UNITED STATES BUREAU OF EDUCATION

BULLETIN, 1911, NO. 14 - - - - - - - WHOLE NUMBER 461

PROVISION FOR EXCEPTIONAL CHILDREN IN PUBLIC SCHOOLS

Prepared by

JAMES H. VAN SICKLE

Superintendent of Public Instruction, Springfield, Mass.

LIGHTNER WITMER

Director, Psychological Laboratory and Clinic, University of Pennsylvania

LEONARD P. AYRES

Director, Division of Education, Russell Sage Foundation

WASHINGTON
GOVERNMENT PRINTING OFFICE
1911

CONTENTS.

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, October 2, 1911.

SIR: There are many children in attendance upon the public schools of our country who, for one reason or another, can not work most satisfactorily to themselves or others when classified with the great majority of the children. School authorities have seen for many years that the presence of such children in the regular classes is detrimental to the progress of both the exceptional and the non-exceptional. In the manuscript entitled "Provision for Exceptional Children in Public Schools," herewith transmitted, Supt. J. H. Van Sickle, of Springfield, Mass., Dr. Lightner Witmer, Director of the Psychological Laboratory and Clinic of the University of Pennsylvania, and Dr. Leonard P. Ayres, Associate Director, Department of Child Hygiene, Russell Sage Foundation, have set forth the results of their investigations and their suggestions and recommendations to the public-school workers of our country in regard to the educational care these children need. In addition to the detailed discussions relating thereto, extended information concerning the number of cities in our country attempting to meet the problems suggested is furnished in tabular form. The authors have tentatively classified those children who need this special care in public schools into ten groups. Some enter late and need help to make up their work; others are exceptionally talented and should be allowed to make as rapid progress as consistent with thoroughness; others enter speaking only a foreign language and at first need special and almost exclusive drill in English; still others are slow, backward, or defective in one way or another, but not to such a degree as to require the care of public institutions for the defective classes. It is a valuable piece of work and will be of much help to all who are seeking for more effective and just classification of public-school children.

I accordingly recommend the publication of these results as a bulletin of the Bureau of Education.

Very respectfully,

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

PROVISION FOR EXCEPTIONAL CHILDREN IN PUBLIC SCHOOLS.

CHAPTER I.

THE DISCOVERY OF THE EXCEPTIONAL CHILD.

THE SOCIALIZATION OF PUBLIC-SCHOOL WORK AND THE INDIVIDUALIZATION OF THE CHILD.

The progress of educational work in the last 20 years furnishes an impressive display of social functions assumed by the schools of this and other countries. Medical school inspection, school feeding, school nurses, and special classes for truants, physical defectives, and backward children are all separate evidences of a single movement looking toward the socialization of public-school instruction and involving the public-school authorities in the direct responsibility for most of the child's life and development.

On the one hand, education is becoming socialized and is giving increasing recognition to community interests. On the other hand, it has resulted, in respect to the children, in a greater individualization. Education is primarily concerned with the task of transmitting from one generation to the next the intellectual traditions and the moral standards which have been acquired by the race. The eye of the teacher, therefore, is mainly directed to the subject matter of instruction, or to the code of morals and manners which it is desired to impress upon the child. This is as it should be. All efficient work is accomplished only through concentration of attention and through the direction of effort toward a single result. The public school must never give up as its chief function the teaching and training of children in relatively large groups, by teachers who are impressed with the importance of the subject matter of instruction, and who look upon the class as a fairly homogeneous unit.

Nevertheless, provision must also be made within the modern public school for training many children not as members of a group, but as individual or exceptional children. The social purpose of this kind of individualized educational treatment may be considered the keynote of our American civilization. Children are not born equal, nor can we ever thrust equality upon them; but American education can see to it that every child has a fair opportunity to

develop the mental capacities with which it is endowed at birth. The public schools may eliminate in large measure the accidents of social and financial position and the circumstances of the child's individual history as determining factors in its career. Every child should reach adult age with his brains developed to the full measure of their efficiency. This is recommended not merely out of sympathy for the child, but also because the community needs every bit of brain power available, whether this brain power appears in the family of a Pennsylvania miner, a New England farmer, or a Pittsburgh millionaire. Anything less than this spells retarded or arrested development. The highly gifted child can be as much retarded by the circumstances of his life history or by the school system as is the congenitally dull or mentally defective child. This bulletin is conceived as having the purpose of making available some facts and considerations which it is believed should determine the public-school treatment of the exceptional child.

What is normal, even what is supernormal, often fails to arouse attention. The abnormal, the pathological, the deficient, and the defective—these first win the attention of society. Among primitive races this attention is accompanied by feelings of horror, even of terror, and the abnormal are sometimes eliminated by violent means. Next, they are segregated, under the spur of a philanthropic impulse, and are supported in institutions, or they are retained under merely custodial care. This segregation is partly for the benefit of society, and only partly for the purpose of taking care of society's helpless members. It is relatively late in the history of the world that the discovery is made that the training of certain groups of these abnormal or defective social elements presents a problem of scientific and social importance.

INSTITUTIONS OR SCHOOLS FOR THE DEAF AND BLIND.

In the year 1744 a Portuguese Jew named Pereire gave before the Academy of Science at New Rochelle, France, a most dramatic demonstration of the power of the human intellect to solve a problem of special training. He presented before the members of the academy a boy who had been born deaf, and whom he had taught to talk. From that day the world could no longer regard the training of congenitally deaf children as an impossibility, and yet, despite this brilliant solution of a problem in scientific education, the world was slow to recognize the value of Pereire's work, and it was not until the year 1867 that deaf children in the United States were taught by the oral method.

Institutions for the training of deaf children had been established many years before. This type of special school had its origin in the foundation of a school for the deaf by the Abbé de l'Épee in 1771 in

Paris. Inspired by Pereire's example, but unacquainted with Pereire's scientific knowledge and unpenetrated by his educational genius, the Abbé de l'Épee was moved more by the spirit of philanthropy to care for and educate deaf-mutes. Pereire was perhaps too far ahead of his time to impress the world with the importance of his achievement. Moreover, he never inducted others into the secrets of his method, and with the single exception of Heinicke, in Germany, those interested in the training of deaf children failed during almost a century to grasp the physiological and psychological elements of the problem.

The world has now caught up with Pereire, and public education is about to enter into the full enjoyment of the results of his labors and of the labors of many others in this and cognate fields. It behooves all who are interested in the development of all types of special education to see to it that the work which scientific men within the field of education are accomplishing shall be made available to others. The work must be thoroughly grounded upon scientific principles, and scientific workers as well as trainers of exceptional children must be provided with the professional equipment and the physical means to undertake this work satisfactorily.

The successful training of deaf children stimulated an interest in the blind. By the beginning of the nineteenth century an initial attempt to provide for the training of these two classes of defective children had been made by the civilized nations of Europe and America.

REFORM SCHOOLS.

The next group of exceptional children to be provided for were those who stood in danger of growing into an adult life of criminality; in other words, children in need of special moral training. This movement was inspired partly by the general movement for prison reform in England and partly by the work of such men as Pestalozzi, who were keen to recognize the danger to the continental countries arising from the number of destitute, vagrant, and morally neglected children who had been deprived of their natural protectors by the Napoleonic wars.

In the United States, "houses of refuge" began to be established in 1824, and three of them were soon in existence—one in Boston, one in New York, and one in Philadelphia. These institutions were started not as a part of the prison system, but as an experiment in special education. No one can comprehend the history and present status of houses of refuge and other reform schools who fails to recognize that the inspiration for their establishment was exactly the same as that which led in the last decade of the nineteenth century to the founding of parental schools and public day classes for truants and disciplinary cases. The supreme court of Pennsylvania has decided

in a well-known case that the house of refuge is not a penal institution, but a school. The children sent to the reform school become the wards of the State until they are 21, not because of the overt act, but because their actions have proved them in need of special oversight and moral training, or else their home environment or their personal characteristics prove them morally endangered.

IDIOCY AND RETARDATION.

The effort to train the group of children variously designated as feeble-minded, imbecile, or idiotic led first to the scientific appreciation of the problem of retardation and to a real understanding, mainly through the work of Seguin, of the problem of special education in relation to arrested or retarded development.

As in most discoveries, accident and misapprehension played a large part in gaining for us a scientific comprehension of "retardation." A little more than a century ago, in the year 1797, a boy apparently about 12 years of age was found running wild, like a beast of the field, through the forests of Aveyron, in the southern part of France. No one ever knew his origin, or where or how he had spent the years between his birth and his discovery. Devoid of the faculty of speech, he showed very few signs of intelligence and made his wants known through the simplest of inarticulate cries. He selected his food by the sense of smell, and what he chose proved him unaccustomed to the dietary of civilization. He drank by lying flat upon the ground and thrusting his mouth beneath the surface of the water. He often walked on all fours, and fighting with his teeth like an animal, he resisted the placing of garments upon his back, and made unremitting efforts to escape. Subjected to confinement and forced to submit to the ways of civilized life, he proved to be fairly tractable.

Brought to Paris he excited the liveliest interest and was presented as an object of scientific curiosity before the French Academy of Science. Pinel, the famous physician of the insane at Bicetre, declared the child idiotic and therefore untrainable. But Itard, a physician of that first institution for the training of deaf-mutes, established at Paris by the Abbé de l'Épee, believed the boy to be merely wild and untaught. He undertook this boy's training, admitting the close resemblance of the boy's condition to idiocy, but believing that he could be restored to the normal mental life of humanity, because of his conclusions as to the "cause and curability of that apparent idiotism." To express Itard's opinion in modern language, the boy in his opinion was not a case of idiocy, but a case of arrested or retarded development, the result of neglect and separation from the normal human environment.

The outcome of Itard's self-assumed task was to prove him doubly in the wrong. The result of his training showed first that the boy was an idiot and secondly that an idiot could be trained. Itard's failure—for he could not restore this boy to normal mental condition—is one of the great successes in the history of education and mental science. Itard himself scarcely recognized the significance of his own success. Interested in the boy as a primitive savage who had been retarded in development because of the absence of the normal human environment, Itard failed to see that this boy, idiot though he was, suffered from an arrest or retardation of development due to physiological causes resident within himself. The discovery that idiocy is retardation was left for Itard's pupil, a physician, psychologist, and educator, Edward Seguin.

On the basis of the accomplishment of Pereire and Itard, Seguin made the deduction that feeble-mindedness is an arrest of mental development necessarily consequent upon the imperfect sense organs and organs of motion with which these children are endowed at birth. He proposed to exercise the imperfect organs so as to develop their functions, as Pereire had previously developed the organs of articulation in deaf-mutes, and to train the functions of the organism so as to develop the imperfect organs. He defines his system as "the adaptation of the principles of physiology through physiological means and instruments to the development of the dynamic, perceptive, reflective, and spontaneous functions of youth."

Seguin began his first experiment in the training of a feeble-minded child in 1837. So successful was this expert physiological education of all the senses that Seguin won for himself, as Itard had before him, the commendation of the Academy of Science. In 1842 he formed the first small class of feeble-minded children, whose training he undertook at the Bicetre.

Seguin's work became a model for the countries of the civilized world. Inspired by his example and assisted by his treatise on idiocy, published in 1846, training schools for feeble-minded children were established first in Massachusetts in 1849, and in the next few years in New York, Pennsylvania, and other States of the Union.

The next contribution to an understanding of the meaning of the word retardation came directly out of school practice. First among civilized nations Germany addressed itself to the task of educating every child, long before this county had even awakened to the fact that many of its prospective citizens were not receiving sufficient school training to cast an intelligent vote. Just as soon as compulsory education laws were partially enforced and a serious effort made to educate every child, it was found that there are children not properly called feeble-minded who are yet incapable of making normal progress in the ordinary day schools. The appreciation of the

necessity of providing a special form of training for these backward pupils led to the organization of the first special class in Dresden in 1865.

In this country the compulsory education laws began to be really enforced in a few States about 1890. As a consequence truant schools, disciplinary schools, and schools for backward children came into existence in some States. The idea of establishing day classes and schools for deficient children appears, however, to have been first introduced to American teachers by August Schenck, of Detroit, in 1878, in an address to the American Teachers' Association. Dr. Andrew Rickoff, superintendent of schools for the city of Cleveland, acting on Schenck's suggestion, established two classes in Cleveland, limiting them, however, to disciplinary cases. The second class was established in Chicago in 1892. This is still in existence, and other special classes have been added. New York established its first class in 1895, under the direction of Miss Elizabeth Farrell. Several other classes have since been formed, and in 1905 adequate supervision was first provided through the appointment of Miss Farrell as inspector of ungraded classes. In the same year, or a year later, a school was organized at Waukegan, Ill., by Supt. Hall, designed for backward children of all kinds, those mentally deficient as well as those retarded through lack of educational advantages.

The first city to plan for a complete organization of these classes directly under the city superintendent was Providence, R. I., which formed six classes for truants and disciplinary cases in 1893, and a separate class for backward children in 1896. Springfield, Mass., organized a special class in 1898, under Supt. Balliet. Boston and Philadelphia followed in 1899; Cleveland established four classes in 1905, and Portland, Me., established a class in 1906.

Another movement undoubtedly played an important part in the awakening of the school authorities and general public to the existence of retardation as an educational and social problem. The introduction of medical inspection into the schools, originally for the detection and prevention of contagious and infectious diseases, led to the discovery and treatment of physical defects, which were found to be a powerful factor in retarding the school progress of many children. Medical inspectors and school nurses, and in more recent years social visitors, are appointed in many cities as an integral part of the school system. Without them it would be impossible to realize the purpose for which the schools exist. The medical profession, both in this country and abroad, has made contributions of great value bearing upon the physical causes of arrested and retarded development.

