly preventive,⁴⁹ and differs from that of the regular truant officers in that it is divorced from police functions. Children failing in scholarship were the most numerous of the cases reported by the visitor of Boston Girls' High School. The frequency of the number of children of this class in other places is shown by the fact that 38 visiting teachers gave information about "specified methods"⁵⁰ of improving scholarship. Other predominant classes of children coming under the visiting teacher's care are working children, adolescents in need of special care, children whose home life needs readjustment, children in need of suitable recreations, queer, restless, slow, retarded, and neurotic children—misfits, truants, and delinquents.

CASES.

Spectacular cases of the above types are frequent, but the visiting teacher aims to diagnose the symptoms and prevent their further development. The following are illustrative of the work:

1. Three cases of infringement of the child labor law were discovered by the visiting teacher. The right of schooling was insured to the children through her cooperation with the child labor committee.
2. The demand for working papers of girls in the upper grades of one school was lessened when one year of visiting teacher service was added to that given by the regular school-teachers.
3. One overworked boy slept frequently in class. The visiting teacher found him working from 3 to 6 a. m. and from 4 to 7 p. m. The proper home adjustment was made.

⁴⁶ One of these worked in a deaf school and one cared for cases of normal children occasionally.

⁴⁷ Springfield, Mass., where the visiting teacher works in connection with the director of the psychological laboratory, is included. Springfield, Mass., Public School Report, p. 21, 1918.

⁴⁸ Thirty-five were read in Boston, 25 in Chicago, 20 in Kansas City, and 10 in New York.

⁴⁹ In New York City the visiting teachers are careful not to do the work of the regular attendance officers. In one school, Mount Vernon, the visiting teacher uses the slightest excuse for entering the homes; thus the families look upon her as a real friendly visitor and not as one coming always to render a complaint. Personal letter, January 4, 1918.

⁵⁰ The number of visiting teachers reporting for each method was as follows: Cooperation with parents, 38; bettering physical conditions, 34; bettering home conditions, 32; stimulating interest, 31; mental tests, 25; promotion suited to mentality, 23; extra help with lessons, 20; demotion, 16; cooperation of teacher, 2; securing a part-time job, 1; change of course, 1.

4. A pregnant and heartbroken daughter of a widower⁵¹ was found to be the cause of a younger sister's neurotic condition. Home adjustments with the father were made, and the reputation of the family was saved by placing the older daughter in a suitable home.

5. In one family two children who alternated in absence from school in order to care for the two babies were found motherless. The visiting teacher made a satisfactory home adjustment and the children came to school regularly.

6. One child refused to stay at home in the evening, but after each call by the home and school visitor the periods of improved behavior increased in length.

7. Poverty at home prevented a boy from completing his school term. A scholarship was secured and the term was completed at the usual time.

8. The continued tardiness of a little girl was corrected by an explanation to the mother of the necessity of being on time.

9. An orphan child under the care of a questionable stepmother was placed in a home where suitable guardianship was insured.⁵²

10. Physical cruelty was inflicted upon one child by a mute mother. This ceased, the child was of a happier disposition, and freed from former terrors after the visiting teacher served as mediator between the mother and child.

11. Interpretation of the school to the home and the home to the school secured greater interest on the part of both toward one child who was dull and listless. The child became brighter and happier.

12. A little girl was poorly nourished. Religious views of the family prevented her older sister from accepting a position which would have brought an increase to the family income. The situation was relieved by finding a position in a Jewish business firm.

13. A 6-year-old Italian girl was habitually absent. Her father had ordered her to admit no visitors. A call was made when the father was home. She was found caring for an insane mother and four small children. Her mother was removed to a sanitarium and provision made for the care of the children. After a short time the family was reunited in a new neighborhood.

14. The parents in a family of 10 children⁵³ were unfit guardians. The Society for the Prevention of Cruelty to Children was notified, and the children were placed in homes.

⁵¹ For the seriousness of this problem, see the unpublished report on "The Neglected Children of Widowers," by Anna M. Ely, Research Department of the Women's Educational and Industrial Union, 1920.

⁵² This child was also placed in a special grade school.

⁵³ Three children were mentally defective, one girl was sexually immoral; one girl was deformed, one boy was of the Mongolian type, and Jennie was referred to the visiting teacher because she repeated "I A and I B" several times.

15. A widower's daughter was earning \$17 per week as a factory girl. She was persuaded by the visiting teacher to take her mother's place in the family in order to care for the younger children. The teachers, school principal, and neighbors assisted in developing her interest in home duties, so that she became a tidy housekeeper and took pride in her new position in the home.

The following table is a summary of 10 typical cases:

Summary of 10 typical cases reported by one visiting teacher.

(Files of the New York Public Education Association.)

