

PROJECT IN RESEARCH IN UNIVERSITIES

Opportunities
for the Preparation of
Teachers of
Exceptional Children

BULLETIN 1937, NO. 17



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UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1938

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Foreword

THIS BULLETIN is one of a series reporting the findings of investigations undertaken during 1936-37 under the Project in Research in Universities of the Office of Education. The project was financed under the Emergency Relief Appropriation Act of 1935, and conducted in accordance with administrative regulations of the Works Progress Administration. Study findings in addition to those reported in this bulletin will be made available in other Office of Education or institutional publications.

The Project in Research in Universities represents a unique and significant innovation in cooperative research. Sixty universities and comparable institutions located in 32 States, the District of Columbia, and Hawaii combined efforts with the Office of Education to conduct 40 studies, 23 of which were proposed by the Office and 17 by the institutions. Each institution was invited to participate in all of the approved studies that it was in a position to undertake. From 1 to 14 studies were conducted in each institution, and a total of more than 150 separate study reports were made to the Office of Education.

An important feature of the project was the widespread and coordinated attack on each problem by a number of universities at the same time. Each study proposed by the Office of Education and accepted by the universities was conducted by two or more institutions. As many as 31 institutions, located in 20 States representative of each major geographical division of the country, participated in one study alone. The task of planning, administering, and supervising the many projects and studies on a national scale, under complex and often difficult conditions, demanded the finest type of cooperative endeavor. Except in two places where qualified relief workers could not be found or retained, every institution which actually began work on the project carried it through to successful completion. The fine professional spirit in which responsibility for the work was accepted and maintained by the institutions made possible the successful completion of the project within approximately 1 year.

With this professional spirit of cooperation in worth-while research and

study of educational problems was manifested a strong humanitarian desire to join hands with Federal agencies striving during the years of the depression to afford gainful and socially desirable employment to college graduates or former college students in the type of work for which they were best prepared. For these contributions to educational research and to the social good of the Nation, the Office of Education extends to its colleagues and helpers in the universities of the country its grateful acknowledgment and appreciation.

One of the investigations undertaken in the project was the analysis of existing teacher-training opportunities in several selected fields. The education of exceptional children is conceded to be an increasingly important realm of educational endeavor. For its efficient administration it requires the services of highly qualified teachers. Opportunities for special preparation in this field are growing, as is also the number of persons interested in securing preparation. The present bulletin is designed to show the extent of such opportunities and to furnish information which will bring together those who are seeking and those who are in charge of curricula of this type.

BESS GOODYKOONTZ,
Assistant Commissioner of Education.

Introductory Discussion

THE first published compilation of material relating to opportunities for the preparation of teachers of exceptional children in the United States appeared in 1929 under the auspices of the International Council for the Education of Exceptional Children. At that time 43 institutions in the United States and 2 in Canada were reported which offered courses in this field. In 1931 the Office of Education issued a bulletin¹ on the same subject, with brief descriptions of the courses given. Seventy-one institutions were listed in this report as offering opportunities for study to prospective teachers of exceptional children.

In 1936 a third investigation was undertaken as one phase of the Project in Research in Universities, and its findings are reported in the following pages. The number of institutions announcing courses preparatory to the teaching of one or more types of exceptional children had by that time grown to 118. This represents an increase of 66 percent in the 5 years between 1931 and 1936—an unmistakable evidence of the mounting importance that is being attached to the special preparation of teachers for children who because of mental, physical, or emotional deviation are in serious need of special educational provision.

METHOD OF STUDY

The present analysis was made on the basis of data accumulated by means of questionnaires, with supplementary information gathered from a study of current catalogs and announcements of courses. In addition to universities, colleges, and normal schools, highly specialized institutions for the deaf, the blind, and the feeble-minded were also considered, since some of these carry on a comprehensive teacher-education program for the particular type of handicapped child with which the institution deals.

Of the more than 800 universities, colleges, and normal schools in which provision is made for the preparation of teachers, data are available for 420.

¹ This bulletin, as well as that of the International Council for Exceptional Children, is now out of print.

It may be questioned whether the findings accruing from only 52.5 percent of the total number of institutions can be considered complete. It is possible, of course, that some omissions have resulted from the failure of certain institutions to respond. On the other hand, there are several hundred very small normal schools and colleges in the country the facilities of which are extremely limited and in which specialization is impossible. It is likely that failure on the part of many of these to return the questionnaire was due to the lack of any facilities of this type to report. In the case of institutions which are fairly well known or have a fairly large enrollment, a careful check was made of the current announcement of courses before a failure to report was accepted as indicative of the fact that no courses were offered for teachers of exceptional children.

GENERAL FINDINGS

Number of institutions providing specialized training.—Institutions for which data were available were classified into three groups: (1) Those providing an integrated curriculum or unit of courses in one or more of the major fields of special education; (2) those offering one or more distinct courses (but not an organized sequence of courses) dealing with some phase of the education of exceptional children; (3) those reporting that no work of this nature was being carried on. Findings indicate that there are 48 colleges, universities, and normal schools in the first group, and 53 colleges, universities, and normal schools in the second group. To these must be added 17 residential or other highly specialized schools which have established teacher-education programs, either as independent departments or in cooperation with some nearby university or college. A number of other residential schools report that opportunities are offered but the students indicated as enrolled for teacher-education have been exceedingly few during the past few years, in some cases lacking altogether.²

With such a growth in the program the time seems to have come to make a distinction between those institutions in which only one or two or three scattered courses are offered in various phases of special education and those in which an integrated curriculum has been organized especially for the preparation of teachers in this field. Whether given in the regular session or in the summer session, a group of courses specifically designed for prospective teachers of the mentally handicapped, for sight-saving teachers, for speech-correction teachers, or for teachers of any other type of excep-

² Among these residential institutions which from time to time informally provide education for students who wish to prepare for teaching are: California School for the Blind, Berkeley; Miami School for Deaf Children, Coral Gables, Fla.; Maryland State School for the Deaf, Frederick; Boston Nursery for the Blind, Boston, Mass.; Mississippi State School for the Deaf, Jackson; Arthur Sunshine Home and Nursery School for the Blind, Summit, N. J.; St. Joseph's School for the Deaf, New York City; New York School for the Deaf, New York City; Ohio State School for the Deaf, Columbus; Mount Airy School for the Deaf, Philadelphia Pa.; De Paul Institute for the Deaf, Brookline, Pittsburgh, Pa.; St. John's School for the Deaf, St. Francis, Wis.

tional children is considered a unit in a teacher-preparation program in special education.

On the other hand, one or two or three scattered courses dealing with various elements of the work are much more likely to be designed for teachers of regular classes or of unclassified groups who feel the need of acquainting themselves with the problems of exceptional children as they arise in the classroom. The increasing opportunities that are being offered in this direction are most encouraging, and they are of immeasurable value to the cause of special education. Courses now commonly given, for example, in "the education and psychology of exceptional children", in the "mental hygiene of the school child", or in "juvenile delinquency", in which numerous phases of the subject are considered in a semester's work, serve to orient the teacher in the problems of special education, but taken alone they can scarcely be said to prepare her to teach exceptional children. They constitute only the foundation upon which a complete curriculum can be built. Since the primary purpose of this study is to analyze the facilities for more intensive preparation for work in special classes or with children who may be candidates for special classes, the major part of the report will be concerned with the 48 universities, colleges, and normal schools, and the 17 residential and other highly specialized schools which offer opportunities of this kind.

Facilities for respective groups of exceptional children.—With the nature of preparation needed for the respective groups so different in many respects, one is not surprised to find that no institution claims to offer a comprehensive course for all eight types of exceptional children; nor would such an effort be desirable in many cases. One institution will find its greatest opportunity in the preparation of teachers for the mentally handicapped, another will most logically serve the deaf or the speech-defective. Some will find it possible to prepare teachers for three or four groups, but only a few have the student body, the financial resources, and the field of service necessary for instituting an adequate program for more than that.

A complete analysis of the types of teacher-education offered by the institutions concerned gives the following distribution:

<i>For—</i>	<i>Number of institutions¹</i>	<i>For—</i>	<i>Number of institutions¹</i>
Blind	9	Speech-defectives	25
Partially seeing	7	Mentally handicapped	36
Crippled	7	Mentally gifted	10
Deaf and hard-of-hearing	25	Socially or emotionally maladjusted	27
Delicate children	4		

From the foregoing figures it appears that the greatest amount of attention is being given to the preparation of teachers for the mentally handicapped,

¹ Based on data given in sec. II, including both curricula and single courses there-indicated.

the socially or emotionally maladjusted, speech-defectives, and the deaf and hard-of-hearing. Since the estimated incidence of these groups stands high in relation to that of the others considered, it may be expected that more workers are needed for them and that, therefore, more sources of specialized preparation are necessary. Reservation is made with respect to gifted children, whose incidence, theoretically at least, ranks equal to that of the mentally handicapped, but for the education of whom only 10 institutions report even a limited amount of special preparation, and only two report anything approximating a curricular program. So little is known today as to how gifted children should be educated that it is not surprising to find so few teacher-education institutions presuming to tell their students in any intensive way how to do it.

Geographic distribution of training facilities.—It is assumed that any institution of collegiate rank which has shown a definite interest in the preparation of teachers of any one group of exceptional children is a potential center for a comprehensive course of education for other groups. This is what has happened in the past 5 years in several cases. The State Teachers College at Salem, Mass., in 1931 was carrying on a program of preparation for teachers of mentally handicapped children. In 1936 it reported the early developments of a course for teachers of the deaf. Central Institute, in St. Louis, long known for its outstanding service for the deaf, has established a cooperative relationship with Washington University, in the same city, and has added a curriculum for specialists in speech correction.

Whether or not such expansion takes place, it is well to note in which parts of the country the institutions are located that provide teacher-education curricula for any one or more of the exceptional groups. The geographical distribution shows that they are predominantly in the Northeastern and North Central States, with a few scattered centers in the Middle West and the far West. If to these institutions were to be added those in which one or two single courses are offered, the distribution would, of course, cover a much larger number of States, filling in the areas that seem otherwise to be destitute of training opportunities. For example, the University of Montana, the University of Wyoming, and the University of Colorado have all offered summer courses in the education of exceptional children, with some attention to the specialized problems involved. Other universities and colleges have done likewise. No doubt in the years to come some of these institutions will expand their present limited facilities into an integrated curriculum for teachers in special education. Apparently the greatest need for development lies along the southern border where little is being done at the present time.

SIGNIFICANT TRENDS

Studying the developments that have taken place during recent years, one is impressed with certain characteristics of growth which have accompanied the general increase in the number of teacher-education opportunities. Several of these seem to be of particular significance. They concern, on the one hand, the content of the curriculum and, on the other hand, the administrative arrangements made with regard to it.

Content of curriculum.—The day seems to be passing—if indeed it has not already passed—when a young man or woman can qualify as a satisfactory teacher of any group of handicapped children without having some general knowledge, first, of the teaching methods used with normal children, and, second, of the needs and problems of other groups of handicapped. The interrelationships of all phases of education are being increasingly stressed, and no part of it can stand alone. Thus one finds in some institutions a general orientation course in the education and psychology of exceptional children listed as a requirement for every specialized curriculum in special education. Graduation from a normal school or teachers college is a common admission requirement for training in a specialized residential school. Teaching experience with normal children is encouraged as a prerequisite. Speech correction is of recognized value to teachers of the deaf, the mentally retarded, and the crippled, while methods of teaching backward children are deemed essential for teachers of several other groups. The breadth of the curriculum which has thus been achieved is one of the most hopeful indications that teachers of exceptional children will become more and more a select group of educators, qualified for expert service in the field which they have chosen, but none the less able also to meet the problems of the regular classroom in an efficient manner.

Administrative organization.—Not only does the actual content of required courses indicate a breadth of preparation for the prospective teacher, but the manner in which these courses are drawn from various departments of the university and integrated into a unified curriculum makes for wide contacts and progressive points of view. Departments of psychology, sociology, speech, biology, physiology, industrial arts, and physical education are all used in the preparation of teachers of exceptional children. The administrative arrangement by which the courses given in these departments are coordinated with those offered in the department or school of education differs according to the plan developed in the individual institution. Education for speech correction is frequently the function of the school or department of speech, where such exists in the university, in cooperation with the school or department of education. In some cases interdepartmental committees are responsible for organizing and administering the program of teacher-preparation for various types of exceptional

children. In still others a department or a division of special education has been established for administrative purposes, handling all problems of selection and guidance of students, curriculum planning, and coordination of the program. Whatever the specific arrangement followed, the trend seems to be in the direction of a unified administrative plan, which in itself is a wholesome indication, for it gives to the education of exceptional children a recognized place as a distinctive unit in the teacher-education program.

Cooperative relationships.—These cooperative relationships among different departments of the same university are but one form of curricular integration. An increasing number of collegiate institutions have gone beyond this and are establishing a cooperative relationship with a nearby residential school for a particular type of handicapped child, which supplies the opportunity for the specialized preparation needed. Of the colleges and universities here reported as offering curricula in special education, at least nine now carry on such a recognized relationship.

This arrangement is undoubtedly valuable to both of the institutions involved, as well as to the prospective teachers. The college or university provides the general background of learning in education and psychology, while the specialized school provides the learning in special techniques and the laboratory in which to apply them. Both have a contribution to make in the preparation of the teacher. Such a provision, however, should not be permitted to overshadow the value, especially for prospective day school teachers, of securing in their preparation a familiarity with day school practices. Knowledge of good educational procedure with normal children, as observed in the day schools, is an essential phase of a well-balanced teacher-education program in whatever particular field of service the student may expect to be engaged. Moreover, the mastery of these techniques cannot assure the ability to apply those techniques in strange situations; and to the teacher who has seen only the inside of a residential school in his preparation some of the problems arising in a day school are likely to be bewildering. Similarly, of course, the prospective teacher in a residential school should serve part of his apprenticeship there. Fortunate, indeed, is the person who in his preparation has become familiar with both day school and residential school practices.

State designation of training facilities.—Out of the rather scattered efforts to prepare teachers of exceptional children in institutions which happen to choose to do so, there is evolving an organized program planned in an increasing number of cases by the State itself. Obviously, it would be most uneconomical and most unwise for every institution in the country in which teachers are prepared to introduce specialized courses in the education of exceptional children. It is far better to select the institutions in which such curricula can be offered to the best advantage. Some States have

undertaken to do this. In California, the San Francisco State College has been officially designated as the responsible agency. In Connecticut it is the New Haven State Normal School; in Massachusetts, the State Teachers College at Salem; in Ohio, the Ohio State University; in Wisconsin, the Milwaukee State Teachers College; in Michigan, the Ypsilanti State Normal College; and in Pennsylvania several teachers colleges have recently been named to assume the responsibility. Such an assignment does not prevent other institutions from offering similar work, and in some States there are several sources of preparation. But the designation by the State of one or two institutions to render this service carries with it an official sanction of the program that is conducive to its growth. How many institutions there should be in each State and whether in some States there should be any at all are questions which still remain to be answered. The primary concern is, first, that the facilities for adequate preparation in each field shall be reasonably well distributed throughout the country and shall be of easy access to teachers in every State; and, second, that a sufficient number of qualified teachers shall be prepared in these centers for service in the education of exceptional children. That marked progress in these directions has been made during the past 10 years seems certain from the results of this study.