In the course of time the term "retardation" has come to cover types of children hitherto considered normal. Compared with imbeciles and idiots these children are undoubtedly normal, but com-

pared with those children who are passing upward through the grades without meeting serious obstacles to their progress, these children manifest an arrest or retardation of development. In some this is dependent upon internal physiological causes, a defect of the brain or nervous system, even though a minor defect. In others it is due to physical defects, bad eyesight or hearing, which only indirectly albeit seriously affect the normal development of the brain. We have come to recognize retardation as a mental status, not a brain disease or defect as is idiocy. Retardation is a stage of mental development which can only be defined with reference to what we assume to be the regular course of normal development. Any child, the functions of whose brain are not developed up to the normal limit for his age, is suffering from retardation. A status or stage of progress which may be retardation for one child may not be retardation for another. The physiological and psychological age of a child need not correspond to his chronological age. We have come to see that children who stand at the head of a class in school may be more retarded than children who are at the bottom of a class. There are those who contend that the schools give relatively less training to those who are mentally well endowed than they do to the average pupil or to the dullard.

When retardation is thus defined in terms of individual development the necessity clearly arises for the public schools to provide for the highly gifted children as well as for those less fortunate in natural endowment. The question of importance is as to the number of these exceptional children in the schools. Up to the present time school statistics have limited themselves to enumerating the retarded children, using that term to indicate those children who are behind grade for their age. Pedagogical or school retardation follows from the supposition that a child enters upon his first year of school work before he has passed his seventh birthday. If he advances one grade each year he will complete the eight years of the elementary course before he has passed his fifteenth birthday. This establishes a theoretical age limit for each grade, apparently not excessive in its educational requirements; for the child who leaves the elementary schools in his fifteenth year can not complete the high school before his nineteenth year or graduate from college before his twenty-third year. Supt. Bryan, of Camden, N. J., first collated statistics of retardation based upon the enrollment figures of that city for two successive years, 1904–1906. He found in the elementary schools of Camden that 72 per cent of the children exceeded the theoretical age limit; that 47 per cent exceeded the age limit by one year or more; 26 per cent by two years or more; 13 per cent by three years or more; and 5 per cent by four years or more.

It is generally agreed to call a child retarded or backward who exceeds the age limit by two years or more. The discovery of the existence of over-age and retarded children, and the development of the methods of determining their number, is the work of Maxwell, Bryan, Cornman, Falkner, and Ayres. The literature of retardation has rapidly acquired extensive proportions. The working out of the many practical problems which arise in connection with the treatment of backward children will have consequences which will affect every type of child in the public schools.

SPECIAL CLASSES FOR PHYSICAL DEFECTIVES.

In this country and also on the continent of Europe, sporadic efforts have been made in the public schools to care for various classes of physical defectives. In the United States, especially successful efforts have been made to train in public day classes deaf children and blind children. The best day classes for such children have been located in the Middle West, probably because in that locality adequate provision had not been made by the State in the establishment of institutions for their care and training. It would seem as though in the United States the two systems of handling deaf and blind children will be on trial for some years, to determine whether the custodial school or the day school is the more efficient and economical, and also which is the better adapted for the all-round development of the child.

In England and the United States special classes have been organized for crippled children, in many places the children being transported to the schools from their homes. In Baltimore, special classes have been established for epileptic children. The development of preventive medicine, together with the progress of medical school inspection, has led in many localities to the organization of open-air schools and of special schools for children suffering from tuberculosis.

THE GIFTED CHILD.

The problem of the gifted child may be said to have first provoked action when Dr. William T. Harris, as superintendent of the schools of St. Louis, introduced, as long ago as 1872, a plan for making promotion fit different intellectual grades. In many localities the development of a fixed and rather static grading system and promotion system, particularly when promotions were made only at yearly intervals, led to the discovery that many children are kept back unduly, owing to the "lock-step" system. Many efforts have been made toward the solution of this problem—ungraded classes, more rapid promotion through special tutoring and systems of flexible grading, the method of dividing grades up into groups according to

intellectual ability, etc. Several cities have made provision for the more rapid progress of gifted pupils by gathering them into centers where, under especially skilled teachers, they pursue a curriculum modified by the early introduction of some of the high-school studies. It is probable that very many men have been induced to see more clearly the necessity of providing for the gifted child, since so much attention has been given to the backward and defective child.

CHAPTER II.

PROPORTIONS OF SCHOOL POPULATIONS COMPOSED OF EXCEPTIONAL CHILDREN.

If all of the children in our public schools could be ranked according to their intellectual abilities, it is probable that a rough classification would group them about as follows:

Talented	4 per cent.
Bright, Normal, Slow	92 per cent.
Feeble-minded	4 per cent.

The 4 per cent here designated as feeble-minded may for administrative purposes be divided into two groups. The lower one includes about one-half of 1 per cent of the entire school membership and consists of children of the lowest grade of mentality found in the public schools. They are genuinely mentally deficient, and can not properly be treated in the public schools. They are institution cases, and should be removed to institutions.

Ranking just above these are the remaining 3½ per cent who are feeble-minded but who can be given a certain amount of training in special classes in the public schools. This is not the sort of treatment that they should ideally receive, for few of them can ever become independent members of the community, but it is the sort that they should have if they are to be dealt with at all by the public-school systems as now constituted.

The foregoing statements in regard to this lowest group in the intellectual scale are of necessity based on meager evidence, for the reason that few comprehensive psychological surveys of entire school systems have been conducted. They represent the conclusions arrived at by those who have conducted such investigations as have been made. The best evidence bearing on the problem is to be found in the following reports:

Two Thousand Normal Children Tested by the Binet Scale. The Training School, January, 1911.

The Classification of Clinic Cases. Holmes. Psychological Clinic, April, 1911.

What Can the Public School Do for Subnormal Children? The Training School, September, 1910.

Report of Committee on Special Education. Report of United States Commissioner of Education, 1910, Vol. II, pp. xxi–xxv.

SLOW, BACKWARD, RETARDED, OR LAGGARD CHILDREN.

Ranking above the feeble-minded group comes a much larger class of children, constituting anywhere from 10 to 50 per cent of the entire school membership, made up of those who are not mentally deficient, but who make slow progress through the grades. In point of numbers and importance these children constitute a great, if not our greatest, school problem. They make up about one-third of the total school membership in the average city, and in most localities their numbers are distinctly greater among the boys than among the girls.

These backward children who take more than the normal time to complete the work of each grade are the children who usually spend their entire school lives in the lower grades, and fall out of school permanently without completing even the elementary course. It is this pedagogical retardation among great numbers of children who have no congenital mental defect that is responsible for the school evils known as repetition, retardation, and elimination.

Data concerning the number of these children in different city school systems may be found in a large proportion of all of the numbers of educational periodicals issued during the past four years, and in most of the recent reports of city school superintendents. Summaries of conditions are presented by Ayres in "Laggards in our schools," Chapters IV and VII, and in the Report of the Commissioner of Education, 1910, Vol. II, pp. xxi to xxv.

NORMAL AND BRIGHT CHILDREN.

The largest group is that composed of the normal and bright children who have no great difficulty in completing the work of the grades satisfactorily in about the alloted time. The size of this group in school systems as commonly organized varies from about 40 per cent to about 80 per cent of the entire membership. This wide range of variability does not indicate that the children of different cities are of such varying degrees of mental ability as the figures would seem to show. It merely reflects the fact that in some cities the demands of the school curriculum and the teaching methods are much more nearly in accord with the abilities of the children than they are in others.

TALENTED OR EXCEPTIONALLY BRIGHT CHILDREN.

Quantitative evidence as to the number of exceptionally bright children found in our public schools is even more rare than is such evidence with respect to the feeble-minded.

Such data as are available seem to indicate that about 4 per cent of the entire school membership may fairly be rated as exceptionally bright or talented. Reference has already been made to the report of the testing of 2,000 normal children by the Binet scale, conducted

by the New Jersey Training School. This test showed that somewhat more than 4 per cent of the school children were mentally more than one year ahead of their ages. These are the children who are born with exceptional endowments, and go through the public schools with greater than average ability and rapidity.

Another bit of evidence is found in Volume II of the 1910 Report of the Commissioner of Education, in a table printed on page xxiii. This table presents figures from 319 cities, showing that in the average city about 4 per cent of the pupils are one year or more under age for their grades.

Still further evidence is presented by Ayres, in Chapter VII of "Laggards in our schools," where figures are given from different cities showing that the number of children making more than normally rapid progress through the grades ranges from 1 to 5 per cent of the entire membership.

That these unusually able children have been given scant attention in our public schools is shown by the fact that at the present time only five cities are known to have special classes for exceptionally gifted children. These cities are Baltimore, Worcester, Indianapolis, Lincoln, and Rochester.[1]

SUMMARY.

1. In a normal school population about one-half of 1 per cent of the children are genuinely mentally deficient and should be treated in institutions.

2. Ranking above these comes a group of feeble-minded children, constituting about 3½ per cent of the school membership. These children are educable in special classes of public schools, but few of them can become independent members of the community.

3. Ranking above these children comes a larger group of mentally sound, but slow, children. This group constitutes from 10 to 50 per cent of the membership, and in the average city amounts to about 33 per cent. These are normal individuals for whom the present school curriculum and régime are ill adapted. In most cities a majority of them are boys.

4. Ranking above these pupils is the large mass of school children who make substantially normal progress through the grades and some of whom make rapid progress. These constitute from 40 to 80 per cent of the school membership.

5. At the upper end of the scale comes a group of unusually bright or talented children, composing about 4 per cent of the total number. Only five cities have so far organized classes for these supernormal children.

[1] In answering the questionnaire, a copy of which appears on p. 31, 64 superintendents write "yes" after item No. 14; but it seems quite certain that the great majority of those answering thus regard some form of flexible grading as the special provision meant.

CHAPTER III.

THE CLASSIFICATION OF EXCEPTIONAL CHILDREN.

We assume that this bulletin is addressed to those who are interested primarily in questions relating to the proper treatment of exceptional children rather than in a scientific classification based upon a recognition of the causes of exceptional character in children. The most significant distinction is that between children who can not properly be educated in the public schools and children who can be adequately instructed and trained in day classes. We shall therefore make our primary classification the distinction between institution cases and public-school cases.

It is difficult to state any one basis for the establishment of this classification. There are at least three grounds for this distinction. In the first place, there are children idiotic and imbecile, children morally degenerate and delinquent, children severely crippled or suffering from a disease like epilepsy, whom any superintendent would recognize as being unfit for association with normal children in the grade. Many of these children are the subjects of custodial treatment only, even inside the institution in which they may be segregated.

A second basis for this distinction has reference to the curability or relative permanence of the child's condition. Certain children who are approximately normal in appearance and in mental character are yet hopelessly degenerate. For their own safety and for the safety of the children with whom they may be associated in the public schools, it is desirable that they should be removed from the schools and placed in institutions. Some of them are educable and can perhaps be trained in the public day schools, but it would be undesirable for them to be thus treated. The most dangerous types of moral imbeciles come in this class. These children some competent authority connected with the public-school system should be quick to recognize. Experts should be called in and the school authorities ought to lend their every assistance to obtain legal sanction for the segregation of these children in special institutions, in order that they may not pass their lives among normal children, with the danger of moral contagion and the possibility of propagating their kind.

The third basis for the distinction between an institutional and a public-school case is amenability to treatment in the public schools and institutions. It stands to reason that an institution which con-

trols every hour of a child's existence—sleeping or awake—ought to be able to provide more effective training for difficult cases than can the public schools in day classes. In distinguishing between those cases which should be sent to institutions and those which should not we must take into consideration whether the child requires the kind of work which the public school can not supply in day classes.

A most confusing circumstance arises from the fact that the various types of exceptional children shade off into normal types of children. From children who are slightly slow and dull by nature, there is a steady gradation through children that are only touched with feeble-mindedness to children who are classified in institutions as "high-grade imbeciles," "middle-grade imbeciles," "low-grade imbeciles," "superficial, and profound idiots." Ordinary teachers, superintendents, and casual observers will have no difficulty whatever in excluding idiots and low-grade imbeciles from the public schools. Indeed, it is very rare that children below the grade of middle-grade imbeciles are found in the public schools. The border-land cases, high-grade imbeciles, perhaps even middle-grade imbeciles, will be interpreted very diversely by those who are not familiar with these classes of children. Some teachers and superintendents will think that they have in middle-grade imbeciles very good material to work with in the public schools; whereas expert opinion may advise the removal of such children from public day classes to institutions.

Another circumstance is that many children are what some call *apparently* feeble-minded or imbecile; that is to say, they present all of the features of permanent imbecility excepting that they very rapidly recover or are restored to approximately normal condition under proper physical and mental treatment. Some distinguish these types of children as suffering on the one hand from imbecility and on the other from pseudo-imbecility. We distinguish between them as being permanently feeble-minded or imbecile, and curably retarded in development. Two children may present exactly similar characters and yet one child may, as the result of a year's special training, be restored to the grades and be capable of continuing in the grades and making normal progress; whereas the other child may, after a year's trial, be finally sent to the institution to which he should have been sent without the waste of a year's time.

The expert is more capable of classifying children into these two groups of institutional and public-school cases than is the uninstructed teacher or layman; but there are doubtful cases where even expert opinion is unable to decide. There will, therefore, always be reason for keeping some of these children in special classes, under observation pending a final diagnosis.