Reason given for inquiry.	Statement made by teacher or principal.	Action taken by visiting teacher.
1. Need of supervision.	Bad previous truancy record and conduct suspicious.	Personal supervision of family and agencies.
2. Extreme poverty.	Children alone, mother works, and poor diet.	Supervision of children by neighbor, mother works less and relief given.
3. Conduct.	Stealing from mother.	Referred to Juvenile Protective Aid Society.
4. Need of supervision.	Case continued from previous year.	Personal interest and supervision.
5. Troublesome at home and at school.	False standards of pleasure and dress. Hangs around streets.	Personal supervision and cooperation with outside agency.
6. Need of recreation.	Half-day absences.	Personal supervision.
7. Need of supervision.	Questionable companions. Wants to be a nice girl.	Girl joined club and improved her work.
8. Scholarship and mentality.	Acts childishly, mentally deficient, probably due to physical condition.	Physically handicapped. Deafness discovered.
9. Poor work, poor attendance, poor health.	Home conditions responsible, not poverty.	Cooperation of mother secured.
10. Conduct and scholarship.	Below grade.	Physical attention given and promotion followed.

¹ Two children, boy and girl.

The value of the visiting teacher's service is further illustrated by the fact that in one city 76 eighth-grade pupils (who had left school returned after calls made by the social worker in the schools.⁵⁴ The following story of the B—— family shows the rôle played by the visiting teacher in rescuing children from a demoralizing home:

Henry was an Italian boy of 6 years, and was frequently absent from school. The mother eloped with a former boarder and lodger in the family.⁵⁵ A home visit revealed that the boy and two younger children were being cared for by the godmother of the baby. At first this woman took care of the children during the day, but later accepted the position as permanent housekeeper. She became the subject of neighborhood gossip, but endured it for the welfare of the children. Her own family became unfriendly to her later and she and the father resorted to drink. When these conditions prevailed at home the absence of Henry from school followed. Assisted by the friendship of the visitor, the godmother struggled against the drink habit for six months and then joined the father in a long debauch. The Society for the Prevention of Cruelty to Children was notified, but the agent arrived too late to find evidences of neglect.

⁵⁴ Louisville, Ky., 1910-20. Personal letter, superintendent of schools, Apr. 10, 1920.

⁵⁵ For the seriousness of this problem, see unpublished report, "The Neglected Children of Separated, Divorced, and Deserting Parents," by Sophia C. Gleim, Research Department, Women's Educational and Industrial Union, 1920.

Again, a month later, similar conditions prevailed; the aid of the policeman on the route was enlisted. The State board of charity took charge of the children and placed them in suitable homes, where they did well.

CONCLUSIONS.

The reports of visiting teachers, home teachers, home and school visitors, and public-school social workers in the United States are in need of standardization. The best efforts in this direction have been made in the City of New York and the State of California. The specific duties of the visiting teacher will depend upon the extent to which the work of the attendance, vocational guidance departments, and departments for special classes and child study, psychological and psychiatric clinics, and public-health activities have been developed in the respective schools and communities. Visitors for both elementary and secondary schools should be provided, and when the schools are of sufficient size the work of each visitor should be confined to one school. An average of seven hours of work per day should be the maximum number of hours required. The visitor should be employed throughout the school year, and should be given a substantial vacation. Accurate records of the cases should be kept and annual reports filed. Since the work requires both training for teaching and for social service, it is fitting that the salary of the visiting teacher should be greater than that of the regular elementary or high-school teachers. Experience and efficiency should be given due consideration in attaining the established maximum salary. Tact and sympathy are essential. A private office in the school building where confidences can be exchanged should be provided. The ideal points toward the establishment, as a part of the public educational system, of a home, beautifully but simply and adequately furnished, where the visiting teacher may receive the families of the neighborhood.

Both city and county boards of education should endeavor to add to their present educational forces the services of specially trained persons whose function it would be to study the needs of individual children and to bring the school into closer relations with the home and outside agencies. This will lead to the formation of more special classes in the schools in order to care for the needs discovered by these experts.

The desirability of this closer cooperation of the school, home, and social agencies is recognized by both educators and social workers. Prof. W. H. Kilpatrick, of Teachers' College, Columbia University, pointed out the necessity of retaining a flexibility in the school system which would enable it to adjust itself to the changing needs of the child. He declared further that the visiting teacher is a sign that the

school is a genuinely up-to-date institution." C. C. Carstens, of the Massachusetts Society for the Prevention of Cruelty to Children, in a recent address stated that a large amount of the social work of the past was a "tiding over of the families into next week's misery." The social work done by the visiting teacher is of a more constructive type. "The school is the natural approach to the home where physical and moral conditions have not become very bad. One of the best means of making this social approach is through the visiting teacher."³⁷ No doubt these men express an appreciation which is becoming increasingly common among leading educators and social workers. The emphasis of prevention brings the activities of the visiting teacher into harmony with the more progressive types of social work, and suggests that it may become a means of minimizing retardation, truancy, and delinquency.³⁸ Thus, the visiting teacher will become a part of a scientific program to be worked out to perfect our American educational system.

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