BASIS OF SELECTION AND PRESENTATION OF TABULAR MATERIAL

The compilation of information given in sections II and III of this bulletin *does not represent an attempt to make an exhaustive report on all institutions offering at least one course in the education of exceptional children.* The tabular material is limited to those institutions in which a curriculum or a unit or group of courses is offered for at least one of the eight types of exceptional children. Obviously these curricula or units of courses vary in scope and in degree of adequacy. Special education has not yet reached the stage of standardization at which all teacher-training institutions follow the same pattern of preparation. It would be unfortunate if they did. However, there is probably much to be desired in some institutions before a given curriculum reaches the point of satisfying even those in charge. No attempt is here made to place an evaluation upon any of the work done.

"Extension" or "in-service" courses are not included. A vast number of such offerings are designed primarily for teachers who are already employed in the vicinity of the institution giving them and who would, therefore, have full access to information regarding the available facilities for study. In this publication we are chiefly concerned with assisting those who are planning a complete course of teacher-preparation or a supplementary course in resident study.

Every student who searches through college and university catalogs in order to make an analysis of course offerings finds a lack of standardization in terminology and classification which makes absolute accuracy impossible in a comparative analysis of procedures followed in different parts of the country or even in different institutions. Each college or university is governed in essential aspects by the standards of its own regional conference or by State requirements, but in the details of making its program it is governed more by the exigencies of the situation in which it finds itself. It is important, therefore, to call attention to several points which should be borne in mind in the interpretation of the data given:

(a) *The difference in nomenclature was one of the most obvious difficulties encountered.*—It was found that the same course title might refer to any one of several types of subject matter, and different titles might indicate the same content. Recourse to the college catalog for a description of the course helped to clarify ambiguity in many cases. “Clinical psychology”, for example, in one institution is a lecture course on mental deficiency. In another it is a course in the administration and interpretation of mental tests. Again, in still another institution, it is a general course on the case method. Similar disparities occur with other courses, as well as in the department under which a course is listed. “Mental hygiene” may be a course in education, or psychology, or health, or economics, or sociology, according to varying conceptions and emphasis placed upon it. It is in a few cases even associated with abnormal psychology—a practice which seems to obscure its real purpose as a course in the science of mental health. Abnormal psychology is usually associated with those gross aberrations of mental life which set the individual apart as a patient to be treated. The ideal of mental hygiene, on the other hand, is constructive and preventive as well as remedial. To build from early childhood a well-integrated personality which may never suffer from any serious mental disturbance is one of its major objectives; and this is something quite distinct from abnormal psychology.

(b) *Only those courses are listed which, regardless of title or of the department in which they are offered, deal specifically with the education or psychology of any one of the eight major types of exceptional children.*—Courses treating of the general use of tests and measurements or of the principles of abnormal psychology of adults are thus eliminated, except as reference may be made to them in connection with the requirements for a particular curriculum. While these courses are important in any well-rounded preparation, they do not constitute specialized training in the field of the education of exceptional children. “Clinical psychology” is also eliminated if the description of the course indicated that it comprises only or chiefly a training in the administration of mental tests. If, however, it seemed to include

the complete case study of problem children, it became by virtue of this fact one of the courses with which this study is primarily concerned. So also courses in the mental hygiene of childhood are included because they deal so intimately with behavior problems of school children both from a preventive and a remedial point of view. In all this selection of courses it is assumed that, if the more highly specialized courses are offered, the less specialized courses in psychology and measurement may be expected, and hence need not be given special mention.

(c) *The courses listed concern the education of eight different groups of exceptional children, namely, (1) the blind and the partially seeing; (2) the crippled; (3) the deaf and the hard-of-hearing; (4) delicate children, or children of lowered vitality; (5) speech-defectives; (6) the mentally retarded; (7) the mentally gifted; (8) the socially or emotionally maladjusted.*

(d) *The offerings herein listed should be checked for any given year.—Colleges and universities change their offerings from one year to the next by elimination, substitution, or addition. Particularly is this true of summer sessions, which may feature one or more courses for a specific year only. In the directory which follows it may be assumed that the courses listed were announced either for 1935-36 or 1936-37, or for both. There is no sure guarantee, however, that individual courses announced for a specific year will actually be given during that year. The right is reserved by all institutions to cancel a course for which there is insufficient enrollment. All these conditions of possible change and uncertainty make it essential that the prospective student confirm the information furnished in these pages by communicating directly with the institution itself. Additional data regarding details of credit, length of course, and prerequisites should be secured in like manner.*

[SECTION II]

Location of Offerings, Classified by Types of Courses

THIS table lists only those institutions in which a curriculum or a unit of courses is offered for at least one of the eight types of exceptional children. Any single courses offered in the same institution for other groups of exceptional children are also indicated. See also Appendix for list of institutions reporting general courses or one or two specific courses in this field.

[X = curriculum or group of courses. C = single courses]

State and institution	Blind, partially seeing	Crip- pled	Deaf, hard- of- hearing	Deli- cate	Men- rally handi- capped	Men- tally gifted	Social- ly mal- ad- justed	Speech defect- ive
1	2	3	4	5	6	7	8	9
CALIFORNIA								
California State School for the Deaf, Berkeley.....			X					
San Francisco State College, San Fran- cisco.....			X					
University of California, Berkeley.....					C			X
University of Southern California, Los Angeles.....			C		C		C	X
CONNECTICUT								
State Normal School, New Haven.....					X		C	
DISTRICT OF COLUMBIA								
Catholic University of America, Wash- ington.....							X	
Gallaudet College, Washington.....			X					
GEORGIA								
University of Georgia, Athens.....							X	
ILLINOIS								
Northwestern University, Evanston.....							C	X
University of Chicago, Chicago.....					C		X	
IOWA								
Iowa State Teachers College, Cedar Falls.....					X		C	C
University of Iowa, Iowa City.....							C	X

¹ In summer session only.

[X = curriculum or group of courses. C = single courses]

State and institution	Blind, partially seeing	Crippled	Deaf, hard-of-hearing	Delicate	Mentally handicapped	Mentally gifted	Socially mal-adjusted	Speech defective
1	2	3	4	5	6	7	8	9
KANSAS								
University of Wichita, Wichita								X
MARYLAND								
Johns Hopkins University, Baltimore	C	C	X	C	X	C	C	C
MASSACHUSETTS								
Boston University, Boston					C	C	X	
Clarke School for the Deaf, Northampton			X					
Smith College, Northampton			X					
Harvard University, Cambridge	X				C		C	
Perkins Institution and Massachusetts School for the Blind, Watertown	X							
State Teachers College, Salem			X		X			
Teachers College of the City of Boston, Boston					X			
MICHIGAN								
Michigan School for the Blind, Lansing	X							
Michigan School for the Deaf, Flint			X					
Michigan State Normal College, Ypsilanti	X	X	X	X	X		X	X
Wayne University, Detroit	X	X	X	X	X		X	X
Western State Teachers College, Kalamazoo					X	C	C	
MINNESOTA								
University of Minnesota, Minneapolis					X	C	C	X
MISSOURI								
Central Institute for the Deaf, St. Louis			X					X
Washington University, St. Louis			X					X
NEBRASKA								
University of Nebraska, Lincoln					C	C		X
NEW YORK								
College of the City of New York, New York					X		X	X
Lexington School for the Deaf, New York			X					
New York Institute for the Education of the Blind, New York	X							
Teachers College, Columbia University, New York	X	X	X	X	X	C	X	X
New York University, New York		X	X		X	X	X	X
Rome State School, Rome					X			
State Normal School, Geneseo					X		C	
State Normal School, Oswego					X			
State Teachers College, Buffalo	X	X	C					
Syracuse State School, Syracuse					X			
Syracuse University, Syracuse					X		C	X
University of Buffalo, Buffalo					X		C	
NORTH CAROLINA								
North Carolina School for the Deaf, Morganton			X					
OHIO								
Athenaeum of Ohio, Cincinnati			X					
St. Rita School for the Deaf, Cincinnati			X					
Ohio State University, Columbus			C		X		X	X
Ohio University, Athens			C		X			
University of Cincinnati, Cincinnati	X							
Western Reserve University, Cleveland	X				C			

¹ In summer session only.

² For blind only.

³ For partially seeing only.

[X = curriculum or group of courses. C = single courses]

State and institution	Blind, partially seeing	Crippled	Deaf, hard-of-hearing	Delicate	Mentally handicapped	Mentally gifted	Socially mal-adjusted	Speech defective
1	2	3	4	5	6	7	8	9
PENNSYLVANIA								
Geneva College, Beaver Falls.....					¹ X			
Pennsylvania State College, State College.....					¹ X			X
State Teachers College, Bloomsburg.....					¹ X			
State Teachers College, California.....					X			
Temple University, Philadelphia.....		C			X	C	C	
University of Pennsylvania, Philadelphia.....					X	X	X	X
University of Pittsburgh, Pittsburgh.....					¹ X		C	
Western Pennsylvania School for the Deaf, Edgewood, Pittsburgh.....			X					
RHODE ISLAND								
Martin Hall, Bristol.....								X
SOUTH DAKOTA								
South Dakota School for the Deaf, Sioux Falls.....			X					
TENNESSEE								
George Peabody College for Teachers, Nashville.....	^{1 2} X					C		
Tennessee School for the Blind, Nashville.....	^{1 2} X							
UTAH								
University of Utah, Salt Lake City.....					C		C	X
WASHINGTON								
University of Washington, Seattle.....								X
WISCONSIN								
State Teachers College, Milwaukee.....			X		X		C	X
University of Wisconsin, Madison.....								X

¹ In summer session only.

² For blind only.

[SECTION III]

List of Course Offerings, by States and Institutions

EACH of the courses included in this section was announced by the institution concerned for either the year 1935-36 or 1936-37, or for both years. Courses listed for the fall, winter, or spring session are designated as R; those listed for the summer session as S. All course descriptions, quotations, and other statements are taken from the catalog or printed announcement of the institution in question. The details of the method of compiling this list are given on pages 7 to 9.

The courses listed are considered as belonging to three classifications: (1) fundamental or general courses concerned with the education of several or all types of exceptional children and frequently required as orientation courses in any chosen field; (2) units or groups of specialized courses in the education of one or more particular types of exceptional children; (3) single courses in other fields of specialization for exceptional children. Courses belonging to the first and the third of these classifications may or may not be present in a given institution; but every institution for which information is presented in the following pages offers courses in the second classification. As already stated, this is the criterion used for the inclusion of the institution in the list here given. Whenever possible, the courses offered by each institution will be classified on the three-fold basis indicated above.

CALIFORNIA

CALIFORNIA STATE SCHOOL FOR THE DEAF, BERKELEY

This school is a training center for teachers of the deaf, established by the California State Department of Education. It offers a 1-year curriculum in cooperation with the San Francisco State Teachers College. Entrance requirements include graduation from the Teachers College, with a regular credential to teach hearing children. A special State credential to teach the deaf is issued upon satisfactory completion of the curriculum, which is offered during the regular school year and represents a total of from 33 to 36 semester units of work. The courses given comprise the following:

1. *Introduction to the teaching of the deaf.*—History of the education of the deaf; extent of causes of deafness; types of schools; theories and methods of instruction; vocational needs; social and economic conditions; religious education. (R).
2. *Language development with the deaf.*—Elementary vocabulary; sentence structure; special techniques in the approach to the use of language; common language difficulties and corrective measures. (R).
3. *Speech training for the deaf.*—Formation and development of elementary sounds; phonetics; anatomy and physiology of the vocal mechanisms; technique of speech; analysis of normal speech as to its functional components. (R).
4. *Lip reading.*—Analysis of methods of lip reading, with practice, and with application to both the deaf and the hard-of-hearing. (R).
5. *The teaching of elementary school subjects.*—Emphasis upon arithmetic and reading; language difficulties of the deaf child in all subjects; methods and materials; special problems and devices; program planning. (R).
6. *Mechanical aids in teaching the deaf.*—Anatomy of hearing; structure and functions of hearing; residual hearing; methods of testing, classification, and training; use and operation of radioear and audiometer; visual instruction. (R).
7. *Supervised teaching.*—Daily classroom observation, followed in second semester by experience in practice teaching. (R).
8. *Seminar in the teaching of the deaf.*—A course to accompany classroom observation and association with the deaf; problems arising out of such experience; current literature in the field; assigned reading. (R).
9. *Outside activities.*—Personal contact with the deaf child outside the classroom; assignment of duties on the playground, in the dormitories, and in the dining room. (R).

SAN FRANCISCO STATE COLLEGE, SAN FRANCISCO

This institution has been authorized by the State board of education to offer training courses for special State credentials for teaching the deaf and the hard-of-hearing; for teaching backward and mentally deficient children; in sight conservation; in speech correction; and for teaching physically handicapped (crippled) children. At the present time conditions do not permit their being offered in the regular college program. Courses accredited by the institution leading to a credential for teaching the deaf are given at the California State School for the Deaf in Berkeley (q. v.). Students interested in other fields relating to the handicapped are referred to the Registrar of the College for further information.

UNIVERSITY OF CALIFORNIA, BERKELEY

A. GENERAL COURSE CONCERNED WITH ALL TYPES OF EXCEPTIONAL CHILDREN.

The exceptional child.—The intellectually superior and the mentally inferior child; the physically handicapped; the delinquent; educational and sociological implications. (R, S).

B. COURSES IN SPEECH CORRECTION:

1. *Mental hygiene problems of childhood and adolescence.*—Situations in which knowledge of mental hygiene is helpful; special reference to the nervous speech disorders. (S).
2. *Speech disorders.*—Classification of speech defects and disorders; nervous speech disorders; stammering, stuttering, hesitation, cluttering; corrective technique in public schools; clinic observations. (S).
3. *Advanced problems in speech disorders.* (S).
4. *English phonetics with special reference to speech correction, I and II.*—Correct formation of English sounds; common articulatory faults and their correction. Elementary and advanced courses. (S).
5. *Personality in teaching.*—Value of poised personality; mental and emotional control. Primarily for teachers of speech correction but valuable also for regular classroom teachers. (S).

C. COURSES OFFERED IN OTHER FIELDS.

1. *Mental deficiency.*—Mental deficiency and abnormality in children, including a consideration of tests used in clinical examinations. (R).
2. *Clinical psychology.*—Supervised practice in case analysis in juvenile courts, public schools, nursery schools, hospital clinics, and other social agencies. For students who have completed the course in *mental deficiency.* (R).

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES

A special credential is offered by the University in the correction of speech defects.