We shall now briefly and concisely distinguish between those cases which we regard as institutional and the cases of those whom we

regard as susceptible of treatment in special classes. It will be necessary for us to recognize a third group, comprising types of children concerning whose treatment, whether in institutions or in public day classes, there may be diversity of opinion and practice. It must be premised that our treatment is largely experimental and will probably remain so for many years to come. What place institutions for the training of blind, deaf, and other types of exceptional children shall play in the future and especially in those communities which are approaching this problem for the first time, it is impossible for us to say. Modern criticism of institutional life has led to many reforms in institutional procedure. Much objection that can at present be laid against many institutions for children will undoubtedly be set aside in the future as institutions encourage and develop separation into small groups; for example, separate homes or cottages. There can be no doubt that an institution which need not consider per capita cost can provide children with homes and schools of a character which will conserve the whole life of the child. On the other hand, there is a strong tendency toward the unification of all educational institutions and there is little doubt but that the public schools will be held responsible by many communities for the educational treatment of types of children who in the past have been committed to special institutions. For some cases, e. g., persistent truants, disciplinary cases, children suffering from ill health, children who are a heavy economic tax upon their families, and children whose home life negatives completely the influence of the school, the public schools of the future may be required by an awakened community to provide parental schools, where children will be boarded as well as educated, and where the advantages of home training and discipline will be combined with the special class of instruction.

The grouping which we make, therefore, is to be regarded as a tentative or temporary effort, one which we shall feel under no obligation to defend but which we embody in this bulletin for the purpose of assisting in clarifying the thought of those who are professionally interested in the treatment of exceptional children.

I. INSTITUTIONAL CASES.

(To be dismissed from the oversight and care of the public school authorities.)

1. Morally insane children.
2. Violently insane children.
3. Demented children.
4. All feeble-minded children below the grade of middle-grade imbecile. (Barr's classification.)
5. High-grade moral imbeciles.
6. Severe cases of epilepsy.
7. Cases of contagious and infectious diseases. (Some to be dismissed temporarily; some for prolonged periods.)
8. Children helplessly crippled or suffering from revolting physical deformity.

II. CHILDREN FOR SPECIAL CLASSES OR SPECIAL INSTRUCTION IN THE PUBLIC SCHOOLS.

1. Foreign.
2. Late entering.
3. Backward but capable of rapid restoration to normal grade.
4. Dull and feebly gifted.
5. Children requiring vocational training.
6. Children of precocious physical development, especially of precocious sex development.
7. Exceptionally gifted or able children.
8. Children suffering from various physical defects of minor character but interfering with their progress and unfitting them temporarily or permanently for the grades.
9. Speech cases.
10. Social cases; those whose retardation is chiefly due to home conditions calling for the services of a social visitor as well as a special teacher.

III. CHILDREN OF UNCERTAIN CLASSIFICATION. INSTITUTIONAL OR SPECIAL CASES.

1. Blind and semi-blind.
2. Deaf and semi-deaf.
3. Delinquents, including persistent truants.
4. High-grade imbeciles. (Barr's classification.)
5. All feeble-minded children of higher grade than high-grade imbeciles.
6. Crippled children.
7. Children suffering from epilepsy in mild degree or from nervous or other diseases rendering them difficult or improper members of ordinary classes.

CHAPTER IV.

METHODS FOR DETERMINING THE EXTENT AND DEGREE OF RETARDATION IN CITY SCHOOL SYSTEMS.

The term "retarded" is used with increasing uniformity to describe the condition of children who are too old for their grades. It describes but it does not attempt to explain. There are only two reasons why children may be too old for their grades—they may have entered school late or they may have progressed slowly. In either case the term "retarded" is used by educational economists to describe their condition.

THE AGE AND GRADE TABLE.

The quickest and easiest way in which a school superintendent can discover how many retarded children there are in his school system is by means of a table showing how many children there are of each age in each grade in his schools. The table on the following page shows the distribution of children by grades and ages in the schools of Elmira, N. Y., in October, 1910.

It will be noted that there is a heavy broken line running through the table. In the first grade this line divides the figures so as to leave on the left those referring to the children less than 8 years of age and on the right those 8 years old and older. That is, the figures on the left refer to children of normal age and those on the right to over-age children. The line is broken to make a similar division between the figures for the 8 and the 9 year old children in the second grade, between the 9 and the 10 year old ones in the third grade, and so on for all the grades. The criterion used defines a child as of normal age in each grade as follows:

Grade.	Normal age.	Grade.	Normal age.
1	Under 8 years.	5	Under 12 years.
2	Under 9 years.	6	Under 13 years.
3	Under 10 years.	7	Under 14 years.
4	Under 11 years.	8	Under 15 years.

This standard for dividing children into normal and over-age groups in each grade has received general acceptance in the past few years and is now in common use in city, State, and National reports.

Referring again to the table, it will be noted that there are three columns at the right-hand end, the first of which gives the total number of children in each grade, the second the number of over-age

ELMIRA, NEW YORK.

Age and grade distribution, October, 1910.

Grade.	Ages.													Total.	Over-age.	Per cent.
	5	6	7	8	9	10	11	12	13	14	15	16	17			
1	144	263	161	61	14	4	.....	2	.....	.....	.....	.....	.....	648	81	12
2	.....	45	164	166	75	20	9	7	1	.....	.....	.....	.....	487	112	23
3	.....	4	49	166	119	69	34	22	8	2	.....	.....	.....	473	135	29
4	.....	.....	2	32	148	159	93	49	28	13	2	.....	.....	521	180	34
5	.....	.....	.....	.....	24	97	109	107	64	41	14	1	.....	457	227	49
6	.....	.....	.....	.....	1	18	87	130	95	58	24	3	.....	416	180	43
7	.....	.....	.....	.....	.....	1	13	82	109	107	48	13	3	376	171	46
8	.....	.....	.....	.....	.....	.....	.....	20	67	97	59	24	6	273	89	30
Total	144	311	376	425	381	368	345	419	367	318	147	41	9	3,651	1,175	32

children, and the third the per cent that these children are of the whole number. At the bottom is a row of totals giving the number of children at each age, the total number of children, and the number and per cent of over-age ones.

Age and grade tables have suddenly come into common use, because superintendents are discovering that they are the most valuable single form of statistical statement used by schoolmen. They are basal to studies of retardation. By their use a superintendent can easily find out how many over-age children there are in his school system, where they are, and who they are.

For purposes of comparison of conditions in successive years or between different cities it is essential that the date of gathering the data and the basis of enumeration be uniform for all the cities. The most satisfactory basis of enumeration is the enrollment on a given date and the best date is probably that adopted by the United States Bureau of Education and the United States Immigration Commission, which is the second Monday in December.

THE METHOD OF LOCATING THE 13-YEAR-OLD CHILDREN.

A still simpler method for comparing conditions in different cities, or in different parts of the same school system, or for the same city in different years is that proposed by Dr. Roland P. Falkner in the Psychological Clinic for January, 1911. This is based on discovering the whereabouts of all of the 13-year-old children in the school system.

For example, reference to the Elmira table for 1910 shows that there were 13-year-old children in all of the grades from the second to the eighth, inclusive. These children have almost reached the limit of the compulsory school period and it is certain that those not within a year or two of graduation will nearly all drop out without completing the course.

In the case in point the 13-year-old children in the sixth and lower grades number 191 out of a total of 367, or 52 per cent. This fact is one significant measure of the efficiency of this school system. It means that 52 per cent of these children are educational misfits. They are wrongly placed in the grades, they hinder the other children, and they make the work of the teacher harder and less effective. Most of them will leave school without completing the course. The method of locating the 13-year-old children is significant because it furnishes a measure of what the school system accomplishes for the children within the period of compulsory education. It is most simple and easily applied. The necessary data can be gathered in most schools in a few hours and to secure them involves no delay and requires no installation of new forms of record keeping.

REPEATERS.

A third simple method for discovering which children are not making satisfactory progress consists in having each teacher report the number of children who are doing the work of their present grades for the second, third, or fourth time. These children are termed repeaters. The principal advantage of the method is that in gathering the data for the report the teachers become interested in the individual cases of the children to an extent which is usually not equaled when they simply report the ages. The great weakness of this method is that it only takes into account the status of the children in their present grades and does not concern itself with the number of times they repeated the work of lower grades. Because of this defect it gives deceptively favorable mass results.

TIME IN SCHOOL, OR THE PROGRESS STANDARD.

The methods so far discussed for determining the extent and degree of retardation in city school systems are all based on different combinations of data, giving the grades and ages of the children, or the time that they have been in their present grades. The method which gives the best and fullest information is one that combines all three of these criteria and tells where the children are in the school course, how old they are, and how long it has taken them to reach their present grades. This method can be used only where the school records include individual cards, giving the school history of each pupil, or where such individual history can be gathered by means of a special investigation.

The following table presents the results of tabulating the individual records of 980 pupils in the fifth grade in 19 New York City schools at the close of the school year 1907–8:

Age and time in school, fifth grade, 19 schools in New York City, 1908.

Years in school.	Ages.										Total.
	9	10	11	12	13	14	15	16	17	18	
2	.....	1	.....	1	1	.....	.....	.....	.....	.....	3
3	1	8	7	9	1	.....	1	.....	.....	.....	27
4	33	62	22	13	5	.....	1	.....	.....	.....	136
5	9	100	192	81	36	16	.....	.....	.....	.....	434
6	.....	12	66	111	42	9	6	.....	.....	.....	248
7	.....	.....	9	27	37	19	3	.....	.....	.....	95
8	.....	.....	.....	3	12	13	2	.....	.....	.....	30
9	.....	.....	.....	.....	.....	4	1	.....	.....	1	6
10	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	1
Total.	43	183	298	245	134	62	14	.....	.....	1	980

By referring to the top row of figures, it will be seen that these children varied in age from 9 to 18 years, and reference to the first column shows that they had been in school from 2 to 10 years. There is a heavy vertical line, on the left of which are the figures representing children 11 years old or less, and on the right, those representing children 12 years old or older. As 11 years is the limit of normal age for children in the fifth grade, this leaves on the left-hand side of the line the figures representing all of the normal-age children, and on the right those representing children who are over age. Children who have been in school 5 years or less and are in the fifth grade have made normal or rapid progress. Those who have been in school more than 5 years have made slow progress.

These two groups are divided by the heavy horizontal line. This gives us a table representing the status of all of the fifth-grade children with respect to their ages and their school progress. All of those represented by figures on the right-hand side of the line are above normal age, and all of those represented by figures below the horizontal line have made slow progress. This arrangement enables us to classify our children in four groups, as follows:

Upper left-hand section: 435 children who are of normal age and have made normal progress.

Lower left-hand section: 89 children who are of normal age and have made slow progress.

Upper right-hand section: 165 children who are above normal age and have made normal progress.

Lower right-hand section: 291 children who are over age and have made slow progress.

These data enable the school superintendents to classify the children of the grade in the four groups, according to their educational needs, and to find out which of them are over age because they entered school late, and which ones are over age because they have made slow progress. The children represented by the figures in the upper left-hand section constitute 44 per cent of the entire grade membership. They are of normal age, and they have been making normal progress. They are not subjects for specialized attention.

The 89 children represented by the figures in the lower left-hand section constitute 9 per cent of the grade membership. They are of normal age, and have made slow progress; and the only reason that they are not numbered among the over-age children is that they were very young when they entered school. Their cases are not yet serious, but they should be carefully watched.

The 165 children represented by the figures in the upper right-hand section are above the normal age, and have made normal progress. That is to say, they entered school late, and the school is not to blame

for their being over age at present. Nevertheless, as they are relatively mature, they should be given special opportunities to make rapid progress. They constitute about 17 per cent of total membership.

The 291 children represented by the figures in the lower right-hand section constitute 30 per cent of the grade membership, and are both over age and have made slow progress. These are the serious cases, and they should be given the most careful consideration. They are genuinely backward, and are not only too old for their grades but are chronic repeaters.

The foregoing analysis shows with sufficient clearness the advantages of this form of table. It gives all of the information furnished by the other methods, and much in addition. The disadvantages connected with its use are, first, that the data can not be gathered until the individual school history of each child is secured, and, second, a separate table has to be made for each grade. It is impossible to construct one showing conditions in the entire school system. Moreover, where semiannual promotions are in force, such a table should be extended so as to show both ages and time in school by half years.

A METHOD FOR DISCOVERING THE CAUSES OF RETARDATION.

Children who make slow progress do so because they fail of promotion. Hence the most direct way to discover the causes of retardation is to find out the salient differences between the promoted and the nonpromoted children.

The easiest way to do this is to record significant facts regarding all of the pupils at the close of the school term or year, and tabulate them for the promoted and the nonpromoted pupils, so as to discover in what respects conditions in the first group differ from those in the second group. This avoids the common error which results from gathering data concerning solely the pupils who fail, and then having no way to determine how these pupils differ from the successful ones. A blank form, which has been successfully used for gathering significant data for promoted and nonpromoted pupils, is the following:

Records of promoted and nonpromoted pupils.

	Number among children promoted at end of year.	Number among children not promoted.
Boys		
Girls		
Average age		
Average days attended		
From non-English-speaking families		
Foreign born		
Suffering from malnutrition		
Mentally defective		
Defective vision		
Defective hearing		
Adenoids		
Other throat troubles		
Enlarged glands		
Defective teeth		
Other defects		

Grade——. School——. Teacher——. Date——.

In a recent investigation the use of this blank showed that nonpromotions were much more frequent among boys than among girls, and that attendance was much poorer among the nonpromoted than among the promoted children The average age of the nonpromoted children was greater than that of the promoted ones, more of them came from non-English-speaking families, and more of them were foreign born. The nonpromoted children showed much higher percentages of physical defectiveness.

The use of this blank enables the superintendent or principal to rate the different retarding influences in the order of their importance, and as a consequence to take measures looking toward their elimination.

SUMMARY.

The age and grade table tells how many and what proportion of the pupils are too old for the grades they are in. It furnishes the quickest and easiest means for discovering conditions throughout a school system.

The method of locating the 13-year-old children shows what the school has accomplished for the children up to the limit of its legal control over them. It furnishes an indicator of the results of retardation, but does not give a survey of the whole system. It is the most easily applied of all the measures of retardation.

The enumeration of the repeaters in each grade shows which children need special attention at any time. It is easily done, but it does not show which children are chronically backward and which are temporarily or accidentally so.

The age and time-in-school table furnishes the most complete and useful information about the children. It shows which children are over age because they have made slow progress and which ones are over age because they entered school late. It furnishes the best method for discovering the significant facts about the school progress of the children, but it can only be used where individual school histories can be obtained.

The causes of retardation can best be discovered through investigating the differences between the promoted and the nonpromoted pupils.

CHAPTER V.

PROVISION FOR EXCEPTIONAL CHILDREN IN CITY SCHOOL SYSTEMS.

Under date of March 15, 1911, an inquiry was addressed to the superintendents of city schools throughout the United States, asking them for information as to what was being done in their systems to provide for the needs of exceptional children. The inquiry form used was as follows:

WASHINGTON, D. C., *March 29, 1911.*

DEAR SIR: Will you kindly answer the following questions and return this sheet to me at once for the use of a committee which is preparing for the Bureau of Education a bulletin on *Provision for Exceptional Children in the Public Schools?*

Have special classes been formed in your city under the following or other names (answer yes or no)?

1. Delinquent.....
2. Backward.....
3. Defective.....
4. Blind or semiblind.....
5. Deaf or semideaf.....
6. Open air.....
7. For foreigners—day schools.....
8. For foreigners—evening schools.....
9. Vocational.....
10. "Continuation".....
11. Parental or residential.....
12. Epileptic.....
13. For late-entering children.....
14. For gifted children.....

Under other names:

15. .....
16. .....
17. .....
18. .....

Have you any provision for:

1. Medical inspection for contagious and infectious diseases.....
2. Physical examination for defects.....
3. Dental clinics.....

Any reports or documents you may have and any rules, regulations, or by-laws adopted by your board of education with reference to such special features of your school work will be greatly appreciated.

Yours, respectfully,

——— ———,
Commissioner.

Name, ——— ———.
City, ——— ———.

The number of these questionnaires sent out was 1,285, and the list to which they were sent includes all of the municipal school systems regularly organized under superintendents. Eight hundred and ninety-eight replies were received, divided among the five State divisions as follows:

North Atlantic	370
South Atlantic	60
South Central	90
North Central	322
Western	56
Total	898

For the purpose of interpreting the results, the answers have been divided into four groups, and the information treated as referring to provision made for children who are exceptional (1) morally, (2) mentally, (3) physically, and (4) environmentally. The different kinds of special provision offered in city school systems have been roughly grouped under these four headings as follows:

I. Morally exceptional:
   (*a*) Classes for delinquent, incorrigible, and refractory pupils.
   (*b*) Parental and residential schools.
II. Mentally exceptional:
   (*a*) Classes for backward children, including help through special teachers, etc.
   (*b*) Classes for mentally defective children, epileptics, etc.
   (*c*) Classes for exceptionally gifted children.
III. Physically exceptional:
   (*a*) Classes for blind or semiblind.
   (*b*) Classes for deaf or semideaf.
   (*c*) Classes for dumb.
   (*d*) Classes for stammerers, stutterers, and lispers.
   (*e*) Open-air classes for children physically subnormal.
   (*f*) Classes for crippled children.
IV. Environmentally exceptional:
   (*a*) Classes for non-English-speaking children, in either day or evening schools.
   (*b*) Classes for children who enter late.
   (*c*) Classes for children from subnor[illegible]ces.

PROVISION FOR THE MORALLY EXCEPTIONAL.

According to the returns, 152 cities are making special provision for morally exceptional children. The following table shows the distribution of these cities by State divisions, and by the kind of provision made. The identity of these cities, as well as that of those from which the data of all the following text tables have been secured, may be learned by consulting the tabular presentation of the appendix, which gives by States and individual cities the information secured through the questionnaire.

Cities making provision for morally exceptional children.

Division.	Cities having classes for the delinquent, incorrigible, and refractory.	Cities having parental and residential schools.	Total.
North Atlantic	59	10	69
South Atlantic	7	1	8
South Central	10	1	11
North Central	39	5	44
Western	13	7	20
Total	128	24	152

Comparison of these figures with those giving the total number of cities in each division furnishing the data shows that 17 per cent of the school systems make provision for morally exceptional children. There is noteworthy variation in the percentages for the different divisions, as the following figures show:

Percentage of cities making provision for morally exceptional children.

North Atlantic	19
South Atlantic	13
South Central	12
North Central	14
Western	36
United States	17

PROVISION FOR THE MENTALLY EXCEPTIONAL.

The school systems making provision for the mentally exceptional number 373, or 42 per cent of the total number. The following table shows how these cities are distributed by divisions, and the different sorts of provision made:

Cities making provision for the mentally exceptional.

Division.	Having classes for mentally defective.	Having classes for backward children.	Having classes for exceptionally gifted.	Total.
North Atlantic	44	97	22	163
South Atlantic	3	15	2	20
South Central	7	18	3	28
North Central	32	70	19	121
Western	13	20	8	41
Total	99	220	54	373

In this table the figures giving the number of cities having classes for the mentally defective include the cases in which the superintendents reported classes for epileptics. In a similar way the figures for classes for backward children include the cases in which the reports state that special teachers are employed to assist the slow pupils.

The question as to provision for gifted children has been given a particularly liberal interpretation by the superintendents of the 54 cities reporting such classes. In most cases this means merely that in these cities plans of flexible grading are in force which permit the unusually able pupil to make more than normally rapid progress through the grades.

The percentage figures showing the proportion of cities in each division making provision for the mentally exceptional children show, as in the former case, remarkable variability, and again the States of the Western division make the best record.

Percentage of cities making provision for the mentally exceptional.

Division.	Having classes for mentally defective.	Having classes for backward children.	Having classes for exceptionally gifted.	Total.
North Atlantic	12	26	6	44
South Atlantic	5	25	3	33
South Central	8	20	3	31
North Central	10	22	6	38
Western	23	36	14	73
United States	11	25	6	42

PROVISION FOR THE PHYSICALLY EXCEPTIONAL.

The cities making provision for the physically exceptional number 91, and the kinds of special classes maintained fall into six groups. In the following table the caption "Blind" includes classes for semi-blind, "Deaf" includes classes for semideaf, and "Stammerers" includes classes for stutterers and lispers.

Cities making provision for the physically exceptional.

Division.	Classes for blind.	Classes for deaf.	Classes for dumb.	Classes for stammerers.	Open-air classes.	Classes for crippled.	Total.
North Atlantic	4	6	.....	1	12	1	24
South Atlantic	.....	.....	.....	.....	1	.....	1
South Central	.....	.....	.....	.....	1	.....	1
North Central	9	34	.....	1	9	2	55
Western	1	6	1	.....	2	.....	10
Total	14	46	1	2	25	3	91

One noteworthy feature of this showing is the large number of cities in the North Central division having classes for the deaf and the comparatively small numbers in the other divisions. Another is the small number of cities in the Southern divisions having special provision for the physically exceptional.

The percentage figures show that in this type of provision, as in the preceding ones, the Western division makes the best showing. Six per cent of the cities in the North Atlantic group have provision for the physically exceptional. In the two southern groups the numbers are too low to make it possible to compute the percentages. The

figures for the North Central and Western divisions are 17 and 18 per cent, respectively.

These figures giving the facts as to the different numbers of cities making provision for the needs of the physically exceptional do not include the regular work of medical inspection. Figures concerning this were gathered, however, and with the following results:

Cities having systems of medical inspection.

Division.	Having medical inspection.	Having examination for physical defects.	Having dental clinics.
North Atlantic	239	231	54
South Atlantic	28	22	9
South Central	48	31	6
North Central	174	130	44
Western	37	30	12
Total	526	444	125

PROVISION FOR THE ENVIRONMENTALLY EXCEPTIONAL.

The number of cities making provision for the pupils who are environmentally exceptional is 346, but this figure is somewhat misleading for the reason that it includes the data for cities having instruction for non-English-speaking pupils in evening schools as well as in day schools. The facts by divisions are as follows:

Cities making provision for the environmentally exceptional.

Division.	Non-English speaking (day).	Non-English speaking (evening).	Late entering.	Exceptional.	Total.
North Atlantic	41	122	26		189
South Atlantic	1	4	6	1	12
South Central	4	8	7		19
North Central	26	53	27		96
Western	11	10	9		30
Total	73	197	75	1	346

Despite the fact that the cities of the Eastern States having large foreign populations have in many cases provision for the teaching of non-English-speaking pupils, the Western division makes the best showing in this as in all other comparisons. The comparative percentage figures are as follows:

Percentage of cities making provision for the environmentally exceptional.

North Atlantic	51
South Atlantic	20
South Central	21
North Central	29
Western	54
United States	39

CHAPTER VI.

GRADING AND PROMOTION

WITH SPECIAL REFERENCE TO THE NEEDS OF EXCEPTIONAL CHILDREN.

The administration of graded schools has long been based on the plan that at stated intervals, usually of one year, a reclassification of pupils takes place, the more proficient ones being promoted into the next higher grade, and those who have failed to cover the required ground staying where they are. In extreme cases, very backward pupils are "demoted" into the grade below.

The most obvious defect of this plan, which is still in force in many localities, is that the child who fails in one or more subjects, but who has been successful in the rest, is compelled to do again the work of the grade, and to repeat work which he has already successfully completed, as well as that in which he has failed.

The first step toward mitigating the bad effects of this process lies in the system of half-yearly promotions by which the pupil who fails has only to repeat half a year's work, instead of that of an entire year. There is little doubt as to the desirability of this plan. It is in successful operation in scores of cities, and is rapidly spreading.

Many other plans have been designed to introduce flexibility of grading. Most of these are modifications of a plan developed more than 30 years ago by Dr. W. T. Harris, at that time superintendent of schools of St. Louis. The object of this plan was to make such a modification in the promotion system as to retain the machinery of organizations by grades and regular promotions, and at the same time provide for the needs of the exceptionally bright and the exceptionally slow child.

The most thorough and extensive study of the various grading and promotion plans that has appeared in print is that presented by the Brooklyn Teachers' Association in their report printed in the fall of 1910. This investigation is based on the returns from a questionnaire that was filled in by more than a thousand school superintendents, principals, normal school pupils, and so on.

The investigation was conducted by a committee on school organization under the joint chairmanship of Messrs. Van Evrie Kilpatrick and Charles S. Hartwell. As this report constitutes by far the most general and authoritative statement of the opinions and experience of American educators concerning different grading and promotion plans, it is used as the basis for the present summary.

Well-recognized plans for securing flexibility in grading are at least a score in number. Most of them are known by the names of the places in which they have been used. For example, the Cambridge plan is one that has been used for some 20 years in Cambridge, Mass., and the Batavia plan has long been followed in Batavia, N. Y. In many other instances, while plans are known by the names of towns or cities, they have in point of fact never been in universal use in those localities.

Nearly all of these numerous plans fall into one or the other of two groups. In the first group are devices for securing, so far as possible, uniform progress through the grades on the part of all pupils. These plans depend on giving special instruction to the dull pupils in order that they may be enabled to keep up, or in giving extra work to the bright pupils in order that they may cover more than the normal amount of work outlined for each grade. These two modifications

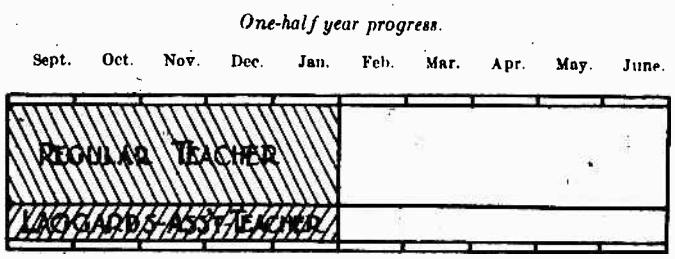


FIG. 1.—BATAVIA PLAN.—The diagram illustrates the equal progress of all the children in a given grade during one term. The coaching of the slow pupils by the assistant teacher makes this equality of progress possible.

of the plan for securing uniform progress are typically represented by the Batavia and the North Denver plans.

In the second group are grading and promotion plans which are based on the idea of permitting children of differing abilities to complete the work of the grades in differing lengths of time. The Cambridge and Chicago, or "large city" plans are typical of those which provide for differing rates of progress among different classes, while the Pueblo plan is based on the idea of letting each individual child go forward according to his particular abilities and without reference to those of the other children.

THE BATAVIA PLAN.

The Batavia plan has for many years been used in the public schools of Batavia, N. Y. In its inception it was a device resorted to in order to make tolerable the use of very large schoolrooms provided through the faulty design of one of the school buildings.

The chief characteristics of the plan are large classes with additional teachers to give individual instruction to the backward pupils

in each room. The progress of all the pupils is uniform, this uniformity being secured through the individual teaching of the slow pupils.

The principal objection to the plan is the one inherent in all attempts to teach classes of very large size. As a temporary relief for conditions brought about by overcrowded schoolrooms, the plan is probably good, but it is not to be commended for permanent use under normal conditions. Among the reports received by the Brooklyn Teachers' Association from 973 educators, only 138 had tried the Batavia plan, and of these only 62 per cent favored it after trial.