Recommendation for the special credential in correction of speech defects may be given an applicant who presents evidence of his physical and mental fitness to engage in teaching service; who holds a valid California teacher's certificate, credential, or life diploma of elementary or secondary school grade; who has had two or more years of successful teaching experience or four semester hours of superior directed teaching completed in an approved teacher-training institution; who has personal characteristics necessary for successful work with handicapped children; and who has completed twelve semester hours of special work including: *Technique of normal speech; mental hygiene; speech defects and disorders; speech correction; directed teaching in speech correction; problems in the teaching of speech correction.*

A. COURSES CONCERNED WITH SEVERAL OR ALL TYPES OF EXCEPTIONAL CHILDREN.

1. *Psychology of exceptional children.* (R).
2. *Mental differences and educational adjustments.*—Analysis of causes of maladjustment and suggestions on methods of adjustment; methods developed in adjustment and opportunity rooms. (R, S).
3. *Mental differences and educational adjustments (advanced course).*—Critical analysis of current methods of administrative, supervisory, and classroom adjustment; special classes and special schools; clinical and experimental findings. (R, S).

B. COURSES IN SPEECH CORRECTION.

1. *English phonetics.* (R).
2. *Speech correction.*—Diagnosis and treatment of the more common types of speech disorders, such as lispings, vocal monotony, and general articulatory inaccuracies. (R, S).
3. *Correction of major speech defects.*—The speech causal series as it correlates neural action, muscular action, sound waves, and ear responses; disorders of breathing and laryngeal action; causes of stuttering; demonstration and laboratory work. (R).
4. *Correction of minor speech defects.*—Treatment of such defects as lispings, clattering, vocal monotony, and general articulatory inaccuracies; experience in diagnosis and remedial treatment under supervision. (R).
5. *Experimental phonetics and speech pathology.*—Etiology and classification of speech defects; theories of causation. (R).

C. COURSES OFFERED IN OTHER FIELDS.

1. *Juvenile delinquency.*—Causation of delinquency in children; emphasis upon methods of social analysis, clinical approach, and current research findings; interrelation of physical, mental, and social factors; review of practical programs as to point of view, methods, and achievement. (R).
2. *Seminar in juvenile problems.*—Extent, causes, and prevention of juvenile delinquency, mental deficiency, and other social irregularities related to public schools, State institutions, and the home; special attention to clinical measures in use in California. (R).
3. *The teaching of lip reading.*—History of lip reading; anatomy, physiology, and hygiene of organs of speech and hearing; devices for testing and measuring the hearing; theory and practice in speech reading; training of residual hearing; hearing aids; social problems of the hard-of-hearing; observation of the teaching of speech reading; supervised practice teaching. (R).

CONNECTICUT

STATE NORMAL SCHOOL, NEW HAVEN

The State Normal School at New Haven offers a curriculum for a limited number of students who wish to teach special classes or grades of atypical (mentally defective) pupils. The first 3 years of this curriculum are given at New Haven and the fourth year at Teachers College of Connecticut, New Britain. Specialized courses are given in the third year of residence at New Haven, covering 32 semester units of work in the following fields:

1. *Psychology of the atypical child.*—Problems and principles concerned with the education of atypical children; individual differences; causes and management of specific forms of mental deficiency; speech disorders; delinquency; psychoneurotic children; school program for the gifted child. (R).

2. *Tests and measurements.*—Educational measurement of special class children; group tests and individual tests of special disabilities; giving and scoring tests; proper use of results. (R).
3. *Mental and social adjustment.*—Personality adjustment of atypical children; emotional difficulties; disciplinary problems. (R).
4. *Sociological problems of special education.*—Problems of social and welfare social control; institutions contributing to their analysis and treatment; relation of school to other agencies dealing with atypical children. (R).
5. *Practical problems in special education.*—Organization of the work of the special class; methods of teaching; equipment and teaching materials; community problems. (R).
6. *Biological science*
7. *Household arts*
8. *Industrial arts*
9. *Health and physical education*
10. *Art*
11. *Supervised student teaching.* (R).
12. *Technique of teaching.*—Daily activities of a special class; educational principles involved; bases of grouping children; planning of units of activities. Closely coordinated with student teaching. (R).

} Curricular material and methods adapted to needs of special classes. (R).

DISTRICT OF COLUMBIA

CATHOLIC UNIVERSITY OF AMERICA, WASHINGTON

A. GENERAL COURSE CONCERNED WITH ALL TYPES OF EXCEPTIONAL CHILDREN.

The exceptional child.—Children who deviate from average in intelligence, emotional stability, and other traits, both physical and psychological. (S).

B. COURSES ON BEHAVIOR PROBLEMS.

1. *The problem child.*—Factors in delinquency: heredity, home and neighborhood environment, school problems; mental conflict; use of community agencies in treating problem children. (R, S).
2. *The clinical problems of childhood.*—Typical neurological, psychiatric, and social problems. (R).
3. *Mental hygiene.*—Behavior problems of childhood with special reference to mental and physical handicaps; treatment of behavior problems based on study of actual cases. (R, S).
4. *Mental hygiene (advanced course).*—Factors operating in establishment of personality trends in childhood and later adult life. (R).

COLUMBIA INSTITUTION FOR THE DEAF, WASHINGTON

(Gallaudet College)

This is a Government-aided institution which includes in its program a teacher-training department offering a 1-year curriculum for a limited

number of hearing students who wish to become teachers of the deaf and who are recipients of fellowships given by the college. Entrance requirements involve graduation from a college of good standing, with a bachelor's degree. The degree of master of arts is conferred upon students satisfactorily completing the curriculum. The year's work is divided into 3 terms, each consisting of 12 weeks. The courses offered in each term are as follows:

FIRST TERM:

1. *Study of phonetics, sense training.*
2. *Dactylology (finger spelling).*
3. *History of education, with emphasis upon education of deaf.*
4. *Statistical study of the deaf.*
5. *Observation as a group.*
6. *Practice teaching.—Coaching and assisting teachers.*

SECOND TERM:

1. *Phonetics, speech reading, visible speech.*
2. *Language of signs.*
3. *Fundamentals of English grammar.*
4. *Psychology applied to the deaf.*
5. *Individual observation.*
6. *Practice teaching under supervision.*

THIRD TERM:

1. *Phonetics, rhythm, auricular training.*
2. *Language development in primary department.*
3. *Language of signs.*
4. *Fundamentals of English grammar.*
5. *Principles and problems in teaching the deaf.*
6. *Observation and practice teaching under supervision.*
7. *Thesis.*

GEORGIA

UNIVERSITY OF GEORGIA, ATHENS

The Department of Psychology of the University carries on clinical activities, which include the study of psychological, psychiatric, and neurological problems. Cooperative arrangements have been made with the public schools, nursery schools, and administrative offices of the University. The courses dealing with behavior problems are given in close relationship to the clinic.

A. COURSES CONCERNED WITH SEVERAL OR ALL TYPES OF EXCEPTIONAL CHILDREN.

1. *Principles and methods of teaching exceptional children.*—Critical study of various methods used in teaching the mentally defective, the gifted, and problem children. Observation and study of typical cases. (R).
2. *Educational diagnosis and treatment of exceptional children.*—Diagnostic and remedial work; special disabilities; laboratory experience. (R).

B. COURSES ON BEHAVIOR PROBLEMS.

1. *Clinical psychology*.—Maladjustments of delinquency, with methods of diagnosis and treatment. (R).
2. *Clinical psychology (advanced course)*.—Continuation of work indicated above under (1). (R).
3. *Clinical problems*.—Comprehensive clinical studies of cases, with diagnoses and tests. Cases selected for each student. (R).
4. *Clinical problems (advanced course)*.—Continuation of work indicated above under (3). (R).

ILLINOIS

NORTHWESTERN UNIVERSITY, EVANSTON

The School of Speech of the university includes among its objectives the training of specialists in remedial speech.

Clinical practice is provided in the study of problem cases of various types. "Through the cooperation of the public school systems in its neighborhood the School of Education is in a position to provide . . . clinical facilities . . . and internships in child study."

A. COURSES CONCERNED WITH SEVERAL OR ALL TYPES OF EXCEPTIONAL CHILDREN.

1. *Diagnosis and treatment of exceptional children*. (R).
2. *Problems in special education*. (S).
3. *The unadjusted school child*.—Various types of maladjustment exhibited among school children; case studies illustrative of mental, physical, social, and emotional difficulties, with emphasis upon diagnostic methods and treatment. (R, S).

B. COURSES IN SPEECH CORRECTION.

1. *Anatomy and physiology of the vocal instrument*. (R, S).
2. *Methods in speech re-education for children*.—Techniques effective in treatment of deviations from normal speech in preschool and primary children; clinic observation and discussion. (S).
3. *Principles of speech re-education*.—Diagnosis of faults of voice production and of organic and functional speech difficulties; methods of effective treatment; observation and practice teaching. (R, S).
4. *Principles of speech re-education*.—Continuation of work indicated above (under 3), with particular attention to etiologies and therapies of stuttering; supervised teaching. (R, S).
5. *Seminar: Problems in speech pathology*. (R, S).

C. COURSES OFFERED IN OTHER FIELDS.

1. *Behavior problems of young children*.—Case studies of clinical material; types of behavior problems; preventive measures and remedial practices. (S).
2. *The delinquent*.—A review of psychological investigations of delinquents. (R).

UNIVERSITY OF CHICAGO, CHICAGO

A. COURSES ON BEHAVIOR PROBLEMS.

1. *Behavior disorders in children.*—Psychological factors in deviations of children's behavior from the socially accepted code. (R).
2. *Psychiatric problems in education.*—Analysis and interpretation of the emotional and personality problems of school children as they affect their educational adjustment and progress. (R, S).
3. *The treatment of juvenile delinquency.*—Methods of diagnosis; institutional treatment; personal supervision; preventive agencies; programs; case records. (R, S).
4. *Field work: visiting teacher.* (R, S).

B. COURSES OFFERED IN OTHER FIELDS.

Psychology and treatment of defective children.—Factors involved in the genesis of feeble-mindedness and its frequent accompaniments—emotional and personality defects—with emphasis upon re-educational and institutional methods; observation of and work with children. (R, S).

IOWA

IOWA STATE TEACHERS COLLEGE, CEDAR FALLS

To meet the requirements for the degree of bachelor of science in Opportunity Room Education, a student must complete the 2-year curriculum for teachers in kindergarten-primary grades or the 2-year curriculum for teachers in grades above the primary, and in addition the following work:

Education and psychology:

Personality development of children.

Mental hygiene.

Teaching of reading and spelling.

Education of exceptional children.

Mental test.

Elementary school curriculum.

Speech: *Speech correction.*

Biological science: *Heredity.*

Social science:

General sociology.

Crime and poverty.

Social problems.

Industrial arts: *Woodwork I and II.*

Physical education:

First aid to the injured.

Club and camp leadership.

Teaching: *Additional teaching to make a total of 15 hours.*

UNIVERSITY OF IOWA, IOWA CITY

A. COURSES IN SPEECH CORRECTION.

1. *Speech pathology*.—Causes, nature, symptomatology, and treatment of speech defects, with case studies and observation in speech clinic. (R).
2. *Seminar in speech pathology*.—Theories of stuttering and aphasia; underlying neuro-physiological and psychological principles of speech abnormalities. (R).
3. *Application of phonetics to speech correction*.—Clinical knowledge needed for the practice of speech correction in the public schools and speech clinics. (R).
4. *Speech clinics*.—Examination, study, and management of speech defects, with a wide variety of clinical material. (R).
5. *Seminar in speech clinic*. (R).

B. COURSES OFFERED IN OTHER FIELDS.

1. *Juvenile delinquency*.—General survey of causes of delinquency, including physical and mental traits, social backgrounds and truancy; remedial treatment. (R).

KANSAS

UNIVERSITY OF WICHITA, WICHITA

Through the establishment in the department of speech of the Flo Brown Memorial Laboratory for research and clinical practice in speech correction, students may major in the field of "Speech sciences." Specialized courses offered include the following:

1. *Anatomy, physiology, and physics of voice*.—Study of the normal speech process. (R).
2. *Normal speech development and general methods of speech correction*. (R.)
3. *Laboratory methods in the speech sciences*.—Experimental phonetics and introduction to laboratory technique. (R.)
4. *Speech correction I and II*.—Types of defects and methods of correction. (R).
5. *Clinical methods in speech correction*.—Laboratory work in diagnosis and treatment. (R).
6. *Advanced laboratory methods in the speech sciences*.—Development of expert technique in use of graphic equipment. (R).
7. *Advanced clinical methods in speech correction*.—Re-education of more difficult cases under supervision. (R).

MARYLAND

THE JOHNS HOPKINS UNIVERSITY, BALTIMORE

Students may major in special education, including in the curriculum courses relating to the chosen field. Certain courses are offered in series in successive sessions of the University. Those announced for 1935-36 or for 1936-37 are as follows:

A. COURSES FOR ALL STUDENTS MAJORING IN SPECIAL EDUCATION.

1. *Clinical methods in education.* (R, S).
2. *Mental hygiene.* (R).
3. *Mental hygiene clinic.* (R).
4. *Clinical study of atypical children.* (R).
5. *Survey of curricula for physically and mentally handicapped children.*—Bases for the construction and adaptation of curricula to meet the needs of physically and mentally handicapped children; examination of curricula used in city school systems; applications to needs of students enrolled in course. (R, S).

B. COURSES RELATING TO RESPECTIVE TYPES OF EXCEPTIONAL CHILDREN.

1. *Educational problems of the visually and aurally handicapped child.*—Anomalies of the eye and ear; modes of approach and materials of instruction; cooperation with health and medical agencies. (R).
2. *Education of the hard-of-hearing child.*—Methods of testing, classification, and adjustment; methods of teaching lip reading, corrective speech, and voice work. (S).
3. *Demonstration and practice in lip reading.*—Modern methods of teaching lip reading; practical application to school situations; selection and use of materials. (S).
4. *Education for crippled children.*—Elementary orthopedics, with particular reference to types, characteristics, and care of crippled children; treatment and rehabilitation; preventive measures; physical supervision. (R).
5. *Education for malnourished, tuberculous, cardiopathic, and epileptic children.*—Procedures and problems involved in health-building aspects of education; school care of delicate children; methods of prevention and control. (R).
6. *Speech correction and improvement.*—Theory and practice of the correction and improvement of speech defects and vocal disorders; case studies of stammering, lisping, and other defects; diagnosis and clinical work. (R).
7. *Methods of special class teaching.*—One of a series of courses dealing with methods of teaching the various subjects in special classes for the handicapped. (R, S).
8. *Industrial arts for handicapped children.*—Laboratory course which stresses the fundamental principles of industrial arts; instructions in block printing, weaving, and use of clay, wood, and reed. (R, S).
9. *Selection and guidance of superior children.*—Discovering needs; maladjustments; enriched curricula; guidance; demonstration and case work. (S).

MASSACHUSETTS

BOSTON UNIVERSITY, BOSTON

A. GENERAL COURSE CONCERNED WITH SEVERAL TYPES OF EXCEPTIONAL CHILDREN.

1. *Physical handicaps to learning.*—Difficulties in seeing, hearing, and coordination; internal conditions that affect attention; nutritional difficulties in relation to classroom work; special educational facilities for children with different types of handicaps. (R).