THE NORTH DENVER PLAN.

The salient characteristic of the Batavia plan is that under it the best efforts of the teaching force are devoted to assisting the least hopeful members of the class. The interests of the ablest are sac-

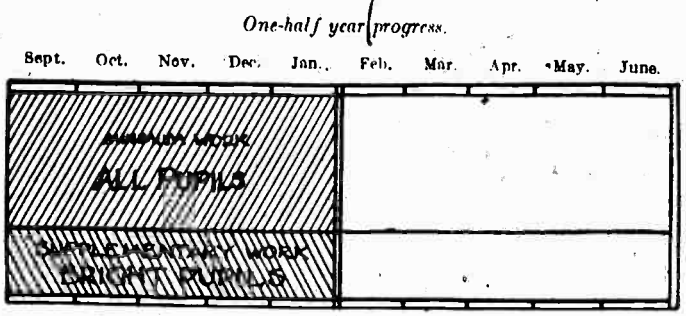


FIG. 2.—NORTH DENVER PLAN.—Diagram illustrates how equality of progress is secured through giving the bright pupils supplementary work, instead of giving the laggard pupils extra teaching.

rificed to those of the dullest. In sharp contrast to this is the North Denver plan. The object of the plan is to provide an opportunity for the brighter children to do more extended, more intensive, and more individual work than the other members of the class. This extra work is done by them during free periods, while the other children are reciting. Home work is minimized and the brighter pupils are trained to depend less and less on their teachers and given an opportunity to push ahead as rapidly as their capacities will permit.

Among the 973 educators who contributed to the study of the Brooklyn Teachers' Association, 169 had tried the North Denver plan, and of these 94 per cent favored it after trial. The chief virtue of the plan is that it places its greatest emphasis on assisting the brightest pupils. Its object is predominantly constructive rather than predominantly remedial.

THE CAMBRIDGE PLAN.

The plan long in use in the schools of Cambridge, Mass., is the best known of the different devices and systems for securing an opportunity for children of differing abilities to progress through the grades at different rates of speed. Its aim is to classify students according to ability and then to have the different classes or divisions go forward at rates appropriate to their varying abilities. Moreover, it brings the pupils of the different classes together at stated intervals and provides for reclassification. The mechanism of this plan is shown in the diagram, which illustrates how provision is made whereby a pupil may complete the work of the six grammar grades in four, five, or six years and is given opportunity to change from the slow to the fast division or vice versa.

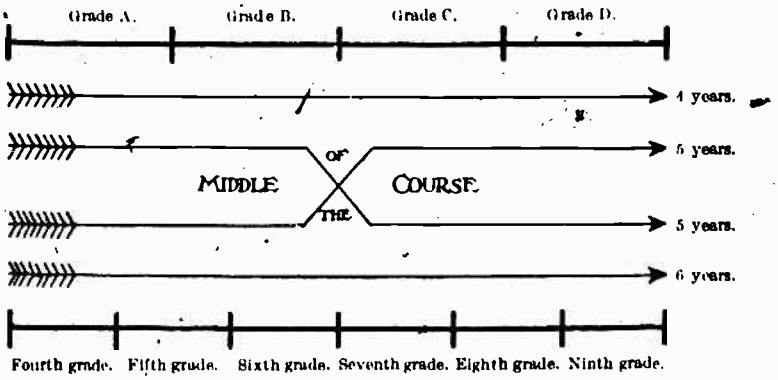


FIG. 3.—CAMBRIDGE PLAN.

Seventy-five of the 973 educators had tried the Cambridge plan, and 92 per cent of them favored it after trial.

LARGE-SCHOOL PLAN.

In New York, Chicago, and other cities a plan commonly known as the "large-school plan" has been in use for 15 years or more. The large number of pupils makes it possible to have three or more classes in each grade and the plan places the brightest ones in one class, the medium ones in other classes, and the slow pupils in still other classes. Each class completes the grade work as rapidly as possible so that the bright division may be promoted a month or two before the slow one. The chief virtue of this plan is that it makes possible close grading and the most just placing of each individual pupil. Its chief defect is that it is applicable only to large schools. Of the 973 educators above referred to, 111 had tried the "Chicago plan," which is virtually the large-school plan, and 93 per cent of them favored it after trial.

THE PUEBLO PLAN.

The most individualistic plan of grading and promotion that has ever been advanced is known as the "Pueblo plan." This plan provides that each pupil shall advance as rapidly as he can accomplish

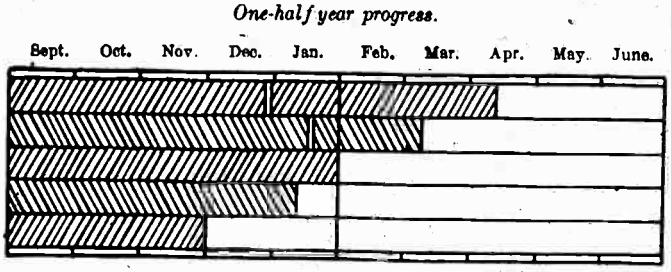


FIG. 4.—LARGE SCHOOL PLAN.—During the half year to which the diagram refers the brightest pupils (in the division represented at the top of the diagram) have completed the work of a term and a half. Each of the other divisions has covered less ground, the last one, at the bottom, having done little more than half a term's work.

his work. The individual and not the class is the unit in study, recitation, progress, and graduation. If groups are formed for recitation they are temporary. The teacher is a director of work, going from pupil to pupil. There is no home study. Among the 973 educators questioned, 207 had tried the Pueblo plan and 96 per cent

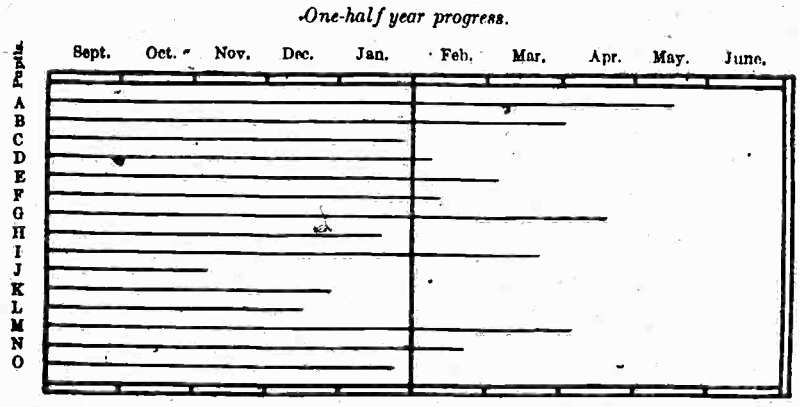


FIG. 5.—PUEBLO PLAN.—Each horizontal line represents the progress of an individual pupil, and their varying lengths show how pupil A has covered almost a year's work during the half year, while the slowest pupil (J) has done only about a quarter of a year's work.

favored it after trial. The chief objection against it seems to be that it is so intensely individualistic in nature that it can only be successfully carried out when teachers of unusual ability are available and they remain in their positions for considerable periods of time.

SUMMARY.

The first unquestionably valid conclusion which comes from a study of the various plans designed to secure flexible grading and promotion is that the "lock-step" system is prejudicial to the interests of the pupils. In this method of mass promotion, the individual is lost. Under it pupils are not so classified that the work given may be adapted to their individual abilities. It places the emphasis on the weak instead of on the strong, and so makes it difficult to shorten the elementary school period for the more able pupils.

There is no simple, ready-made plan for avoiding the evils of the lock-step system, and securing for each child that full opportunity to advance according to his individual ability that is the goal of the ideal school system. Every plan must be modified to meet local conditions. In many cities several modifications, and even several different plans, are needed.

There is general consensus of opinion that the object of a grading and promotion plan should be to bring together children of similar abilities and like capacity for carrying the work, so that each group shall be as nearly as possible homogeneous. Frequent opportunity should be provided for reclassification, so as to allow for changes in the ability of the child to carry the work, giving children who have been making slow progress opportunity to go forward rapidly, and, where necessary, those that have been making rapid progress opportunity to go forward more slowly.

The emphasis of the system, and the strength and efforts of the teachers, should be primarily devoted to assisting the bright pupils, rather than directed toward forcing forward the dull ones.

CHAPTER VII.

DESCRIPTIONS OF WORK DONE FOR EXCEPTIONAL CHILDREN IN AMERICAN SCHOOL SYSTEMS.

(Extracts and Summaries from Letters and Reports Sent by Superintendents.)

BALTIMORE, MD.

Classes for epileptics—Disciplinary classes—Parental schools.—Two special classes are maintained for educable epileptics. They attend school during the forenoon only. Car tickets are furnished for those living at a distance from the school. Twenty-four ungraded classes, chiefly for disciplinary cases, are maintained—one for each group of schools presided over by a single principal. These two forms of special classes are provided primarily for the relief of the regular classes. There is also a parental school for habitual truants.

Flexible grading.—The plan of grading in operation in the larger schools includes the grouping of children of the various grades into fast, medium, and slow classes. The fast classes are relatively large. The medium and slow classes are graded down in numbers as well as in ability in order that the teaching may be more and more individual as the slowest divisions are reached. The slowest are treated as special classes with the curriculum modified to fit individual needs.

Classes for gifted.—On completing the work of the sixth grade especially capable children, whose parents desire to have them do so, are allowed to take up extra studies of high-school grade, earning thereby credits which count toward the high-school diploma. Such children are able as a rule to complete the work of the seventh and eighth grades and the four high-school grades in five years.

Individual assistance.—Individual assistance is given to children who are backward in one or more studies by senior students in the training schools, who perform this service as a part of their course in the practice of teaching. They render valuable service, for which they receive a small compensation, and are benefited by the corrective effect of this individual work upon their natural inclination toward teaching the lesson rather than the child.

Dental clinic.—A dental clinic has been established in the parental school. The Society for Oral Hygiene has provided the equipment and the volunteer service. All pupils of the school have had their mouths examined and their teeth repaired. New pupils are treated

as soon as possible after they are committed to the school. Thus far the school board has been called upon only to provide a suitable room.

BAYONNE, N. J.

Disciplinary classes.—A special class is maintained for refractory boys. One of the immediate effects sought in the organization of this class was to relieve the regular classes of the presence of these pupils. Another was to cause a large number of pupils who were giving trouble to do better. Transfers are made in such a way that a boy is given a second trial in a regular class before entering the special class. Thus it is necessary to send only a small per cent of troublesome pupils into the class.

BOSTON, MASS.

Classes for subnormal.—Several special classes for subnormal children have been maintained. A special medical expert examines the children who are recommended by the principals for admission to these classes. Only improvable cases are accepted. Specially trained teachers are employed in these classes, and the number of pupils is limited in each class to 15. The course of study is exceedingly flexible, and is especially full of motor-training elements. Many pupils have been returned to the regular grades. Many others who have made small progress in the acquiring of knowledge have, however, established moral habits and acquired physical control sufficient to make them eventually self-supporting members of the community.

Disciplinary classes.—Two disciplinary classes have been established under charge of teachers especially qualified for this work. No more than 20 pupils are assigned to each teacher. With scarcely an exception, pupils whose school work and behavior under ordinary conditions have been valueless to themselves and detrimental to their classmates have become, in the disciplinary classes, interested in their work, and therefore obedient and punctual.

Ungraded classes.—In each district at least one ungraded class is authorized. In some districts, where a large number of immigrant children are learning to speak English, several such classes are conducted. These classes differ from regular classes primarily only in the fact that a smaller number of pupils are assigned to them (35). The instruction necessarily must be adapted to the conditions in the class, and the course of study is modified to suit these conditions. The purpose is to give special help to those pupils who need it and to return them as soon as possible to the regular grades.

Vacation school.—In the summer high school opportunity is given to secure additional points or to supplement the work of the regular

school sufficiently to enable the pupil to secure a passing mark. By this means pupils of exceptional ability may be able to shorten their high-school course by a year, and pupils who have failed to pass some part of their work during the year may make it up in the summer and thus graduate in four years instead of five.

Examination for defects.—Thirty-four school nurses are constantly employed in finding and correcting all forms of physical defects. The entire department of school hygiene is giving its attention to improving the health of the children. Every pupil is examined each year by the teachers for defects of eyesight and hearing.

Open-air classes.—In January, 1909, the park commission granted the school committee the use of two rooms and the roof of the refectory building in Franklin Park, and an outdoor class was started there on January 18, 1909. No pupil who has reached a contagious condition is admitted. A careful medical examination of each child is made by an expert every second week.

The schoolhouse commission has been requested to provide some of the new buildings with fresh-air rooms, so arranged that the heat may be shut off and the room filled with fresh outside air and flooded with sunlight. In these rooms pupils who would benefit from more fresh air may be seated with slight additional administrative difficulty and with no additional cost.

To wait until fresh-air rooms in new buildings are supplied in every district would postpone the benefits of fresh-air instruction for many generations. Much can, however, be done under the present conditions. An experiment conducted during the present year by the principal of the Prescott School illustrates the possibilities in any school. "With the advice and assistance of the school physician and the school nurse about 20 children who were thin, pale, anæmic, and repeatedly absent, were seated during pleasant weather in a cozy corner of the school yard, with portable desks, and under the charge of a special assistant. The regular work of the classroom was carried on in this outdoor class. This arrangement relieved the most crowded rooms and worked a most phenomenal change in the condition of the children who are in this fresh-air class."

CALUMET, MICH.

Ungraded classes.—Three "grading rooms" are maintained to take care of pupils who are more advanced in some subjects than in others. Ten or twelve pupils are placed in each room under a strong teacher. Some subnormal pupils are included in these classes.

CAMBRIDGE, MASS.

Open-air classes.—The open-air school is conducted in a dwelling house, remodeled and equipped for the purpose. The school will accommodate 27 pupils. During the first three months pupils were received on the recommendation of examining physicians of the Anti-Tuberculosis Association. Later, however, the pupils have been admitted on the recommendation of the medical inspectors of the schools and the visiting nurse, and they are returned to their regular classes when their physical improvement, as shown by a careful examination, is such as to lead the inspector and nurse to advise this action. The improvement in the general health of the children as indicated by complexion, appearance of the eyes, increase in strength and activity, has been noticeable. On entering the school each child is provided with a chair bag, a leg blanket, a soapstone foot warmer, a worsted toque, a pair of woolen gloves, and an outside coat. With this equipment the children are comfortable even in the severest weather.

CAMDEN, N. J.

Classes for subnormal.—The first special class established was somewhat experimental in character. Pupils were grouped about square tables the height of which is determined by the size of the children. Parents have consented to medical examination and treatment.

Operations have been performed by the hospital surgeons upon seven children, by a physician in his office upon two others, and four other children have received careful and continued medical treatment. All of those in the school during the last year have been given painstaking medical attention. In several instances, the treatment begun under the advice of the teacher has been continued by the physician at the request of the parents.

There are now four special classes for mentally deficient children, two others for average children whose mental condition is not strong, one distinctly disciplinary class, and two classes of inatitutional children, many of whom must be regarded as special.

CHICAGO, ILL.

Schools for crippled.—Crippled children are taught in two schools, to which they are transported free. Ten busses are used.

Parental schools.—The average membership in the Chicago Parental School in 1910 was 297, and the average period of detention six and a half months. The minimum term is a little less than four months. The time of parole is determined by the boys' behavior and the quality of work, outside pressure being disregarded. Boys are encouraged to earn their parole as quickly as possible, to guard

against the danger of being institutionalized and to make room for others on the waiting list.

After a boy has shown his capacity to do good work and to behave himself in the parental school, he is paroled to his home school. After parole he is carefully watched, and if necessary is visited by his teacher or family officer. Reports are sent to the parental school once a month by the principal, showing the boy's deportment and progress in his studies. If these reports continue good for the period of one year, the boy is recommended to the board of education for discharge from the custody of the parental school. During the period of parole, the boy may be returned upon the order of the superintendent of the parental school, for violation of the terms of his parole. About 18 per cent of the boys are returned; the remainder make a record from fair to excellent in their home schools.

Correction of speech defects.—Children with speech defects, stammerers and stutterers, are given special corrective exercises by members of the graduating class of Chicago Teachers' College trained for their particular work in the department of oral expression. Instead of gathering the children together into one building, the young teacher travels from school to school.

Cases of adenoid growths and of other difficulties in the speech organs needing surgical or medical attention are referred to the department of child study.

Psychological clinic.—The department of child study examines all subnormal children, and prescribes the kind of intellectual and physical training which the teacher in the subnormal center shall give the child. A program is furnished the teacher in each case by the department. The promotions to the grades are made after the examination by the department of child study. The membership in each subnormal center is limited to 20.

Classes for deaf.—In the classes for the deaf some attempts were made during the year 1910 to bring the deaf pupils more into contact with the hearing pupils in recitations and exercises than had been the custom. Deaf pupils were taken into classes of hearing pupils for construction work wherever possible. The absence of part of the class of deaf pupils from the special room enabled the teacher to devote her time exclusively to the remainder of the class; while the deaf pupils working with their hands along with the hearing pupils found their infirmity no bar to efficient work. Deaf pupils were sent to rooms of hearing children regularly or occasionally for recitations along with hearing pupils, the lessons having been prepared with the help of the special teacher. They usually returned from such exercises full of enthusiasm and eager to tell of the new things learned. While they gained little and gave to the teacher but little when compared with the hearing children, it was much for them, and they profited by it.

Instead of the department of child study spending time in making so large a number of examinations as formerly at school buildings—and that without much of the necessary apparatus and appliances—many more remote and widely separated sections of the city were served by appointments to meet the examiners at the offices of the board of education. Furthermore, by getting into direct communication with the parents or guardians who accompany the child to the office, suggestive information can be secured relative to the child's home, personal history, and in general the group of factors which influence unfavorably his progress in school work. All this, when found necessary, is supplemented by the subsequent report of the school nurse or social worker after having visited the home.

FROM "OPEN-AIR CRUSADERS," 1911.[1]

Open-air classes.—In September two rooms were opened in the Graham School to show what natural cold air will do for normal pupils. No selection of individuals was made except that as children entered the school for their first year's work they were given their choice of entering a cold room or a warm one. Of course some pains were taken to inform the parents in advance as to what it was expected the cold air would do. After several weeks of trial in which zero weather was encountered and no bad effects followed, teachers, parents, and pupils, seeing what had been done for those in the two rooms, asked for rooms in the other grades for the same sort of work. The school year closed with seven open-air rooms.

So satisfactory was the work that the school opened in September with 20 cold rooms, merely retaining enough of the warm-air rooms to insure a place in a warm room in every grade for pupils whose parents desired them to have it and also a place for teachers to work in warm air in case some of them feared that work in a cold room might prove too strenuous.

The work in a cold room differs from that in a warm room. The pupils are exercised far more frequently and in the low grades the seats are removed so as to provide floor space for games and dancing. Common wooden chairs or kindergarten chairs take the place of seats, and long tables of simple construction replace the old form of rigid desks. The children sit in the schoolroom clad in the clothing which protects them on the way to school. They keep all that clothing on, if they choose, or lay aside their caps, mittens, overshoes, and coats if they feel uncomfortable with them on. During the year no money was paid out for any sort of clothing to protect

[1] *Open-Air Crusaders.*—Sherman C. Kingsley, 1911. Published by United Charities of Chicago. For free distribution.

the children from cold, as it was found that whatever clothing would bring them safely to school was more than enough for protection in the school, where games were frequent.

CINCINNATI, OHIO.

There are day classes for the deaf, for the blind, for foreigners, for the mentally defective, and for the retarded. The instruction of the blind is so carried on that the blind children have considerable association with other children. The mentally defective children are brought together in a convenient center, so that there can be some classification and much attention to manual work. Those distant from the center are conveyed to the school at the expense of the board.

School for backward.—A special school is maintained for slow children more than three years behind normal children of their age, but not mentally defective. In organizing this school a careful physical and mental examination was made of the children and their homes were visited. Such as needed medical attention received it. Glasses were provided and operations performed for adenoids. A truant officer reports each morning to look up absentees. The following advantages are claimed: All the causes usually assigned for backwardness are found to hold good here, but especially it has been found that the children had gotten out of harmony with school work and most of them were in school because they had been coerced by parents or school officers. On the street and in their games they were able to play their part, but in the schoolroom they had been grouped with children who, though much younger, surpassed them.

Now that they have been grouped with those of their own age, and work is assigned them that interests them, their attitude toward school has changed. They are classified in groups that average from 28 to 30 per teacher; the course of study has been modified to meet their special needs; they are given a great variety of handicraft and a half hour of physical training a day in the gymnasium. Under these conditions the children have become tractable and regular in attendance, and the progress they have made is encouraging to them and to their teachers. It has been demonstrated that under favorable conditions most over-age children not mentally defective can do creditable school work and become serviceable citizens

The great advantage of collecting a large number of special pupils into one school over the old method of establishing an ungraded room in each school is apparent. Classification of groups of children with similar needs enables teachers to handle twice as many children with greater ease; the enthusiasm that comes from numbers is obtained; the teachers themselves have companionship and an opportunity to

interchange ideas and get counsel; and, above all, manual and physical training can be given in a systematic way that will lead to usefulness.

These teachers are paid only $50 more than grade teachers. There is an advantage in this, for those who do not feel a genuine interest in such work will not be tempted to go into it because of money consideration. When teachers of special aptitude go into special work, they will not voluntarily leave it. There seems to be a fascination about it; every child is a problem; there is something distinctly interesting each day and hour; there is a continual call for sympathy, energy, skill, and tact; there is a feeling of unity and harmony and mutual helpfulness in the teaching corps; and, finally, there is the sense of mastery and the exultation of victory over the unusual. This seems to apply to the teachers in all types of schools for special children.

Special school for boys.—Pupils are sent to this school by the juvenile court or by the superintendent. It includes boys who are willfully and persistently absent from school and those whose conduct, while not criminal, is not amenable to ordinary treatment. The school is the last resort in school discipline. To a decided extent it has removed the necessity for corporal punishment. The number of cases of corporal punishment now is not one-half what it was five years ago. It is now restricted by stringent rules and can be administered only in presence of a third person.

The superintendent commits boys only to the day school. If this proves insufficient to break up truancy, the juvenile court commits to the detention department, where the pupil is kept at night, attending the school (in the same building) by day. Of those who were removed to other institutions only three were for truancy; that is, the school failed in only three cases. Almost all who have remained under its influence for some time have completely changed their ideas and their attitude toward organized authority. Most of them have gone out and lived up to their expressed intention to "make good."

Sixty per cent of those in attendance have been committed for truancy, 40 per cent for incorrigibility and other causes. About 60 per cent have been committed by the superintendent of schools and 40 per cent by the juvenile court.

All are given one hour in the shop, one hour in the gymnasium, and three hours in the schoolroom where emphasis is given to the commercial side of the essential branches and to drawing and writing. Most of the work is individual.

The discipline is so free as to create some criticism. There is a spirit of good will, however, that could not be obtained by a spying, cruel system of government. The teachers insist upon gentlemanly

behavior and try to secure it from properly cultivated motives rather than from forms and rules. The school is very popular with the boys who do not want to be sent back to their own schools. Parents frequently report that the boys behave much better and show more willingness to help. The purpose of the school is not punitive; it is to develop in the boys the power of self-government and a desire for self-control.

CLEVELAND, OHIO.

Ungraded classes.—Whenever a child, because of low mentality, bad home influence, nervousness, physical defects, or any other cause, falls behind, he is left with his regular grade and sent to the school for backward children in the study or studies in which he may need special help. These schoolrooms for backward children are not complete in themselves, but rooms to which those needing it are sent for special assistance.

Flexible grading.—Where conditions are favorable, schools are arranged into slow and fast grades. The differences in children are great, and to have the children of widely varying capacities in the same class is to the disadvantage of all, and especially to the disadvantage of the less capable. This is true even when the teacher seeks to give special attention to the slower pupils, for the stronger will invariably assume the leadership, and this tends to restrain and suppress the weaker. To organize schools where the conditions are favorable into slow and fast grades is then merely to place children of relatively equal capacity together. To equalize opportunities, 45 children are placed in the fast, and only 35 are assigned the slow grade.

The advantages of this plan for the strong children are: Instruction can be better adapted to their capacities; a broader range of facts can be considered, and a wider range given to the application of principles; instruction can be made more thorough and fundamental. On the other hand, the less favored children can be given work better suited to their abilities; the advance is slower and more carefully planned; there is greater opportunity to develop individuality and leadership, and to bring out whatever ability and latent capacity these children may have.

This plan or organization thus permits each to work according to his capacity, and while it adds to the strong, by making the slower grade somewhat smaller, it permits not only of a better adjustment of work to the less favored, but also of a greater amount of personal attention, and can not help being a factor in holding many a slow child in school and up to grade.

Vacation schools.—Vacation schools, open to all children of grammar and high school grades who have failed of promotion, are maintained for eight weeks in the summer. Responsibility for promotion of the pupil after having done this work is vested in the vacation teachers.

School for backward.—A new 20-room building in the center of a very congested district has been set apart for retarded children. There are 800 children in this school retarded one, two, three, or more years. It is planned to simplify the course of study and to give the work of this school a strong individual bias, to the end that part of these retarded children may make up certain of the time lost and be restored to their proper grade, and that the others may be advanced along lines suited to their abilities and thereby secure more of an education than would otherwise be possible to such children.

DENVER, COLO.

School for backward.—Two buildings have been set apart to which are sent children who are three years or more behind their grades. The demand is in excess of the capacity of these two buildings. The pupils enrolled are studied as individuals and every effort made to ascertain why time has been lost and how the difficulty may be overcome in each case. Other centers for retarded children are to be provided.

DETROIT, MICH.

Classes for deaf.—Forty-nine pupils were registered in the school for the deaf in 1909. A number of semideaf children were transferred to the deaf school at so early an age that much may be done to retain and develop speech.

In January, 1908, three pupils completed the eighth grade and were graduated. Two are attending the Central High School, where they follow the course of study prescribed for their hearing companions without special help. The third pupil, because of adverse circumstances, was compelled to assist in the support of the home. She is employed in the mail-order department of a large dry-goods store in this city. In January, 1909, a former graduate of the school for the deaf completed a high-school course. The success of these pupils has been a great incentive to the pupils of the grammar grades who are now planning for a high-school education. Detroit maintains a normal training department in connection with the school for the deaf.

FITCHBURG, MASS.

Special teacher for backward.—After several years' experience with the type of ungraded class in which children backward in one or more branches took all their work in the ungraded rooms, a change was made to a plan by which the child engages in general exercises in one of the regular grades, and comes to the special teacher about 20 minutes each day for special help in the troublesome study. This teacher has no other children to watch, no other work to supervise. The

special weakness of each child is considered, and the work planned accordingly. At least twice the number of children reached by the former plan can be reached by this plan. Fifty different children a day has been the highest number, 40 to 45 being the usual number.