B. COURSES ON BEHAVIOR PROBLEMS.

1. *Mental hygiene of the school child.*—Interpretation of symptoms; methods of investigating underlying causes of maladjustment; case studies and readings. (R).
2. *Bases of behavior.*—Application of psychology and psychiatry to everyday problems of the home and school. (R).
3. *The individual child.*—Approaches used in modern child guidance clinics for the study of so-called problem children. (R).
4. *School and delinquency.*—Causation and prevention of school delinquency, with treatment of various types of delinquents. (S).

C. COURSES OFFERED IN OTHER FIELDS.

1. *Psychology and treatment of gifted children.*—Practical consideration of discovery, needs, teaching methods, curriculum adjustments. (R).
2. *Problems of teaching the retarded child.*—Methods and materials for adapting instruction to slow learners; classroom activities; instruction in handwork and practical arts, and suitable informational materials. (R).

CLARKE SCHOOL FOR THE DEAF, NORTHAMPTON

This is a private school for the deaf, which also receives pupils at the expense of the State of Massachusetts through the State department of education. A teacher-training curriculum is conducted throughout the school year. Applicants for admission should have completed a 4-year college course or its equivalent, and may be required to pass an entrance examination. Satisfactory completion of the 1-year training curriculum brings a diploma bearing the signature of the principal of the school and of the president of the American Association to Promote the Teaching of Speech to the Deaf. The work of this curriculum may be combined with work for a master's degree at Smith College or at Massachusetts State College if the credentials of the student meet the requirements of the college by which the degree is to be conferred.

The subjects included in the teacher-training curriculum are as follows:

1. *Structure and function of speech mechanism and of the organs of hearing.*
2. *Phonetics.*—Formation of English sounds, visible speech, and the international alphabet.
3. *Speech teaching.*—Development of English sounds, rhythm, and speech correction.
4. *Testing and training residual hearing.*
5. *Lip reading.*
6. *Sense training and other activities for mental development.*
7. *Special methods of language teaching.*
8. *Adaptation of methods of teaching elementary school subjects.*
9. *Blackboard drawing.*
10. *History of the education of the deaf.*
11. *Psychology, with applications to the deaf.*
12. *Observation of classroom work and supervised teaching.*

HARVARD UNIVERSITY, CAMBRIDGE

The University cooperates with Perkins Institution and Massachusetts School for the Blind (q. v.) in offering a sequence of courses for prospective teachers of the blind.

A. GENERAL COURSE CONCERNED WITH SEVERAL TYPES OF EXCEPTIONAL CHILDREN.

The psychology and training of mentally deficient, delinquent, and psychopathic children.—Deviations of exceptional children; educational and social problems of their care and training; clinical study of individual cases. (S).

B. COURSES IN THE EDUCATION OF THE BLIND. (See also Perkins Institution and Massachusetts School for the Blind.)

1. *Principles, methods, and problems in the education of the blind.*—Comprehensive survey of work with the blind, with emphasis on problems arising in teaching blind children and others of low vision; demonstrations. (R).
2. *Education of the blind.*—Individual instruction, field work, or research, upon arrangement with instructor: (R).

C. COURSES OFFERED IN OTHER FIELDS.

1. *Clinical study of mentally deficient children.*—Study of all types of cases, with clinical demonstration and laboratory training. For institutional psychologists, teachers, and supervisors of special classes. (R).
2. *Clinical practice in educational psychology and mental hygiene.*—Work of various psychological and psychiatric clinics, hospitals, and other organizations dealing with behavior problems of children; practical training in one or more divisions of the field. (R).

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, WATERTOWN

This is a private school for the blind which also receives pupils at the expense of the State. Its teacher-training department is conducted in cooperation with Harvard University (q. v.) and offers a 1-year course in special methods in educating the blind. This course receives recognition at Harvard University and may be taken in the graduate school of education of that institution, giving credit toward the degree of master of education. Entrance requirements are college training, adequate knowledge of subject matter and teaching methods for the seeing, and special interest in work for the blind. The course is designed to accompany and follow the general courses given at Harvard University on the education of the blind. Upon satisfactory completion of both units of work, a certificate from Harvard University and from Perkins Institution is awarded.

The course in *Special Methods*, as given at Perkins Institution, considers the following subjects: Theory and practice of teaching blind children, with mastery of Braille; instructional adaptations necessary for the blind in teaching methods and equipment; speech development; handicraft; per-

sonnel problems and vocational guidance; corrective gymnastics; observation of classroom work; and supervised teaching.

SMITH COLLEGE, NORTHAMPTON

Graduate courses in education, psychology, sociology, and speech may be combined with the training course given at Clarke School for the Deaf (q. v.), leading to the degree of master of arts.

STATE TEACHERS COLLEGE, SALEM

Through its special education department, the college offers preparation in the education of retarded children and is developing a program for prospective teachers of the deaf. The latter is now open to a limited number of students and "consists of 3 years of training in the elementary department at the teachers college with observation in the Horace Mann School for the Deaf in Boston, and observation and practice teaching in the Beverly School for the Deaf and day class for the deaf at Lynn. Under certain conditions a fourth year may be spent in the Clarke School for the Deaf, Northampton." (q.v.).

The curriculum for teachers of retarded children "consists of the work prescribed for the 3-year course in the elementary department and an additional year which includes specialized courses. . . . Normal school and teachers college graduates and experienced teachers may also enroll for the year of specialized work. The degree of bachelor of science in education will be awarded to those students who have completed the 3-year elementary course, or its equivalent, and the fourth year of specialized work, provided a satisfactory number of credits has been earned." The specialized courses in this curriculum include the following:

1. *Psychology of subnormal children.*—History of the care and treatment of mental defectives; definitions; causes of mental deficiency; social aspects; educational possibilities. (R).
2. *Special class methods.*—Organization of special schools and classes; educational aims; daily program; curriculum; equipment; materials and techniques of instruction; diagnosis of individual disabilities and remedial procedure. (R).
3. *Industrial arts.*
4. *Manual arts.*
5. *Domestic arts.*
6. *General science.*
7. *Physical education.*
8. *Music.*
9. *Observation and practice teaching.* (R).

Curricular adaptations to needs of subnormal children. (R).

TEACHERS COLLEGE OF THE CITY OF BOSTON, BOSTON

This is a city institution in which prospective teachers are prepared for work in the city schools. One of the fields of preparation for which a definite curriculum is offered is the education of *mentally handicapped* children.

MICHIGAN

MICHIGAN SCHOOL FOR THE BLIND, LANSING

This is a State school for the blind, which cooperates with the Michigan State Normal College at Ypsilanti (q.v.) in offering summer-session courses in the education of the blind for senior and graduate students of teachers colleges. The courses offered are as follows:

1. *Education of the blind.*—Types and characteristics of the blind; survey of work for the blind; provisions for the education of blind children; various types of schools; organizations for the relief of the blind; occupation and placement. (S).
2. *Methods of teaching the blind.*—Instructions in Braille and in pencil writing; preschool, kindergarten, and elementary education; demonstration. (S).

MICHIGAN SCHOOL FOR THE DEAF, FLINT

This is a State school for the deaf, which in cooperation with Michigan State Normal College at Ypsilanti (q.v.) offers a 1-year training course for students who have had at least 60 semester units of college credit at entrance. It issues a special diploma authorizing its holder to teach in schools for the deaf. The curriculum includes work in *psychology, mechanism of speech, special teaching methods, classroom observation, and supervised teaching.*

MICHIGAN STATE NORMAL COLLEGE, YPSILANTI

Through the department of speech and the department of special education, the college offers opportunities for the preparation of teachers of various types of exceptional children. The purpose of the department of special education is to train teachers for the following groups: Blind and partially seeing, deaf and hard-of-hearing, crippled, mentally deficient, and children of lowered vitality. The 4-year curricula in these fields lead to the degree of bachelor of science and the life certificate in the State of Michigan. A laboratory school is housed on the campus which provides facilities for observation and practice teaching.

Students majoring in some phase of special education follow the regular teacher-training curriculum, with certain required subjects in the general field of special education and electives in the chosen field of specialization.

A. GENERAL COURSES REQUIRED OF ALL STUDENTS MAJORING IN SPECIAL EDUCATION.

1. *Education of exceptional children.*—Administrative problems connected with the education of nontypical children; principles and methods of differentiation to meet their needs. (R, S).
2. *Mental deficiency.* (R, S).
3. *Individual intelligence testing.* (R, S).

4. *Speech correction*.—Diagnosis and treatment of less serious cases of defective speech. (R, S).
5. *Mental hygiene*. (R, S).
6. *Juvenile delinquency*. (R, S):
7. *Industrial arts*. (R, S).
8. *Abnormal psychology*. (R).

B. COURSES IN THE EDUCATION OF THE BLIND AND PARTIALLY SEEING.

1. *Education of the blind*.—(See Michigan School for the Blind.)
2. *Methods of teaching the blind*.—(See Michigan School for the Blind.)
3. *Sight saving*.—Eye anatomy and eye hygiene with consideration of problems of organization and adjustment of sight-saving classes to the existing school system. (R, S).
4. *Sight-saving teaching methods*.—Adaptations of regular school program for children with partial vision; choice and use of sight-saving materials. (R, S).
5. *Teaching of sight-saving classes, I and II*.—Directed observation and practice. (R).

C. COURSES IN THE EDUCATION OF CRIPPLED CHILDREN.

1. *Methods of teaching crippled children*.—Units of work designed to meet the educational and psychological needs of crippled children; presentation and adaptation of teaching materials. (R).
2. *Physical reconstruction*.—Study of diseases and deformities which lend themselves to treatment by physical measures; observation in clinical work. (R, S).
3. *Teaching crippled children, I and II*.—Directed observation and practice. (R).

D. COURSES IN THE EDUCATION OF CHILDREN OF LOWERED VITALITY.

1. *The fresh-air class*.—Administration, educational methods, and problems of fresh-air classes. (R).
2. *Teaching the fresh-air class, I and II*.—Directed observation and practice teaching. (R).

E. COURSES IN THE EDUCATION OF THE DEAF AND HARD-OF-HEARING.

1. *Mechanism of the ear and acoustic training*.—Physiology of the ear; causes of deafness; testing of hearing; stimulation of residual hearing. (R).
2. *Methods of teaching deaf and hard-of-hearing children*.—Phonetics; language development; sentence building; rhythm; sense training; speech reading. (R).
3. *Theory of speech reading*.—Principles of the Jena method and the Ypsilanti adaptation of it. (R).
4. *Principles of teaching speech reading*.—Discussion of lesson plans and problems arising from the differentiation of education of the deaf and deafened. (R).
5. *Jena materials and methods in speech reading*.—Introductory course, presenting foundation lessons, routine procedure, development, and handling of exercises. (R, S).
6. *Directed teaching of children in speech reading*. (R).

7. *Teaching deaf and hard-of-hearing children.*—Directed observation and practice teaching. (R).
8. *Conference course.*—Discussion of the practice teaching; survey of systems of teaching speech reading throughout the United States. (R).
9. *Teaching of speech.*—Special methods used to insure smoothness and ease in the speech of the deaf child; speech diagrams, phonetic marking, syllabification, fluency, rhythm, accent, and emphasis. (S).
10. *Fundamentals of voice production in the deaf and hard-of-hearing child.*—Study of applied physiology of the organs of phonation and articulation as a basis for vocal diagnosis and voice improvement; diagnosis and corrective measures for faulty phonation in the deaf and hard-of-hearing. (S).
11. *Creation of voice in the deaf child.*—Advanced course dealing with the diagnosis and correction of voice and speech defects; individual voice and speech correction. (S).
12. *Techniques in the use of hearing aids.*—Study of mechanics of hearing aids; recording devices; expansion of hearing plan, tone quality, and rhythm through hearing aids; selection of material. (S).

F. COURSES IN THE EDUCATION OF SUBNORMAL CHILDREN.

1. *Mental deficiency.*—Nature and causes of mental deficiency; types and possibilities of development; psychology and treatment; observation and clinical study. (R, S).
2. *Handicraft for subnormal children.* (R, S).
3. *Methods of teaching exceptional children.*—Review of subject matter; pertinent schoolroom problems; individual differences and needs; diagnosis and treatment of special defects. (R, S).
4. *Teaching subnormal children, I and II.*—Directed observation and practice teaching; case studies. (R, S).

G. COURSES IN SPEECH CORRECTION.

1. *Phonetics.* (R, S).
2. *Speech correction.*—Diagnosis and treatment of less serious cases of defective speech in children; mechanism and use of the voice, with study of symptoms and causes of speech defects. (R, S).
3. *Speech correction.* (Advanced course).—Intensive study of the various speech disorders, with emphasis upon stuttering; observation and practice in corrective work. (R).

H. COURSE ON BEHAVIOR PROBLEMS.

Juvenile delinquency.—Relation of mentality and other factors to conduct in children of school age; case studies of children presenting behavior problems. (R, S).

WAYNE UNIVERSITY, DETROIT

The college of education of the University offers nine teaching curricula in special education for the following groups: Blind, partially seeing, crippled, deaf and hard-of-hearing, children of lowered vitality, speech-defec-

tives, children presenting behavior problems, mentally handicapped, and institutional cases of mental or social type. Persons preparing to become teachers of the handicapped may major in any one of these teaching fields in a 4-year or a 5-year teacher-training program.

Summer sessions provide for courses in selected fields, with emphasis varying in successive years. In the following list the symbol (S) indicates those which were offered in the summer session of 1936 or 1937.

A. COURSES REQUIRED OF ALL STUDENTS MAJORING IN SPECIAL EDUCATION.

1. *Survey of special education*.—Educational provisions for handicapped children and their significance; characteristics of exceptional children; incidence, causes, and means of education. (R, S).
2. *Fundamentals of speech*. (R).
3. *Pronunciation and correct speech*. (R).
4. *Psychological testing*. (R).
5. *Mental hygiene and treatment of problems of behavior*. (R).
6. *Hygiene of human growth and development*. (R).
7. *Occupational information for the handicapped*. (R).
8. *Industrial arts*. (R).
9. *Teaching techniques*. (R).
10. *Directed teaching*.—Practice in both regular elementary and in special rooms. (R, S).

B. COURSES REQUIRED FOR EDUCATION OF ~~BLIND~~ OR PARTIALLY SEEING CHILDREN.

1. *Anatomy and physiology of the organs of vision, speech, and hearing*. (R).
2. *Pathology of vision, speech, and hearing*.—Symptoms and evidences of pathological conditions. (R).
3. *Educational provisions for the blind*.—Psychology of blindness; social and industrial status of the blind; educational developments; cooperating agencies. (R, S).
4. *Phonetics and methods of teaching phonetics*. (R).
5. *Braille and Braille methods*.—History of embossed types, with instruction in Braille; techniques of teaching blind children. (R, S).
6. *Sight conservation*.—Anatomy diseases of the eye; history of sight-saving classes; standards of admission and equipment; theory and methods of teaching. (R, S).
7. *Typewriting for sight-saving teachers*. (R).
8. *Clinical study of reading difficulties*. (R).

C. COURSES REQUIRED FOR EDUCATION OF CRIPPLED CHILDREN.

1. *Care and education of crippled children*.—General survey of institutions and organizations interested in work for crippled children; special schools; value of coordinated educational and medical program; causes of crippling conditions; purpose and value of treatment. (R).
2. *Normal diagnosis and first aid*. (R).
3. *Principles of personal and social guidance*. (R).

D. COURSES REQUIRED FOR EDUCATION OF DEAF AND HARD-OF-HEARING CHILDREN.

1. *Anatomy and physiology of organs of hearing, speech, and vision.* (R).
2. *Pathology of hearing, speech, and vision.* (R).
3. *Education of the deaf and hard-of-hearing.*—Diagnosis; standards of admission to classes; mechanical aids to hearing; adapted curriculum content; methods of teaching. (R).
4. *Lip reading and methods of teaching lip reading.* (R).
5. *Phonetics and methods of teaching phonetics.*—Beginning and advanced courses. (R, S).
6. *Technique in the use of hearing aids for hard-of-hearing.* (S).

E. COURSES REQUIRED FOR EDUCATION OF CHILDREN OF LOWERED VITALITY.

1. *Organization of open-air rooms.* (R).
2. *Symptoms and treatment of tuberculosis and cardiac diseases.* (R).
3. *Normal diagnosis and first aid.* (R).

F. COURSES REQUIRED FOR SPEECH CORRECTION.

1. *Anatomy and physiology of organs of speech, hearing, and vision.* (R).
2. *Pathology of speech, hearing, and vision.* (R).
3. *The science of speech correction, I and II.*—Diagnosis and correction of articulatory disorders, stammering, and other defects of speech. (R).
4. *Phonetics and methods of teaching phonetics.*—Beginning and advanced courses. (R).

G. COURSES REQUIRED FOR EDUCATION OF MENTALLY HANDICAPPED CHILDREN.

1. *Methods of teaching backward children.*—Individual differences in pupils; causes of failure to do school work; technique of pupil analysis; methods of teaching. (R, S).
2. *Mental deficiency.* (R).
3. *Problems in juvenile delinquency.* (R).
4. *Principles of personal and social guidance.* (R).
5. *Clinical study of reading difficulties.* (R).

H. COURSES REQUIRED FOR EDUCATION OF PROBLEM CHILDREN.

1. *Problems in juvenile delinquency.*—History and current theories of juvenile delinquency; procedure of juvenile courts; case histories. (R).
2. *Treatment of problems of behavior, I and II.*—Case material, with study of approaches, techniques and relationships in carrying out treatment. (R).
3. *Mental deficiency.* (R).
4. *Principles of personal and social guidance.* (R).
5. *Methods of teaching backward children.* (R, S).
6. *Criminology.* (R).

WESTERN STATE TEACHERS COLLEGE, KALAMAZOO

This institution offers a 4-year curriculum in special education, leading to the degree of bachelor of science, for the preparation of teachers of mentally

retarded children. "The degree and a life certificate (in Michigan) are conferred upon the successful completion of this curriculum. The special education certificate is awarded to those who maintain a high average of scholarship and who, in addition, have had at least one year of successful teaching experience." The curriculum in this field is similar to that offered in the general elementary field, with the addition or substitution of certain specialized courses as indicated below.

A. GENERAL COURSES CONCERNED WITH ALL TYPES OF EXCEPTIONAL CHILDREN.

Education of exceptional children.—A beginning course in the field of special education, dealing with gifted, subnormal, neurotic, delinquent, speech-defective, blind, deaf, and crippled children. (R).

B. COURSES IN THE EDUCATION OF RETARDED CHILDREN.

1. *Mental deficiency.*—Psychology and school treatment of subnormal children; emphasis upon educational adjustment for moron and borderline cases. (R, S).
2. *Special education shop.*—Fundamentals of handwork and shop activities as adapted to type problems suitable for special classes. (R, S).
3. *Methods of teaching subnormal children.*—Principles and practice of instruction of children in special classes. (R, S).
4. *Practice teaching.*—Supervised practice in both regular and special classes. (R, S).

C. COURSES OFFERED IN OTHER FIELDS.

1. *The gifted child.*—Psychology and school treatment of gifted children. (R).
2. *Mental hygiene.*—Juvenile delinquency as a mental hygiene problem; types and causes of offenses; re-education of the juvenile delinquent. (R).

UNIVERSITY OF MINNESOTA, MINNEAPOLIS

Through its Department of Speech and the College of Education, the University offers majors in (A) speech pathology; and (B) education of subnormal children.

A. COURSES IN SPEECH PATHOLOGY.

This program of study "is designed to qualify students for professional work in speech correction in schools, hospitals, private clinics, and in child guidance clinics." A speech clinic is used for demonstration and clinical practice. The program is arranged for 5 years of study, the fifth year being devoted to graduate study. The required work of the freshman and sophomore years includes general courses in *zoology, genetics and eugenics, physiology, anatomy, psychology, and fundamentals of speech.* The work of the remaining years includes courses in *abnormal psychology, animal psychology or genetic psychology, statistical methods, educational tests and measurements, aptitude tests, elementary school teaching, remedial reading, and child psychology,* together with certain electives and the following courses in speech:

1. *Phonetics.* (R).
2. *Speech correction.* (R, S).
3. *Speech pathology.*—Physiological and psychological aspects of organic and functional speech problems; theories of stuttering; diagnosis, case histories, and treatment of speech cases; observation of clinical diagnosis and treatment. (R, S).
4. *Clinical methods and practice in speech pathology.* (R, S).
5. *Comparative phonetics.* (R).
6. *Seminar in speech pathology.*—Critical analysis of current literature; thesis problems; new theories and clinical procedures; specific cases for group study. (R, S).

B. COURSES IN THE EDUCATION OF SUBNORMAL CHILDREN.

Students who complete the freshman and sophomore years of this course, who have had 2 years of teaching experience in elementary schools, and who complete a minimum of six credits in approved courses of the junior and senior years will qualify for a special teaching certificate required of teachers of subnormal children, in special classes for which State aid (in Minnesota) is received. . . . Unclassed students with proper prerequisites may pursue courses for which they are qualified in the junior and senior years, on the basis of previous training and experience.

The freshman and sophomore years of the 4-year curriculum include courses in *English, design, zoology, sociology, physical education, psychology, history, fundamentals of speech, handicraft, elementary games and folk dances, special class woodwork*, together with certain electives. The work of the junior and senior years includes courses in *elementary school teaching, statistical methods, measurement, sociology, teaching of elementary school subjects*, together with certain electives and the following courses related immediately to subnormal children:

1. *Mental deficiency.*—Physical and psychological factors; social problems of feeble-mindedness; principles of training. (R).
2. *Practice teaching.*—Observation of special classes and directed teaching. (R).
3. *Special problems of subnormality.*—Intensive study of special phases of the problem; review of important literature; original investigation. (R).

C. COURSES OFFERED IN OTHER FIELDS.

1. *Psychology of gifted children.*—Characteristics and abilities of intellectually gifted children and adults. (R).
2. *Behavior problems.*—Nature and origin of behavior difficulties; emphasis upon young children and relation between early behavior and later maladjustment. (R, S).
3. *Practicum in behavior problems.*—Clinic and field work in the study and treatment of behavior problems. (R).

MISSOURI

CENTRAL INSTITUTE FOR THE DEAF, ST. LOUIS

This is a private school for the deaf of which the Teachers Training College is affiliated with University College of Washington University. "By virtue

of this affiliation the degree of bachelor of science in education is granted to fully qualified graduates of the Teacher Training College of Central Institute for the Deaf who meet the requirements established by the advisory board." Two curricula are offered, one for teachers of the deaf, the other for teachers and supervisors in speech pathology. Each of these requires 4 years for completion. The first 2 years may be taken at Washington University or at any University or accredited junior college which provides the required instruction. The last 2 years must be taken at Central Institute for the Deaf and Washington University, subject to such requirements as may be imposed by the advisory board.

The complete curricula of the junior and senior years are given as follows:

A. COURSES FOR TEACHERS OF THE DEAF.

Junior Year:

1. *Anatomy and physiology of speech and hearing.*
2. *Preschool deaf.*
3. *Applied phonetics.*
4. *General psychology.*
5. *Tests and measurements.*
6. *Principles of teaching and practice teaching.*
7. *Principles and pedagogy of lip reading.*
8. *Physics of sound.*

Senior Year:

1. *Pathology of speech and hearing.*
2. *Advanced phonetics and phonetics laboratory.*
3. *English for deaf.*
4. *Child psychology.*
5. *Abnormal psychology.*
6. *Speech correction.*
7. *Practice of lip reading.*
8. *Acoustic laboratory.*
9. *Speech clinic.*
10. *Practice teaching of oral method.*

B. COURSES FOR TEACHERS AND SUPERVISORS OF SPEECH PATHOLOGY.

Junior year:

1. *Anatomy and physiology of speech and hearing.*
2. *Applied phonetics.*
3. *Principles of teaching corrective speech.*
4. *General psychology.*
5. *Tests and measurements.*
6. *Physics of sound.*
7. *Electives.*

Senior year:

1. *Pathology of speech and hearing.*
2. *Advanced phonetics.*
3. *Phonetic laboratory.*
4. *Speech correction didactic.*

5. *Speech clinic.*
6. *Child psychology.*
7. *Abnormal psychology.*
8. *Education.*
9. *Electives.*

WASHINGTON UNIVERSITY, ST. LOUIS

In cooperation with Central Institute for the Deaf, St. Louis (q. v.), the university offers curricula for teachers of the deaf and for teachers and supervisors in speech pathology. Upon completion of the professional curriculum, candidates for a degree are required to pass a comprehensive examination.

NEBRASKA

UNIVERSITY OF NEBRASKA, LINCOLN

A speech clinic has been established to which individuals with speech disorders or defects, particularly those from the high school or from college, are invited to come for consultation and treatment. The courses in speech pathology are carried on in intimate connection with this clinic.

A. COURSES IN SPEECH CORRECTION.

1. *Speech development and correction.*—Disorders of speech in relation to the emotional life of the child; stuttering, phonetic disorders; cause and treatment; speech histories; preventive hygiene; speech clinic; demonstration with primary children. (R).
2. *Speech pathology.*—Common types of speech disorders, including stuttering, stammering, and lispings; treatment of those which offer no special difficulty and referral of others to competent sources. (R).
3. *Advanced speech pathology.*—Examination methods and remedial treatment of major disorders of speech; theoretical considerations; clinical procedures; supervision of corrective measures. (R).

B. COURSES OFFERED IN OTHER FIELDS.

1. *The gifted child.*—The psychology and educational treatment of gifted children. (R, S).
2. *The exceptional child.*—A study of the retarded group, borderline cases, and the feeble-minded, together with the application of mental tests which differentiate these classes. (R, S).

NEW YORK

COLLEGE OF THE CITY OF NEW YORK, NEW YORK

A. GENERAL COURSE CONCERNED WITH SEVERAL TYPES OF EXCEPTIONAL CHILDREN.

Psychology and education of exceptional children.—Consideration of backward, neurotic, and mentally defective children; characteristics of children of superior intelligence; problems involved in their guidance. (R).

B. COURSES IN SPEECH CORRECTION.

1. *The cause and cure of speech disorders.*—Introduction to theories of speech disorders; development of speech and of defects that arise in the developmental period; delayed speech, letter sound substitution, oral inactivity, and stuttering, methods of treatment. (R).
2. *Speech clinic.*—Practice in diagnosis and treatment of various speech disorders; mental hygiene approach in the treatment of speech disorders. (R).
3. *Advanced course in the correction of speech disorders.*—Symptomatology and diagnostic procedure; organization problems of speech work in elementary and junior high school; results of recent research. (R).

C. COURSES IN THE EDUCATION OF MENTALLY HANDICAPPED CHILDREN.

1. *Methods of teaching ungraded classes.*—Underlying principles; observation of demonstration teaching; methods used with various types of subject matter; construction of progress charts. (R).
2. *Method and content in handwork.*—Instruction in numerous types of handwork suitable for teachers of special classes. (R).

D. COURSES ON BEHAVIOR PROBLEMS.

1. *Behavior problems.*—Evaluation of factors entering into such behavior as disobedience, truancy, mental conflicts, adolescent crimes, and other maladjustments of childhood. (R, S).
2. *The child guidance clinic.*—Organization and conduct of a psychiatric behavior clinic in a city school system; functions; principles underlying child guidance. (R).
3. *Problems of child behavior.*—Specific types of pre-delinquent and delinquent behavior; practical problems of the classroom; preventive measures. (R).
4. *Advanced course in mental hygiene.*—Case studies of problem children; supervision of follow-up work. (R).
5. *Juvenile delinquency.*—Extent, causes, and social costs of juvenile delinquency; evaluation of various corrective measures; practical projects of adjustment. (R).

LEXINGTON SCHOOL FOR THE DEAF, NEW YORK

This is a private school for the deaf, receiving State pupils. It cooperates with Teachers College, Columbia University, in preparing teachers of deaf children. Graduation from a standard college, with a degree of bachelor of arts or bachelor of science and an acceptable record in all respects, are required for admission. The course is 1 year in length and leads to a certificate to teach the deaf. It may also be presented in satisfying requirements for a master's degree. (For details, see Teachers College, Columbia University.)

NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND, NEW YORK

This is a private institution authorized to receive State pupils. It cooperates with Teachers College, Columbia University, in preparing teachers of

visually handicapped children. "The normal program for the student who holds an acceptable baccalaureate degree will require 1 year of full-time study including 8 points of work in observation, practice teaching, and practical courses at the New York Institute for the Education of the Blind, and 24 points of work in Teachers College." Completion of this course leads to the degree of master of arts conferred by Teachers College. (For further details, see Teachers College, Columbia University.)

NEW YORK UNIVERSITY, NEW YORK

Through its School of Education the university offers a curriculum for teachers and supervisors of special education in classes or schools "for the visually handicapped, hard-of-hearing, speech-defective, crippled, gifted, and delinquents"; also a curriculum "for school psychologists and teachers of Binet classes" for the mentally subnormal. The courses announced for 1936-37 are as follows:

A. COURSES CONCERNED WITH SEVERAL OR ALL TYPES OF EXCEPTIONAL CHILDREN.

1. *Psychology and educational methods of teaching exceptional children.*—Modern educational and psychological treatment of all forms of deviations in the school group. (R).
2. *Mentally atypical children: their education, mental hygiene, and vocational and social adjustment.*—Deals with dull and bright children; emotionally unstable children; problem and delinquent children. (R).
3. *Physically atypical children: their education, mental hygiene, and vocational and social adjustment.*—Deals with deaf and hard-of-hearing, blind and partially seeing, crippled, cardiac, tuberculous, and malnourished. (R).
4. *Field work in clinics for handicapped children.* (R).
5. *Seminar in guidance and special education.* (R, S).