Supplementary classes.—Pupils of the highest grammar grades, commonly known as "left overs," many of them having been "left over" in previous years, are allowed to enter the high schools, forming a class by themselves, a single teacher being placed in charge of the whole work of the class, who lays out work for the pupils according to their individual capabilities. These pupils are able to pursue some of the studies of the high-school grade, although advancing less rapidly than the members of the other classes.

Provision is made in like manner for pupils from the various classes next below the highest grammar grade, these pupils standing in relation to the highest grammar grades in a position corresponding to that which those "left overs" from the highest grammar grades stood in relation to the high school. These pupils from the various grammar schools are united in one class and made a part of the highest grade in a way similar to that under which the special high-school class is organized and managed. Some members of the special high-school classes are able to do the work prescribed for the regular classes and some admitted to the supplementary grammar grade class make such progress as to gain admission to the high school with the regular class.

HARTFORD, CONN.

Open-air class.—The first outdoor school in Connecticut was opened in a tent on the grounds of the Sigourney School, on January 3, 1910. A floor was laid with a sand cushion beneath it and a wainscoting built about the sides of the tent to about 20 inches, affording protection to the feet of the pupils, all the air in the tent coming in from the upturned sides and not from the damp ground. The arrangement of the tent inside was like that of the regular schoolroom, with desks, blackboards, and other paraphernalia. Two teachers of experience in different grades of work were engaged to care for the school, and were eminently successful.

Through the cooperation of the Society for the Prevention of Tuberculosis, food, warm clothing, and medical examination and inspection were provided.

The children were selected from 13 different schools and from 10 different nationalities and numbered 47 before the season closed. When children had gained sufficiently, or home conditions had materially improved, children were sent home, at first, but later it seemed best to retain them as long as possible, in order to test not only the health-giving scheme of the school but the educational side as well.

All school children entering were selected from groups selected from schools and examined. They were first weighed, and thereafter tested on the scales weekly and a record kept of their weight at each weighing. Some of the records show remarkable gain, while others show steady upward progress.

The temperature in the tent has registered as low as 16° while the studies were in progress and no one seemed to suffer, protection to the feet being assured by heated soapstones in the sitting bag.

Most of the pupils were below grade in their studies. Under ideal conditions—small numbers, perfectly fresh air, nourishing food, rest, and exercise—they made much progress. One second-grade child who was in the outdoor school less than two months, upon her return to the regular school was put into the fourth grade. There were nine grades in the school. One teacher taught the first five grades; the other took the four remaining grades. When possible the classes were united. The backward pupils were greatly helped by reciting with several classes. Children who were poor in a certain branch were put into two or three classes of that branch. A child who was particularly good in a study was allowed to recite that branch with a higher grade. In every way the children were encouraged and not held back.

The children wanted to work, and to work hard, and wished to keep abreast in their studies with the children of the other schools. While they were unable to work hard in the other schools on account of ill health, they could do so in the outdoor school, where they improved rapidly in health, and where they studied under such favorable conditions.

HOUSTON, TEX.

Ungraded classes.—A special room is set aside for "exceptional pupils." To this room are sent pupils who are not capable of learning in the ordinary class room, and yet who are not so deficient as to need to be committed to a State institution.

Many of them are physically defective. While in this room they have special medical care and attention. It has often happened that as soon as the child has received proper medical treatment he is able to go back into the regular room.

Such subjects as manual training and school gardening are especially emphasized. If a child can do good work in some one subject, as, for instance, reading, but not in others, an effort is made to allow him to progress as rapidly as possible in the subject which he can learn easily, and yet to lay enough stress on the other subjects. In some instances the pupil takes work on one subject with the normal children of a regular grade room, and takes work on another subject in this special class.

INDIANAPOLIS, IND.

Classes for gifted.—For the particularly able, special classes are formed at the beginning of the seventh grade, in which two years' work is accomplished in a year and a half. The relation between the lower school and the high school is such that strong work in the last year and a half or last two years in the grammar grades secures a half year's credit in the high school. These and other children may by exceptionally strong work in the high schools save another half year.

For children strong in mathematics and language, classes are formed at the beginning of the eighth grade, in which Latin and algebra are taken in addition to the regular work of the grammar school. Time for this work is provided for by diminishing the time for English and arithmetic. Strong work in these classes secures a half year's credit in the high school in Latin and algebra, and other credits may be secured by good work in other subjects to make up about two-thirds of a term's high-school work.

Special teacher for backward.—For children who are slow at their studies and need more help than the regular school-teacher can give, a special teacher is provided in about eight schools in the city where the need is greatest. This teacher helps during the term from 50 to 75 different children. These children are almost exclusively in grades two to five, inclusive.

Ungraded classes.—For children who are are on the border line of the mentally defective, at schools where there is a sufficient number of them to warrant it (in grades two to five, inclusive), a special room is set apart with a special teacher. The teacher's task in these schools is to study carefully the individual, to help where she can to put the child on his school feet, and restore him to the regular schoolroom, if possible. The book work is given so far as the child can follow it, but manual occupations of various kinds are also introduced, and an effort is made to establish habits of self-control, etc.

School for backward.—For the decidedly mentally defective children, two schools have been established on opposite sides of the city. Specially trained teachers have been placed in charge of these schools. Membership is not allowed to exceed 16 pupils each. The work that is commonly pursued by schools of this character is pursued there—manual occupations, habit-forming exercises, and such book work as can be given.

Disciplinary classes.—For confirmed truant and delinquent boys a special school is provided. Here manual training is emphasized, and special standards of discipline are maintained.

Industrial.—In certain districts of the city, in the seventh and eighth grades conducted under the departmental plan of instruction,

from one-third to one-half of the time for both girls and boys is given to industrial work. The regular book work occupies the balance of the time. The pupils hold as high standard as they ever have held in their book work, although they are giving considerably less time to it. This kind of specialization will be extended from two schools the current year to three schools next year. Several other districts in the city would like to have it introduced as fast as the authorities see their way to doing it.

The expense for this kind of instruction is approximately $6 a pupil more than the exclusively book-work plan.

The general plan of development of this kind of work involves adapting the industrial phases of the work to the life of the community in which the school exists; therefore the lines of activity are different in different schools.

JOPLIN, MO.

Individual assistance.—Teachers of first-grade classes dismiss all pupils less than 7 years of age at 11 and 3 o'clock, and spend the remaining time working with the older pupils. Teachers of second-grade classes dismiss all pupils under 8 years of age at quarter past 11 and quarter past 3, and devote the remaining time to the older pupils. This work with the older pupils is not on the regular lessons, but on back work or such irregular work as will bring up retarded pupils or help others on to the next higher grade. Above the second grade the work with retarded pupils is done mostly by pupil teachers who devote one-third of their time to this work.

Special rooms, superior as to light and ventilation, are set aside for the physically defective. Weaklings are kept in cool rooms and given special exercises conducive to health.

LINCOLN, NEBR.

Classes for gifted.—Provision is made for unusually gifted children by placing them in a special room after the completion of the sixth grade. In this school during two years they complete the work of the elementary school and also the first year of high-school work.

A plan is being worked out whereby the dull and deficient children will receive proper attention.

LOS ANGELES, CAL.

Ungraded classes—Parental schools—Classes for deaf and dumb.—Special classes include the following: Ungraded rooms open to all elementary school children who are at a disadvantage in the grades; special ungraded rooms open to truants and incorrigibles; foreign ungraded rooms for the newly arrived immigrants; a detention house and parental republic at the service of the juvenile court; one trade

class, giving work in carpentry, sewing, and cooking, the pupils devoting half a day to the study of books and half a day to industrial training; two classes for deaf and dumb, taught by oral method; and one day nursery. This last is housed in a building furnished by the school department and standing on ground furnished by the school department, but in all other respects it is in charge of the Parent-Teacher Association of the city. It takes the babies of poor people and takes care of them during the school day. It is located in a Russian settlement where poverty compels the parents to go out to work. The school law compels the older children to go to school. This would leave the baby at home or else compel an older child to bring the baby to school. Out of necessity has grown the above-mentioned day nursery.

LYNN, MASS.

Individual assistance.—In all of the larger graded schools special teachers are employed who work with backward pupils and also with exceptionally capable pupils. There are special classes for foreign children. In these classes are found children of all ages who are just learning the rudiments of English.

MILWAUKEE, WIS.

Classes for the blind.—In each of 3 schools, situated in 3 different sections of the city, a room is set aside for the use of the blind pupils, who come in charge of parents or guides, on the street cars, or otherwise, as their parents arrange. Those who live long distances from the school usually come in charge of a brother or a sister or a little friend of school age, who accompanies the blind child as a regular pupil, and who usually enters the school in which the class for blind children is taught.

The blind children gather first in the room specially provided for them; they then go to the regular schoolrooms, where they remain during the opening exercises of the classes to which they belong. After the opening they return to the special room to study their lessons. At recitation time in any class the blind children who belong to that class go from their special room to the regular class room and there take part in the lesson as the seeing children do. They use the same textbooks, which are printed for them in point letters (American Braille being the point system used), reading or spelling or solving the question in arithmetic in their turn. After the recitation is completed the blind pupils return to the special room and there do their studying under the oversight of the special teacher for the blind. One of these has charge of each of the rooms and acts as helper and special teacher.

The number of pupils which the teacher of such a group can care for properly is from six to eight, this depending somewhat on the age of the children and on other considerations.

These schools are under the direct management of the board of school directors, according to the provisions of an act passed by the Wisconsin Legislature. This act authorizes the establishment of day classes for the blind in connection with the public schools of cities and provides that for each pupil in average daily attendance in such cases the State shall pay to the school board maintaining such a school the sum of $200 per year. This sum is to be used for defraying the expenses of instruction, including salaries of teachers, cost of books and materials for manual training and other lessons, and to pay car fare for children who live long distances from the school. It is also used to cover the cost of instruction in some industrial employment or in music, according to the aptitudes of the different pupils.

Classes for subnormal.—A class for exceptional children has been used as an experiment station to ascertain in just what way it is practicable to deal with children who are somewhat subnormal intellectually, and to establish rules for guidance in deciding what children can profitably be instructed in classes of this kind. Early provision will be made for the entire 300 or more now in the schools.

Ungraded classes—Non-English speaking.—There are 12 ungraded classes. They are primarily classes of opportunity. They are not designed for dull or stupid or unruly or subnormal pupils; they are intended chiefly for children who are considerably above the age of the classes in which they are found and who should have given to them some opportunity to make up the lost ground and to get into a class with children of their own age and general attainments. These classes are much used for young foreigners who do not have a knowledge of English; for boys and girls who come in from other schools or from other cities, and whose teaching has been of a different kind, so that they do not fit into the regular grades of the schools; for boys and girls who have been out of school or who have had poor educational advantages and so are two or three or four years behind the grade in which they should be.

The ungraded classes are used to some extent also for apparently average pupils who have not been able to get along in the regular classes. These children, when put into the ungraded classes, are put there chiefly in order that they may be studied, and that the teacher and the principal may be able to decide what is the cause of the pupil's backwardness.

MINNEAPOLIS, MINN.

Stammerers.—A school for stammerers, undertaken by a competent teacher for two months, was so successful that the board engaged the teacher for an additional term of two months to instruct another set of pupils. The superintendent recommends the continuance of the work.

Ungraded school.—An ungraded school, centrally located, in 1910 received 191 pupils from 43 different schools. A pupil sent to the ungraded school is required to remain at least one month before he can be transferred to one of the regular buildings.

NEWARK, N. J.

Ungraded classes.—Several ungraded classes have been maintained, in which those children are enrolled who, through chronic truancy or persistent misconduct, are not considered fit to remain in the regular grades. For the better accommodation and training of these children two buildings are to be erected on opposite sides of the city. Each building is to contain, besides the principal's office, two class rooms suitable for the accommodation of 25 pupils each, a gymnasium, shop, and shower baths. A kitchen and proper dining-room facilities will also be provided. The sites will be spacious enough, it is hoped, for playgrounds and for school gardens.

Both these buildings are expected to be models of their kind and such as to afford the boys who attend these schools all the facilities needed for a rational training. The shop and the gymnasium features are believed to be needed to train the boys in useful habits of industry and in health and soundness of body. The kitchen feature is intended chiefly to enable the teachers in charge of the school to keep the boys on the premises during the noon intermission. Lacking this feature, it has been found necessary to allow the boys to go on the street in the noon hour, which has often resulted in their engaging in mischief or in making themselves a nuisance to the residents of the vicinity. It is thought that their retention at the school during the whole school day will serve to strengthen the habits of good behavior that the school seeks to attain as one of its main ends. Again, their retention at the school during the noon hour will afford an opportunity at lunch and in the recreation period on the playgrounds to teach lessons of appropriate social behavior which boys of this kind generally lack. Manliness of conduct, fair play, cooperation, consideration for the rights of others, sympathy, kindness, etc., are important social and civic habits which need specially to be emphasized in a school of this kind.

Schools for feeble-minded children, for the blind, for the deaf, for the crippled, and open-air classes for anemic children are planned.

NEW BEDFORD, MASS.

Ungraded classes.—Ungraded classes, started as an experiment, have become a fixed part of our organization. While these classes are planned for illiterates and the course of study followed is such as will enable the pupils to meet the legal requirements for a work certificate, many pupils have been transferred to the regular grades and have done good work. One boy, who entered one of these classes three years ago, is now in the freshman class at the high school.

NEW HAVEN, CONN.

Disciplinary classes.—Rooms are set apart for two classes of children, viz, the refractory and non-English speaking. The rooms for the refractory are in the hands of men teachers, and each room has from 15 to 25 pupils. At present the chief value of these rooms is said to be that refractory children are removed from other schools.