B. COURSES IN THE EDUCATION OF CRIPPLED CHILDREN.

1. *A survey of physical defects in children.*—Diseases which produce handicapping physical conditions; causes, symptoms, and signs; types of disabilities; treatment of preventing and correcting deformities; clinical materials. (R, S).
2. *Practicum in rehabilitation of orthopedic cases, I and II.*—Observation of methods used; corrective work. (R, S).
3. *Adaptation of recreational activities for atypical individuals.*—Types of activities that may be used with crippled children. (R, S).
4. *Adaptation of exercises for atypical individuals.*—Education and training procedure needed in the alleviation of orthopedic disabilities; practical experience under guidance. (R, S).
5. *Organization and administration of the care of the physically handicapped.*—Problems arising in everyday experience; relation between child and the school, medical and educational profession, and among various related organizations. (S).

C. COURSES IN THE EDUCATION OF DEAF AND HARD-OF-HEARING CHILDREN.

1. *Anatomy and physiology of the ear.*—Conditions producing defective hearing; tests and measurements used in detecting hearing disabilities. (R)
2. *Practicum on the education of the hard-of-hearing.*—Identification of hard-of-hearing children; history and types of educational provision; methods of adapting school program; administration and supervision; mental hygiene and vocational counseling. (R).
3. *Supervised student teaching.* (R).

D. COURSES IN SPEECH CORRECTION.

1. *Speech correction.*—Diagnosis and correction of major speech disorders, such as stammering and lispings; demonstration and clinical practice. (R).

E. COURSES IN THE EDUCATION OF MENTALLY HANDICAPPED CHILDREN.

1. *Psychology of subnormal children.*—Psychology of backward and defective children, with special reference to the needs of teachers, social workers, and parents; classification; treatment; school training; discipline; after-care. (R, S).
2. *Methods of teaching in special classes.*—Special methods of teaching ungraded and opportunity classes; techniques for stimulating activity in children of limited mentality; observation of classroom procedure. (R).
3. *Supervised student teaching of mentally retarded children, I and II.* (R).

F. COURSES IN THE EDUCATION OF GIFTED CHILDREN.

1. *Gifted and talented children; their education and social adjustment.*—Nature of superior intellectual ability and talent; physical, intellectual, and emotional traits; interests, character traits, and personalities; social implications; programs of experimental schools. (R).
2. *Seminar in intelligence of very bright pupils.*—Modern experimental tendencies in the educational study and treatment of very bright pupils. (R).
3. *Supervised student teaching of classes for superior children.* (R).

G. COURSES FOR SOCIALLY MALADJUSTED CHILDREN.

1. *Principles of mental hygiene.*—Behavior disorders of children; biological and psychological factors of delinquency; psychosis of childhood. (R, S).
2. *Behavior disorders of children.*—Varieties of behavior maladjustments; principles of psychiatric diagnosis and treatment; concrete case materials. (R).
3. *Psychology of problem children.*—Emphasis upon causative factors producing undesirable behavior reactions; techniques of dealing with atypical children. (R, S).
4. *Juvenile delinquency and education.*—Prevalence and varieties of juvenile delinquency in relation to educational problems; truancy and other forms of behavior leading to criminal careers; contributions of education to crime prevention. (R).
5. *Field work in the prevention of delinquency.* (R).

6. *Field work in visiting teaching.* (R, S).
7. *Supervised student teaching of classes for behavior problem children.* (R).

ROME STATE SCHOOL, ROME

This is a State school for mentally deficient children which offers an annual summer session devoted to the preparation and improvement of teachers and other workers with the mentally deficient. "The summer school is open to college or normal-school students and graduates, special-class teachers, institutional teachers, and social workers who have a background of psychological training and teaching, or social-work experience." The courses offered are as follows:

1. *Methods in special classes for mentally retarded children.*—Classification of pupils; differentiation of subject matter; remedial methods and adjustment; character education case studies. (S).
2. *Survey and organization of handwork in special classes.*—Principles, practices, and problems of handwork; observation and class work. (S).
3. *Music in therapeutics.*—Place of music in teaching the mentally deficient; folk music, lore, games, dances, rhythm bands, simple operettas; toy orchestras; orchestral instruments. (S).
4. *Industrial arts, I and II.*—Instruction and methods of teaching arts and crafts, woodwork, and other forms of industrial arts in special classes. (S).
5. *Practical study in idio-imbecile habit training.*—Work and play methods helpful in guiding the children to become useful to themselves and to the community. Observation, practical handwork, demonstrations, and practice teaching under supervision. (S).
6. *Abnormal psychology.*—Special reference to the mentally deficient population of the institution. (S).
7. *Psychometric examinations.*—Special reference to the mentally deficient population of the institution. (S).

STATE NORMAL SCHOOL, GENESEO

A 3-year curriculum is offered for teachers of mentally handicapped children, which includes courses in mental and social adjustments, techniques of handwork for special classes, and practice teaching. Twelve semester-hours' credit must be earned in approved special class courses in order to qualify for teaching special classes for retarded children in New York State. The specialized courses in the curriculum include the following:

1. *Education of exceptional children.*—Principles and technique of educational procedure, with special reference to children of low mental capacity; types of special classes; methods of selection and classification of pupils; equipment, supplies, records; organization of curricula; time schedules; follow-up work. (R, S).
2. *Psychology of exceptional children.*—Considerations given to the feeble-minded, neurotic, psychopathic, and epileptic. (R, S).
3. *Practical arts for exceptional children.*—Raw textile materials; spinning, weaving, sewing, garment making; adaptation to lower ranges of ability. (R, S).

4. *Observation and teaching of exceptional children.*—Daily practice with children in special classes. (R, S).
5. *Mental and social adjustments.*—Diagnosis and remedial measures used for problems of maladjustment of the individual pupil; case studies and field contacts. (R, S).

STATE NORMAL SCHOOL, OSWEGO

“The State normal school, Oswego, N. Y., is one of two State schools where special-class education is offered. In this department there are courses for special-class teachers wishing to take advanced courses and for experienced teachers who wish to become special-class teachers. Through the cooperation of the industrial arts, education, and psychology departments, an attractive and unusual array of elective courses for special-class teachers is available.”

New York State regulations for certification read:

The validity of a certificate for teaching the common branch subjects issued upon 3 years of approved preparation shall be extended by the commissioner of education to include the teaching of State-subsidized classes of mentally handicapped children on evidence that the holder has completed 12 semester-hours in approved courses distributed as follows:

<i>Course</i>	<i>Semester-hours</i>
Mental and social adjustments	2
Technique of handwork	4
Practicum in special-class education	6
Total	12

Candidates for special-class certificates in New York State are required to spend two 6-week summer sessions or one semester during the regular year in preservice preparation. The classes for summer-session students are distributed as follows:

1. The work of the first summer session involves a full schedule of 4 semester-hours of technique of handwork and 2 semester-hours of mental and social adjustments. These courses are prerequisites for the practicum.
2. During the second summer session, full time is spent in the Practicum on Special Class Education. By permission of the scholarship committee, general elementary students may substitute the special class practicum for one of the practice teaching quarters required for the general elementary certificate.

STATE TEACHERS COLLEGE, BUFFALO

Through the services of the supervisory staff of the State education department a summer school curriculum is offered in (1) the education of *partially seeing* children; (2) the education of *crippled* children; and (3) the education of *deaf* children.

SYRACUSE STATE SCHOOL, SYRACUSE

This is a State school for mentally deficient children which cooperates with Syracuse University (q. v.) in the preparation of teachers of mentally handicapped children.

SYRACUSE UNIVERSITY, SYRACUSE

A candidate seeking the right to teach in a special class (for *mentally handicapped* children) in New York State shall have completed a 3-year curriculum approved for elementary school teaching which includes 12 semester hours' credit in appropriate special class courses, distributed as follows:

Course	Semester hours
Mental and social adjustments	2 or 3
Technique of handwork	3 or 4
Practicum in special class	6

The School of Education is affiliated with the State School for Mental Defectives in order to train special teachers of mentally subnormal children. This school is located in Syracuse. Courses are offered in the summer term.

A major in speech may involve preparation for *speech correction*. A clinic is conducted under direction of the neuropsychiatric department of the Medical College in connection with the Free Dispensary.

A. GENERAL COURSE CONCERNED WITH ALL TYPES OF EXCEPTIONAL CHILDREN.

The exceptional child.—Psychology and treatment of nontypical children. (R).

B. COURSES IN SPEECH CORRECTION.

1. *Voice science.*—Structure, function, and product of voice mechanics. (R).
2. *Speech re-education.*—Methods for correction of speech defects; underlying causes, contributing causes; diagnosis and treatment. (R).
3. *Advanced speech re-education.*—Critical study of current procedures and techniques for the correction of speech disorders; application to specific cases. (R).
4. *Psychology of speech.*—Psychological principles involved in speech. (R).
5. *Seminar in speech education.*—Investigation in the field of speech inadequacies and handicaps, especially those of such a nature as to make difficult vocational or social adjustments; study and organization of clinical procedures. (R).

C. COURSES IN THE EDUCATION OF MENTALLY HANDICAPPED CHILDREN.

1. *Psychology of the mentally handicapped child.*—Incidence of mental deficiency; causes and social significance; types; physical and mental characteristics; possibility of education; case studies. (S).
2. *Mental hygiene.*—Psychiatric study of the child; diagnosis, prognosis, and remedial measures; personality studies. (S).

3. *Industrial arts techniques for teachers of special classes.*—Care and use of tools; toy making; wood construction; chair caning; and other projects. (S).
4. *Methods and materials for the slow-learning child.*—Needs of the dull normal in regular grades as well as the mentally retarded and borderline, at both elementary and junior high school level; suitable units of work for various age levels; trends in curricular adjustment. (S).
5. *Practicum in teaching classes of mentally retarded children.*—Educational premises, curriculum problems, methods of teaching; utilization of industrial arts, first-hand experiences, and group activities; observation and practice teaching. (S).

D. COURSES OFFERED IN OTHER FIELDS.

Juvenile delinquency.—Causes underlying deviations and disorders; case work. (R).

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK

The development of a comprehensive program of training in the education of the handicapped was announced in the year 1936-37, as follows:

Teachers College will provide for the admission of students who wish to enter the field of the education of the handicapped or to continue their professional preparation in this field, on the following levels as:

(1) Candidates for the degree of bachelor of science. Applicants must have completed at least 2 years of normal school or college work acceptable to the committee on admissions, and must have had at least 2 years of teaching or other appropriate experience.

(2) Candidates for the degree of master of arts, admission based on the completion of an acceptable undergraduate curriculum.

(3) Candidates for a teachers college professional diploma in some area of the education of the handicapped, a program representing two years of graduate work, at least one year of which must be completed in Teachers College. This group would include students who have completed one year of graduate study in a subject-matter field and who wish to make special application of the work in this field.

(4) Candidates for the degree of doctor of education or doctor of philosophy, representing approximately 3 years of graduate study.

(5) Special students who are qualified to take certain courses in this field but who do not wish to become candidates for a degree or diploma.

The courses offered for the preparation of workers with the handicapped are organized in different groups according to the area of specialization, each of which deals with the preparation of teachers and other workers for the education of one type of the handicapped. The areas of preparation specified are: Education of the blind; education of the partially seeing; education of the deaf; education of the hard-of-hearing; education of the crippled; education of the mentally handicapped; education of the handi-

capped in speech; education of the socially handicapped; guidance and personnel work with the handicapped.

A. COURSES REQUIRED OF ALL STUDENTS MAJORING IN THE EDUCATION OF THE HANDICAPPED.

1. *Psychology of exceptional children.*—Consideration of all types of handicapped children; demonstration. (R, S).
2. *Social psychology.* (R).
3. *Vocational and educational guidance.* (R).
4. *Case work with the handicapped.* (R).
5. *History and general survey of the education of the handicapped.* (R).
6. *Problems in tests and measurements of the handicapped.* (R).
7. *Problems in curriculum construction for the handicapped.* (R).
8. *Industrial arts for the elementary grades.* (R).

B. COURSES IN THE EDUCATION OF (A) BLIND; (B) PARTIALLY SEEING.

1. *Survey of eye conditions.*—Anatomy, physiology, and pathology of the eye. (R).
2. *Technique of Braille reading and writing.*—Instruction in the technique of finger reading and writing of Braille. (R).
3. *Special methods of teaching the blind.*—Kindergarten methods; methods for grades 1 to 6 and for grades 7 to 12; manual training, music, and physical education. (R, S).
4. *Methods of teaching sight-saving classes.*—Field work, lectures, and demonstrations. (R, S).
5. *Organization, administration, and supervision of sight-saving classes.* (R, S).
6. *The activity program in sight-saving classes.*—Philosophy and methods of the activity program as adapted to pupils in sight-saving classes; building of units and their use in classes. (S).
7. *Observation, practice teaching, and clinical work.* (R, S).

C. COURSES IN THE EDUCATION OF CRIPPLED CHILDREN.

1. *Survey of orthopedic conditions limiting motor capacities.*—Orthopedic and neurologic lesions; remedial procedures used in special classes, clinics and hospitals. (R, S).
2. *Special methods of teaching the various types of crippled.*—Organization and administration of education of the crippled at home and in schools and hospitals; educational problems of the classroom. (R, S).
3. *Physical education for the handicapped.* (R, S).
4. *Observation, practice teaching, and clinical work.* (R, S).

D. COURSES IN THE EDUCATION OF (A) DEAF; (B) HARD-OF-HEARING.

1. *Survey of ear conditions.*—Anatomy, physiology, and common pathology of the ear; classification of hearing impairments for educational and vocational purposes; means of augmenting residual hearing. (R, S).
2. *Anatomy, physiology, and hygiene of the vocal mechanism.* (R, S).
3. *Special methods of teaching the deaf.*—Adaptation of Montessori and kindergarten methods; development of language; silent reading; lip reading; outline of work for each grade. (R, S).

4. *Teaching of speech to the deaf.*—Development of good voice quality and accurate English sounds; problems of stress, assimilation, syllabification, breath groups, and intonation. (R, S).
5. *Teaching lip reading to the hard-of-hearing.*—Historic background; phonetics; lip reading theory and practice. (Elementary and advanced courses.) (R, S).
6. *Methods of testing auditory acuity.*—Approved mechanical methods of individual and group testing of hearing, and resulting educational classification. (R, S).
7. *Speech improvement and correction.* (R, S).
8. *Observation and supervised practice teaching of the deaf.* (R, S).

E. COURSES IN THE EDUCATION OF DELICATE CHILDREN.

1. *Survey of cardiac conditions.*—Anatomy, physiology, and clinical knowledge of the types of cardiac cases commonly found in educational set-ups; protection of child against deleterious influences and practices. (R, S).
2. *Survey of certain tuberculous conditions and certain types of nutrition.*—Anatomy and physiology of respiratory tract and lymphatic system; tuberculous contacts; care of children found in open-air classes. (R, S).
3. *Health service in schools.* (R).
4. *Observation, practice teaching, and clinical work.* (R, S).

F. COURSES IN SPEECH CORRECTION.

1. *Survey of ear conditions.*—Anatomy, physiology, and common pathology of the ear, in relation to speech and speech correction. (R, S).
2. *Anatomy, physiology, and hygiene of the vocal mechanism.* (R, S).
3. *Advanced laboratory experience in the anatomy and physiology of the vocal mechanism.* (R).
4. *Speech improvement and correction.*—Common speech defects and simple remedial measures. (R, S).
5. *Speech improvement and correction clinic.*—Supervised observation and practice teaching of groups and individuals needing help. (R, S).

G. COURSES IN THE EDUCATION OF MENTALLY HANDICAPPED CHILDREN.

1. *Teaching in special classes for the mentally handicapped.*—Diagnosis of failure in the regular elementary school; subject matter and methods for special classes. (R, S).
2. *Administration of special classes for the mentally handicapped.*—Present tendencies and practices in the field of class management. (R, S).
3. *Psychiatric case studies.* (R).
4. *The activity program for mentally handicapped children.*—Units of instruction which will fit the needs of children usually found in special classes; use of immediate interests and environment of child in building units; demonstration of their development in class situations. (S).
5. *Industrial arts for mentally handicapped children.*—Handwork suited to special classes; demonstration of materials and projects. (S).
6. *Observation, practice teaching, and clinical work.* (R, S).

H. COURSES IN THE EDUCATION OF THE SOCIALLY HANDICAPPED.

1. *Methods and problems of education in correctional institutions.*—Aims, methods, materials of instruction, classification, curricula, personnel, parole. (R, S).
2. *Observation, practice teaching, and clinical work.* (R, S).
3. *Behavior problems of children.*—Characteristic symptoms; treatment procedures; case material. (R, S).
4. *Major course in child guidance and psychological counseling.*—Remedial treatment and psychological therapy. (R).
5. *Advanced practice in child guidance and psychological counseling.* (R).
6. *The guidance program and the prevention of delinquency.*—Failures in home, school, and community that lead to delinquency; policies and practices leading to prevention of delinquency; field observations. (S).

I. COURSES IN GUIDANCE AND PERSONNEL WORK WITH THE HANDICAPPED.

1. *Methods and techniques used in guidance and personnel.* (R).
2. *Vocational and educational guidance.* (R).
3. *Field work in guidance and personnel.* (R).
4. *Vocational testing.* (R).
5. *Analysis of vocational activities.* (R).
6. *Placements and employment office procedure.* (R).
7. *Observation, practice, and clinical experience.* (R).

J. COURSES OFFERED IN OTHER FIELDS.

Psychology of gifted children.—Characteristics and treatment; research studies in the field. (R, S).

UNIVERSITY OF BUFFALO, BUFFALO

A group of courses planned to meet the New York State requirements for a certificate to teach mentally handicapped children is offered as follows:

1. *Methods in special classes* (Introductory and advanced). (R, S).
2. *Industrial arts for teachers of special class.* (R).
3. *Mental and social adjustment.* (R, S).
4. *Practicum in special classes.*—Problems in special class education. (R, S).

NORTH CAROLINA

NORTH CAROLINA SCHOOL FOR THE DEAF, MORGANTON

This is a State school for the deaf, and offers a 1-year curriculum for teachers, with a second year of teaching under supervision at minimum salary: A degree from a 4-year college of A rating is required for admission. Completion of the curriculum leads to a special diploma for teaching the deaf.

The courses offered include the following:

First Semester.

1. *History of education of the deaf.*—Reading course of an informational nature.

2. *Formation and development of elementary English sounds.*—Phonetics and visible speech; voice placement.
3. *English grammar.*
4. *Observation of classroom work.*
5. *Practice teaching under supervision.*

Second Semester.

1. *Reading course.*—Current literature on education of the deaf.
2. *Methods of teaching elementary subjects.*—Development of language by grades; geography, history, reading, and arithmetic; sense training and hand work.
3. *Physiology of the ear, nose, and throat.*
4. *Methods of training residual hearing.*
5. *Methods of teaching lip reading to adults.*
6. *Phonetics.*—Review and advanced work.
7. *Observation of classroom work.*
8. *Practice teaching under supervision.*

OHIO

ATHENAEUM OF OHIO, CINCINNATI

Through a cooperative arrangement with St. Rita School for the Deaf (q. v.) the teachers college offers a degree of bachelor of science in education for teachers of the deaf. The 4-year curriculum follows the same general plan as other curricula of the college, with specialized courses and practice teaching in the education of the deaf conducted at St. Rita School.

OHIO STATE UNIVERSITY, COLUMBUS

The bureau of special education of the university is organized to promote the education of all types of exceptional children. "Only persons who have had successful experience in teaching normal children should prepare to teach exceptional children. Candidates for the degree of bachelor of science in education interested in teaching exceptional children should register in the curriculum for teachers, supervisors, and principals in elementary schools", choosing electives from the courses relating immediately to the field in question.

A. COURSES CONCERNED WITH ALL TYPES OF EXCEPTIONAL CHILDREN.

1. *The exceptional child.*—Social and pedagogical significance of talent and defect; consideration of gifted children, special abilities and disabilities, blindness, deafness, speech defect, mental retardation, and behavior problems. (R, S).
2. *Administration of special education.*—History and development of special schools and classes; types of control; equipment; teacher training; and other items. (R, S).
3. *Seminary in special education.* (R).

B. COURSES ON THE EDUCATION OF MENTALLY HANDICAPPED CHILDREN.

1. *The mentally deficient child.*—Varieties and grades of mental deficiency; educational treatment and social disposition. (R, S).
2. *Principles and methods of teaching the mentally retarded.*—Various instructional plans used; relative advantages and disadvantages. (R, S).
3. *Supervised teaching in special classes.* (R, S).

C. COURSES ON THE SOCIALLY MALADJUSTED OR BEHAVIOR PROBLEMS.

1. *Psychology of the delinquent child.*—Meaning and significance of delinquency; its psychological basis; causes and prevention; the home and the school as determining factors. (R, S).
2. *Principles and methods of teaching behavior problem children.*—Educational adjustments made in dealing with behavior problems. (R, S).
3. *Supervised teaching in special classes.* (R, S).

D. COURSES IN SPEECH CORRECTION.

1. *Speech disorders survey.*—Minor speech defects and their treatment, including phonetic substitutions, lisping, foreign accent, speech difficulties of the hard-of-hearing; visits to clinics and hospitals. (S).
2. *Clinical practice in speech correction.*—Actual clinical practice in speech correction and training of visual hearing; case work in connection with the children's hospital and in the university clinic. (R, S).

E. COURSES OFFERED IN OTHER FIELDS.

Visual hearing techniques.—Speech and hearing problems. A course designed to assist teachers, clinical psychologists, nurses, and medical students to understand better the speech and hearing needs of the deaf and hard-of-hearing cases referred to them. Clinical and laboratory practice afforded those interested in the practical application of methods and technical procedures. (R).

OHIO UNIVERSITY, ATHENS

A 4-year curriculum is offered leading to the bachelor's degree with a major in special education; also a 2-year diploma course for teachers in special education. A unit of the University training school is equipped for practice.

A. COURSES CONCERNED WITH ALL TYPES OF EXCEPTIONAL CHILDREN.

1. *Psychology of exceptional children.*—Study of children varying considerably from the normal, such as blind, deaf, feeble-minded, psychopathic, and delinquent; also the exceptionally well-endowed, or gifted. (R).
2. *Organization and management of special classes.*—History of educational provision for sight-defective, crippled, hard-of-hearing, mentally retarded, and speech-defective; selection and classification of children; case studies and record taking. (R, S).
3. *Clinical psychology.*—Individual case studies of delinquents, feeble-minded, superior, and other children needing special adjustment. (R).

B. COURSES IN THE EDUCATION OF DEAF AND HARD-OF-HEARING CHILDREN.

1. *Mechanism of the ear and acoustic training.*—Causes of deafness, retardation of the hard-of-hearing child, testing of hearing, acoustic training to stimulate residual hearing. (S).
2. *Theory and practice in lip-reading.*—Preparation of lessons for beginners; study of formation and combinations of sounds; special work in recognition of sound defects occurring in speech of deaf children. (S).

C. COURSES IN THE EDUCATION OF RETARDED CHILDREN.

1. *Curriculum and methods for special classes.*—Units of work, materials, and subject matter suited to mental level; methods of presentation. (R, S).
2. *Student teaching in special education.* (R, S).

ST. RITA SCHOOL FOR THE DEAF, CINCINNATI

This is a denominational school which offers courses during the summer in the education of the deaf. Through a cooperative arrangement with Athenaeum of Ohio they may be included as part of a program leading to the degree of bachelor of science in education for teachers of the deaf. The courses announced are as follows:

1. *Speech for the deaf, I and II.*—Visible speech and diagrams as teaching devices for the deaf; anatomy of ear, nose, and throat; formation and development of sounds; voice culture; auricular training. (S).
2. *Methods of developing language work among the deaf.*—Recognition of names of objects from the lips; development of reading and writing vocabulary. (S).
3. *Language work.*—Special attention to the development of language in the intermediate grades. (S).
4. *Special elementary methods for the deaf.*—Methods applicable to the drill subjects of the lower elementary level. (S).
5. *Correction of speech defects.*—Demonstration and laboratory work in teaching the deaf to speak correctly; diagnosis of defects and correction. (S).
6. *Student teaching.* (R).

UNIVERSITY OF CINCINNATI, CINCINNATI

A special summer curriculum is offered in alternate years for preparing teachers of sight-saving classes. Consideration is given to the organization and methods used in conducting sight-saving classes and the teaching problems involved. Demonstration and clinical work are included.

WESTERN RESERVE UNIVERSITY, CLEVELAND

A. SPECIAL SUMMER CURRICULUM OFFERED IN ALTERNATE YEARS (ANNOUNCED FOR 1937) FOR PREPARING TEACHERS OF SIGHT-SAVING CLASSES:

1. *Eye hygiene.*—Anatomy of the eyes; common diseases of the eye and refraction; observation in eye clinics. (S).
2. *Administration and teaching of sight-saving classes.*—Methods of teaching; adaptation of regular curriculum to needs of children with serious eye difficulties; demonstration sight-saving class. (S).

3. *Organization and administration of the program in sight saving.*—Advanced course for supervisors and teachers of sight-saving classes; problems of school and community responsibilities; scientific advances; modern methods of organization and administration. (S).

B. COURSES OFFERED IN OTHER FIELDS.

Psychology and education of the subnormal child.—Definition and various theories regarding backwardness and feeble-mindedness; prevalence; educational problems. (S).

PENNSYLVANIA

GENEVA COLLEGE, BEAVER FALLS

In the summer session courses are offered in the education of *mentally handicapped* children, including work in *mental deficiency*, *special methods*, *handicraft for subnormal children*, and *practice teaching*.

PENNSYLVANIA STATE COLLEGE, STATE COLLEGE

A. COURSES IN SPEECH CORRECTION.

1. *Speech disorders and their treatment.*—Study and classification of the mental and physical aspects of speech disturbances; diagnosis and corrective treatment; clinical practice. (R, S).
2. *Clinical speech theory.*—A critical evaluation of the current theories of the cause, nature, symptoms, and treatment of defects of articulation and disorders of voice. (S).
3. *Speech clinic.*—Demonstration and practice in modern technique of examination, diagnosis, and treatment of speech disorders. (S).

B. COURSES OFFERED IN OTHER FIELDS.

Education of the subnormal child.—Diagnosis of disabilities, remedial measures and methods of teaching; observation of retarded children. (S).

STATE TEACHERS COLLEGE, BLOOMSBURG

The State Teachers College at Bloomsburg, Pa., has been designated by the State council of education as a center for the preparation of teachers for special classes—orthogenic backward. All requirements for certification can be satisfied at the college. This work was begun during the 1936 summer session.

STATE TEACHERS COLLEGE, CALIFORNIA

The State Teachers College at California has been designated by the State council of education as a center for the education of teachers of special classes (for the mentally retarded). All requirements for certification can be satisfied at the college.

Courses offered include the following:

1. *Psychology of atypical children.* (R, S).
2. *Art crafts.*—*Handwork for subnormal children.* (R, S).

3. *Industrial arts*.—Woodwork and sheet metal as adapted to the needs of subnormal children. (R, S).
4. *Speech correction*. (R, S).
5. *Observation and student teaching*. (R, S).

TEMPLE UNIVERSITY, PHILADELPHIA

The university offers a special curriculum and a graduate major in special education for mentally deficient children, which includes the courses required for State certification in this field.

A. COURSES CONCERNED WITH ALL-TYPES OF EXCEPTIONAL CHILDREN.

1. *The education of atypical children*.—Principles essential for the proper understanding and teaching of atypical children; consideration of all common forms of defect. (R, S).
2. *Mental development and mental pathology*.—Accelerations, retardations, and perversions in growth; especially planned for training special teachers, welfare workers, and aides in children's hospitals; clinical work. (R).

B. COURSES IN THE EDUCATION OF MENTALLY DEFICIENT CHILDREN.

1. *Special education*.—A course in methods of presenting classroom material for mentally deficient children. (R).
2. *Demonstration in special class methods*.—Opportunity for observation of adaptation of teaching methods and materials. (R).
3. *Tests and measurements for atypical children*.—Intelligence and achievement tests; performance tests; diagnostic value; limitations; interpretation of test results. (R).
4. *Examination and training of atypical children*.—Demonstration course; practical suggestions as to education and guidance. (R).
5. *Beginning of fine and industrial arts*.—Handicraft for subnormal children. (R, S).
6. *Practice teaching of subnormal children*. (R).

C. COURSES OFFERED IN OTHER FIELDS.

1. *Juvenile delinquency*.—Factors involved; causes and treatment; types of delinquences; social effects; and various approaches to the problem. (R, S).
2. *Gifted pupils in secondary schools*.—Integrated programs suitable for pupils of high mentality and for those with special talents; individual guidance problems. (R).
3. *Orthopedics*.—Infantile paralysis, spastic paralysis; muscle grading and muscle re-education; laboratory case work in the swimming pool and the clinic. (R).
4. *Physical therapy*.—Use of electrotherapy, phototherapy, hydrotherapy, massage, and corrective exercises. (R).

UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA

Through the department of psychology, the university offers courses accepted toward certification in the correction of speech defects and in the

use of orthogenic methods for backward children. Activities are centered (1) in the psychological clinic, in which clinic teaching and diagnostic education are carried on for exceptional as well as for normal children; and (2) in the speech clinic, in which examination and recommendation for treatment are made for cases with speech defects.

A. COURSES CONCERNED WITH SEVERAL TYPES OF EXCEPTIONAL CHILDREN.

1. *Clinical psychology, I and II.*—Demonstrations of different types of exceptional children; lectures on mental hygiene and orthogenic treatment. (R, S).
2. *Orthogenic methods.*—Practice in clinic teaching and diagnostic education; work with superior children, speech defectives, and mentally defective children; techniques of educational guidance. (R, S).
3. *Clinical methods.*—Advanced courses in the diagnosis and treatment of various types of exceptional children. (R, S).
4. *Clinical practice.*—Advanced courses in the diagnosis and treatment of various types of exceptional children. (R, S).
5. *Diagnostic methods.*—Advanced courses in the diagnosis and treatment of various types of exceptional children. (R, S).

B. COURSES IN SPEECH CORRECTION.

1. *The method of diagnosis and treatment of speech defects.*—Psychology of speech and clinical examination, with special reference to remedial measures. (R, S).
2. *The clinical teaching of children with speech defects.*—Demonstration of special methods and supervised practice teaching. (R, S).

C. COURSES ON BEHAVIOR PROBLEMS.

1. *Behavior problems of children.*—Factors underlying the personal and social reactions and relations of children; characteristic problems of behavior and adjustment; case studies. (R).

UNIVERSITY OF PITTSBURGH, PITTSBURGH

Courses are offered in the summer session to enable teachers to become certificated in the State of Pennsylvania for teaching orthogenic backward groups. The courses given are as follows:

1. *Methods of teaching special classes.*—Use of arts and crafts materials in the training of orthogenic classes. (S).
2. *Handiwork for orthogenic classes.*—Instruction in manual activities that can be used by children in orthogenic classes. (S).
3. *Education of subnormal children.* (S).

WESTERN PENNSYLVANIA SCHOOL FOR THE DEAF, EDGEWOOD, PITTSBURGH

This is a State school for the deaf which offers a curriculum for teachers. A collegiate degree is required for admission. Upon satisfactory completion of training a special certificate is issued for teaching the deaf. The curriculum includes consideration of the following subjects:

1. *Study of the young deaf child.*
2. *Preparatory sense training.*
3. *Phonetics or speech training.*
4. *Voice development and rhythm.*
5. *Speech reading.*
6. *Measurement and training of residual hearing.*
7. *Language development.*
8. *Teaching methods.*
9. *History of the education of the deaf.*
10. *Religious instruction.*
11. *Class and school organization.*
12. *Observation and practice teaching.*

RHODE ISLAND

MARTIN HALL, BRISTOL

This is a private school of *speech correction* which offers in both regular and summer sessions a normal course and clinical opportunities for prospective teachers. The summer program is announced for 1937 as including the following courses:

1. *Anatomy, physiology, and hygiene of the vocal organs.*—Study of obstructions in the upper air passages and their effects upon the singing and speaking voice.
2. *Methods and principles of speech correction.*—Methods employed in the correction of stammering, stuttering, lispings, lalling, nasality, monotone, and other speech difficulties.
3. *Psychology.*—Basic principles of the subject with particular attention to the psychological and the physiological manifestations of the emotions.
4. *Clinic speech defects.*—Practical application of the work covered in the lecture courses; demonstration and observation of clinical work.

SOUTH DAKOTA

SOUTH DAKOTA SCHOOL FOR THE DEAF, SIOUX FALLS

This is a State school for the deaf, and offers a 2-year curriculum for teachers. Minimum entrance requirements include completion of 2 years of college work or graduation from a State normal school. A special diploma is issued certifying to satisfactory completion of the two years' work. The subjects considered include:

First Year:

1. *Speech.*
2. *Kindergarten and Montessori methods.*
3. *English grammar.*
4. *Language and allied subjects by grades.*
5. *Observation of classroom work.*

Second Year:

1. *Advanced work in speech.*
2. *Language and allied subjects by grades (continued).*
3. *Planning daily program.*

4. *The five-State system of language building.*
5. *Anatomy and physiology of ear, nose, and throat.*
6. *History of education of the deaf.*
7. *Reading course.*
8. *Observation and practice teaching.*

TENNESSEE

GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE

From time to time the college cooperates with the Tennessee School for the Blind in offering a summer curriculum for the preparation of teachers of blind children.

Other courses offered are as follows:

1. *Teaching exceptional children.*—Theory and best practices in educating handicapped and gifted children who require special instructional and administrative adjustments. (R).
2. *Psychological clinic.*—Theory of clinical methods and techniques in handling exceptional children. (R, S).
3. *The gifted child.*—Experimental work with gifted children; methods of research in studying them. (R).

TENNESSEE SCHOOL FOR THE BLIND, NASHVILLE

From time to time this school cooperates with the George Peabody College for Teachers in offering a summer curriculum for the preparation of teachers of blind children. The specialized courses that have been offered include the following:

1. *Educational essentials in schools for the blind.*—Objectives; standards of vision; classification and assignment of pupils; the course of study; vocational training; teacher training; supervision of instruction; and other items. (S).
2. *Kindergarten-primary curriculum and methods.* (S).
3. *Elementary school problems and methods.* (S).
4. *Problems of the junior-senior high school.*—Administrative and instructional problems. (S).
5. *Music Braille.* (S).
6. *General commercial subjects in schools for the blind.*—Intensive work in junior business training; methods of teaching typewriting, bookkeeping, filing, business English. (S).
7. *Special vocational training.*—Braille shorthand, dictaphone, salesmanship, telephone operating, occupations. (S).
8. *Manual training—handcraft.* (S).
9. *A program of physical education for the blind.*—Survey of aims and methods in teaching physical education; types of activities best adapted to the blind. (S).
10. *Preventive and corrective physical education.*—Proper treatment of faulty body mechanics, heart disturbances, malnutrition, and other difficulties among the blind. (S).

UTAH

UNIVERSITY OF UTAH, SALT LAKE CITY

A. Courses in Speech Correction.

1. *Elementary speech correction.*—Differential diagnosis of speech disorders; case histories to demonstrate the psychological, sociological, and physiological principles involved. (R).
2. *Articulatory and kindred speech defects.*—Principles of diagnosis and management of articulatory cases in clinic and public schools. (R, S).
3. *Articulatory clinic.*—Directed work with articulatory speech defectives. (R, S).
4. *Stuttering and allied speech disorders.*—Principles of diagnosis and management of major speech disorders. (R, S).
5. *Stuttering clinic.*—Directed work in clinical experience. (R, S).

B. Courses Offered in Other Fields.

1. *Juvenile delinquency.*—Causes and treatment, with special reference to modern methods of dealing with the problem. (R).
2. *Education and training of the feeble-minded.*—Medical, psychological, and educational problems involved in the institutional care and public school training of feeble-minded children. (R).

WASHINGTON

UNIVERSITY OF WASHINGTON, SEATTLE

A group of courses in speech pathology and correction is offered by the Division of Speech in the Department of English for those who wish to major in this field. A speech clinic is conducted in which students having speech defects can receive clinical attention.

A. COURSE CONCERNED WITH ALL TYPES OF EXCEPTIONAL CHILDREN.

Psychology and training of exceptional children.—Subnormal, superior, backward, and delinquent children, studied from the point of view of the teacher. (R, S).

B. COURSES IN SPEECH CORRECTION.

1. *Speech correction.*—Methods of correcting minor speech defects, with clinical practice. (R, S).
2. *Speech pathology.*—Nature, etiology, and diagnosis of the more complex disorders of speech. (R, S).
3. *Speech clinic.*—Individual work for students having speech defects. (R, S).
4. *Research in speech pathology.* (S).

WISCONSIN

STATE TEACHERS COLLEGE, MILWAUKEE

The Division of the Education of Exceptional Children of the College offers facilities for the training of teachers of children who are physical or

mental deviates from the average. At present three types of curricula are offered: Education of the mentally handicapped; education of the deaf; and speech correction. A 4-year curriculum in any of these fields leads to the degree of Bachelor of Education.

A. COURSES REQUIRED IN EACH OF THE THREE CURRICULA.

1. *Psychology of exceptional children*.—An orientation course dealing with all types of exceptional children. (R).
2. *Education of exceptional children*.—General survey of the field, including consideration of all types of physically and mentally handicapped, as well as gifted children. (R).
3. *Mental testing*.—Use and interpretation of intelligence tests with emphasis upon their application to exceptional children. (R).

B. COURSES IN THE EDUCATION OF DEAF CHILDREN.

1. *Physiology of the organs of speech*.—Anatomy, function, and hygiene of the organs of speech and hearing, with special reference to the conditions of deafness and as a basis for speech development. (R).
2. *Social studies of the deaf*.—Social and economic conditions among the deaf; significant trends in their education. (R).
3. *Education of the deaf, I and II*.—Educational aims and techniques; formation and development of elementary English sounds; acoustics; rhythm; language. (R).
4. *Student teaching, I and II*.—Supervised work with both hearing and deaf children; observation and case studies. (R).

C. COURSES IN SPEECH CORRECTION.

1. *Physiology of the organs of speech*. (R).
2. *Phonetics*. (R).
3. *Speech for the normally voiced*. (R).
4. *Speech correction, with clinic*.—Theory and treatment of speech defects; mental attitudes, personality, and behavior, as related to speech disorders. (R).
5. *Advanced speech correction, with clinic*.—Practice in diagnosing and treating cases in clinic. (R).

D. COURSES IN THE EDUCATION OF MENTALLY HANDICAPPED CHILDREN.

1. *Education of the mentally handicapped, I and II*.—Educational aims and techniques of reaching the retarded child; general principles; selection and organization of material. (R).
2. *Kindergarten-primary education*.—Special emphasis on primary technique; teaching of fundamental subjects; games and rhythms; industrial arts. (R).
3. *Manual arts*.—Handwork for mentally handicapped children. (R).
4. *Personality adjustment*.—Psychological and social adjustment in relation to everyday environment; preventive and therapeutic treatment. (R, S).
5. *Student teaching*.—Supervised work with both normal and handicapped children; observation and case studies. (R).

E. COURSES OFFERED IN OTHER FIELDS.

1. *Delinquency and crime.*—Consideration of the environmental and constitutional causes of delinquency and crime, and methods of treatment. (R).

UNIVERSITY OF WISCONSIN, MADISON

One of the functions of the department of speech is the preparation of specially qualified teachers in the field of disorders of speech and corrective methods. Courses are so arranged as to make possible systematic and progressive study in the sophomore, junior, and senior years.

Specialized courses offered include the following:

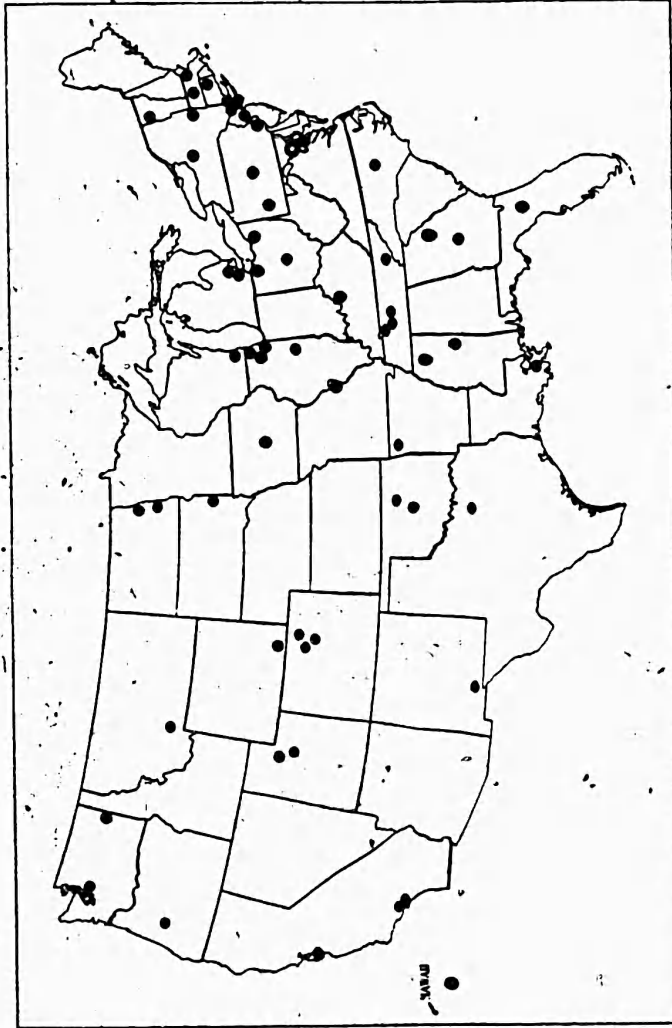
1. *Correction of speech disorders.*—Organic and functional disorders of speech; causes, diagnosis, and treatment. (R, S).
2. *Advanced correction of speech disorders.*—Methods of case study and treatment in both organic and functional disorders. (R, S).
3. *Speech clinic.*—Diagnosis and treatment of all kinds of voice and speech disorders. (R).
4. *Speech pathology.* (R).
5. *Seminary in speech correction.* (R).

Appendix

A LARGE number of universities, colleges, and normal schools have reported general courses given in either the regular or the summer session, in the "education of exceptional children", or in some particular aspect of the subject, such as "juvenile delinquency" or "mental deficiency", without, however, claiming to offer a comprehensive unit of teacher-preparation in this field of service. The names and geographical distribution of these institutions, as listed below, indicate to what extent the recognition of the problems of exceptional children has permeated the teacher-education forces of the country:

1. University of Alabama, University.
2. Chico State College, Chico, Calif.
3. Claremont Colleges, Claremont, Calif.
4. Fresno State College, Fresno, Calif.
5. San Jose State College, San Jose, Calif.
6. Stanford University, Stanford University, Calif.
7. University of California at Los Angeles.
8. Colorado State College of Education, Greeley.
9. University of Colorado, Boulder.
10. Yale University, New Haven, Conn.
11. University of Delaware, Newark.
12. George Washington University, Washington, D. C.
13. University of Hawaii, Honolulu.
14. Albion State Normal School, Albion, Idaho.
15. De Paul University, Chicago, Ill.
16. Illinois College, Jacksonville, Ill.
17. Illinois State Normal University, Normal.
18. National College of Education, Evanston, Ill.
19. Lewis Institute, Chicago, Ill.
20. Rockford College, Rockford, Ill.
21. American College of Physical Education, Chicago, Ill.
22. Indiana University, Bloomington.
23. University of Notre Dame, Notre Dame, Ind.
24. Kansas State Teachers College, Emporia.
25. Kansas State Teachers College, Pittsburg.
26. University of Kansas, Lawrence.

27. Tulane University, New Orleans, La.
28. Clark University, Worcester, Mass.
29. State Normal School, Hyannis, Mass.
30. University of Michigan, Ann Arbor.
31. State Teachers College, St. Cloud, Minn.
32. University of Montana, Missoula.
33. Rutgers University, New Brunswick, N. J.
34. Cornell University, Ithaca, N. Y.
35. Hunter College, New York, N. Y.
36. Ithaca College, Ithaca, N. Y.
37. Ashland College, Ashland, Ohio.
38. Oklahoma City University, Oklahoma City.
39. Southeastern State Teachers College, Durant, Okla.
40. Mt. Angel Normal School, Mt. Angel, Oreg.
41. University of Oregon, Eugene.
42. Dickinson College, Carlisle, Pa.
43. Lehigh University, Bethlehem, Pa.
44. State Teachers College, Edinboro, Pa.
45. State Teachers College, Indiana, Pa.
46. Eastern State Normal School, Madison, S. Dak.
47. Baylor University, Waco, Tex.
48. Hardin-Simmons University, Abilene, Tex.
49. University of Texas, Austin.
50. College of Puget Sound, Tacoma, Wash.
51. Washington State College, Pullman.
52. State Normal School, Bellingham, Wash.
53. Washington State Normal School, Cheney.
54. Ripon College, Ripon, Wis.



Location of the institutions participating in the Project in Research in Universities