Non-English speaking.—Non-English-speaking children are taken into special rooms as soon as they reach the city. The ages of the children vary from 5 or 6 to 13 or 14. The number constantly varies on account of the irregularity with which they reach the city and also the necessary irregularity with which they are promoted to grade rooms.

NEWTON, MASS.

Ungraded classes.—Special classes are maintained for backward and peculiar children, and unassigned teachers work with individuals in the regular classes who need special attention.

NEW YORK, N. Y.

In New York, when a case of truancy or incorrigibility develops, the usual method of procedure is as follows: The boy is suspended by the principal, after giving him many warnings and trials under different teachers. Official notice is sent to the parent and to the district superintendent. Parent and child are summoned to appear before the district superintendent. If upon investigation it is evident that the parent is to blame, warning is given the parent that the next offense will result in a summons to the magistrate's office and consequent fine. Whether parent or boy be in fault the boy is, if possible, transferred to another school, the principal of which is informed of all the circumstances in order that he may place the young offender where he will receive proper watching and care. The boy is also required to present at the district superintendent's office every Saturday a parole card giving a record of his daily attendance and conduct.

Parental schools.—In the vast majority of cases this procedure is effective. If it fails, parent and child are again summoned to the

district superintendent's office and previous threats of commitment to the parental school are carried out. The accommodations at the parental schools are not proportionate to the school population. For this reason a special disciplinary school is provided. The same course of study is followed as in the regular schools, with the exception that greater emphasis is placed upon physical training and manual training. The school is large enough to permit the same grading that is followed in other schools. There are more than 100 special classes for mental defectives and 23 classes for crippled children. For these the board of education furnishes rooms and teachers. Nurses, luncheons, medical treatment, and transportation are furnished through private philanthropy.

Classes for the deaf and the blind.—There is a school for the deaf, with an attendance of 160 children. Blind children are taught in the regular classes with seeing children. Car tickets are provided for each child and his attendant when the distance from his home to the school is considerable. A teacher from the regular force gives her time to the blind children attending a given school, but after the children have acquired some proficiency in the use of the Braille slate and Braille typewriter they are sent to the regular graded classes. Books, maps, and charts in raised type are provided by the school authorities.

Open-air schools.—Day camps or open-air schools have been provided on abandoned ferryboats and elsewhere for tuberculous and anemic children, the school board providing teachers, books, and supplies.

Non-English speaking.—Classes for non-English-speaking children accommodate about 1,200 children. About 1,500 are cared for in classes for the mentally defective, and twice as many in classes for children who will shortly reach the limit of the compulsory-attendance period and are preparing to take their work certificates. More than 20,000 slow children are cared for in so-called "Rapid progress classes," in which they are given the advantages of skilled teachers and abridged and amended courses of study.

OAKLAND, CAL.

Classes for deaf.—Special classes are maintained for the deaf and for those who fail to keep up in the grade work. Saturday morning classes are maintained for those who are not able to attend school during the entire week. In connection with medical inspection, free clinics have been provided for the benefit of those children whose parents are not able to contribute full pay for services rendered.

PHILADELPHIA, PA.

School for backward.—The first special school for the truant and incorrigible was established in this city in 1898. The number of such schools has grown to 9 at present date. The first class for backward children in a regular school was established in 1901. The number of such classes has grown to 6, and one school of 6 classes has been organized as a special school for backward and mentally deficient children only. With but two exceptions the special schools, though originally intended for the truant and incorrigible only, have by a natural classification of the pupils attending them been organized for backward and mentally deficient children also. The schools, however, are small, varying in size from but 2 to a maximum of 7 classes, and make provisions for only 1,000 pupils. There are in all 23 disciplinary classes with an enrollment of 458 boys, and 25 backward classes (6 of these are in regular schools) with an enrollment of 350 boys and 107 girls.

READING, PA.

Disciplinary class.—Two schools, one for pupils physically and the other for pupils socially not fitted to the grades, are now in operation. Since their opening in the spring of 1907, 60 boys and girls have been enrolled in the former and 111 in the latter. The results have been gratifying. Of the 111 that failed to attend punctually in the grades, 48 are now regularly employed, 23 have been returned to the grades, 13 have been transferred to other institutions, 7 have removed from the city, 1 has died, and 19 are now in the special school. The effect of this school has been felt upon the entire pupil body. Since its establishment the number of suspensions has decreased 75 per cent, and chronic truancy has lessened 80 per cent. In fact, truancy now reported is confined almost entirely to half-day and day cases.

ROCHESTER, N. Y.

Classes for subnormal and for gifted.—There are 16 classes for subnormal children in different sections of the city. The work of one supervisor and one medical inspector is limited to this department. Non-English-speaking children and delinquent children are grouped in a similar manner. Capable children in the eighth grade earn high-school credits in civics, English, algebra, Latin, and German. Seven teachers devote their time to pupils who are deficient in reading, arithmetic, and English.

ST. LOUIS, MO.

School for backward.—Two classes of exceptional children receive special attention—the deaf and the extremely backward. Children incapable of doing either the kind or amount of work that slow

children of normal intellect can do are brought together in small two-story houses rented for the purpose. Transportation is furnished to those children whose homes are not within walking distance. Each house accommodates two classes of 15 children each. There are two teachers in each center, and a woman attendant who lives in the building and takes care of the heating and cleaning.

SALT LAKE CITY, UTAH.

Psychological clinic.—A class for subnormal children has been planned which will serve quite as much the purpose of a laboratory for the study of such children as a place for their instruction. A teacher of experience, a university graduate with special training, will have charge, and will secure the cooperation of the department of psychology and the department of medicine of the State University.

SCHENECTADY, N. Y.

Non-English speaking.—Foreign-born children are taught in separate classes until they acquire a working knowledge of English, when they are regraded according to their proficiency in other subjects.

The number of children who are over age for their grades is determined annually. Where physical defects are found, the child is placed under the care of the board of health. Where no physical defects are found the child's progress is hastened by placing him under a special teacher who gives her time to backward pupils.

SOMERVILLE, MASS.

Dental clinic.—In addition to a class for children of less than normal mental power and an ungraded class in which children remain a few weeks to make up deficiencies, a dental clinic has been organized through the voluntary services of 25 dentists who give their services without charge to the city for the treatment of school children who could not otherwise have the treatment. While the results are gratifying, it is probable that it will be necessary for the school board to cooperate in some elements of expense if the undertaking is to be made permanent and thoroughly satisfactory.

SPOKANE, WASH.

Parental schools.—A parental school is maintained, occupying a farm of 40 acres, 5 miles from the city. The board of school directors bought the land, cleared it, erected for the accommodation of 25 boys a cottage containing dormitories, kitchen, dining room, laundry, attendance rooms, library, manual-training rooms, lavatories, etc. They also provided for a schoolhouse, detached barns, chicken houses, ice house, reservoir, electric-light plant, irrigation system, wells, etc.

The boys have a teacher for the regular school work, and, in addition to this, receive instruction in woodwork, gardening, and horticulture.

A fine stream traverses the property, affording facilities for swimming, boating, irrigation, and ice supply.

The boys are committed by the superior court on recommendation of the attendance department of the public schools.

The life on the farm in almost every case works a complete transformation of the boys, because it puts them in proper environment and gives them the right interests.

Though in operation but one year (1910) the school is crowded. More cottages will be added very soon.

Ungraded classes.—In the city there is an ungraded class of boys living at home who do not fit into the regular school organization. These boys receive individual instruction to a large extent and considerable manual training. It is planned to give a still greater proportion of shopwork to these boys.

The results of this class have been most encouraging because the boys have been given new interest where before they had none.

The establishment of a school for subnormal and other defective children is contemplated.

SPRINGFIELD, MASS.

Ungraded classes.—Five rooms are set apart for children who are backward in one or more studies and for children who can not speak English. The enrollment per room is limited to 20 pupils.

Classes for subnormal.—One special class is maintained for mentally defective children. The membership is limited to 14. Low-grade cases are not admitted. The hours of attendance are 5; 3 in the morning and 2 in the afternoon. Car tickets are furnished to those pupils whose homes are not within walking distance. Approximately two-thirds of the day is given to physical, manual, and sense-training work. Kindergarten methods and materials are used for those who need them, and the regular work done in Grades I and II is attempted, viz, reading, writing, spelling, number, drawing, singing, telling of time, story-telling, and dramatization, the emphasis being laid on object teaching and personal experience.

The teacher of this class for defective children has had special training for her work, and she is frequently called upon to examine retarded children in the various schools of the city and to determine, if possible, the reason for their retardation.

Arrangements have been completed for maintaining an open-air school for anemic children on the grounds of a centrally located school building. The enterprise is cooperative, the Association for

the Prevention of Tuberculosis furnishing the tent, the extra clothing, the food, and the care, and the school committee supplying the regular school equipment and the instruction.

WILLIAMSPORT, PA.

Flexible grading.—The schools are divided into fast and slow divisions. A particularly slow division is taught as a special class.

Work for physically and mentally defective children is contemplated, but not yet definitely planned.

WOONSOCKET, R. I.

Non-English speaking.—Two classes have been established for the instruction of non-English-speaking children in which 51 children have been enrolled. Thirteen understood practically no English, 10 understood a little, and the others had been in the city schools two or three years, but seem to have made but little progress. Each schoolroom has a map of the United States and the American flag. The books are the same as those used in the evening schools and were prepared especially for non-English-speaking pupils. Objects and pictures are freely used and as the new words are learned the pupils are taught to use them in sentences and responses. Besides reading the pupils have had conversation, dictation, spelling, numbers, map questions, and language work.

Of the seven most advanced, one came direct from France and understood no word of English. Another of those making good progress had come here only a few weeks before entering school.

The children seem to be interested, and most of them learn very rapidly. Many of them go to work as soon as they are 14, and they seem to want to learn as much English as they can before leaving school.

WORCESTER, MASS.

In the reclassification of the special and ungraded classes in the Worcester schools there has been an attempt to classify for the present as follows:

Non-English speaking.—Those of normal ability having a knowledge of subjects in their own language, but who, because foreign born, have not a command of English. Where two classes existed in the same location they have been redivided according to age, separating the older from the younger children. For these the stress is on the English language, ability to read and write it, and the special class is a grading room, whence the pupil soon passes to a regular class. It is a question whether these should be included among the so-called special classes.

Ungraded class.—Children of normal ability but temporarily retarded in one or more subjects by some of the previously mentioned causes. For such the special class is a clearing house, whence they pass to a regular grade.

Class for feeble-minded.—Children slow to understand, of naturally inferior intellectual ability, so constituted nervously as to be unable to profit by mass teaching; their progress slow but steady.

Class for mental defectives.—In addition to these last are those so deficient as to be entirely incapable of profiting by ordinary school methods, yet it is the task of the school to make the most of existing mentality.

Class for the physically defective.—A class of normal children suffering retardation because of some physical defect, such as seriously defective vision or hearing.

Classes for gifted.—In addition to the foregoing, exceptionally capable children are brought together into convenient centers, where they take up extra studies of high-school grade along with those of elementary grade, thus shortening the high-school course.

CHAPTER VIII.

THE SELECTION AND TRAINING OF TEACHERS.

The best advice that can be given to the superintendent of schools who appreciates the necessity of organizing special classes, and who is desirous of introducing them, is to proceed with that he finds nearest to hand. It would be a mistake for him to wait until he has ascertained the whole number of backward or of physically and otherwise exceptional children, and then attempt to introduce a complete organization to meet the needs of all. The number of such children will be found to be much larger than the superintendent has dreamed; the expense will be much greater than the school board will be likely to assume in connection with a new enterprise in education. Moreover, it would be impossible to find anywhere in the United States a sufficient number of adequately trained teachers to meet the needs of the large number of different types of exceptional children.

In one school system it might be desirable to begin with a school for the deaf, in another with a school for crippled children, in another for disciplinary cases—depending upon the immediate and most pressing necessity in each school system. In most communities schools for truants and disciplinary cases have been relatively more firmly established than schools for other types of exceptional children. This is undoubtedly because of the bad effect of these "moral" cases upon class-room discipline.

Our advice would be to organize one class at a time, to organize it with reference to the needs of the children who have been discovered in the school system, and to organize it with some reference to the special teacher who is to have charge of it. The best provision to make for the teaching is to assign some member of the school system, perhaps a teacher of experience in primary work, who has shown an aptitude for the handling of individual cases. There is a difference between class-room instruction and individual teaching. Many admirable class-room teachers, perhaps even the best of them, will not be especially serviceable as teachers of individual cases. The teacher must have her mind on the physical and mental make-up of each child, and her interest must be not in the teaching of school branches but in getting the child to make the next step forward.

The best training of these teachers must come from actual experience. Perhaps as good a plan as any is to select a good teacher,

give her a limited number of children, and let her work out her own salvation, for the first year at all events. After she has had some experience with such work, so that she knows her limitations and knows to some extent what she needs, it would be well for her to begin to add to her professional equipment.

The subjects in which she most needs instruction are hygiene, physiology, psychology (with special reference to the various types of defective children), and, so far as these are known, the best methods of conducting the work with different types of children. It is not to be expected that any one teacher can fit herself for work with all classes of children. For example, one teacher may be especially well equipped for articulation work; whereas another teacher may be poorly equipped for this work and yet be very successful with the ordinary backward cases.

Special training should be given to those teachers who are going to do what is, after all, the most important work for exceptional children—the training of those children who have fallen behind their grades, but who are yet capable of catching up. What is needed here is hurry-up work, forcing work; and the teacher requires unusual teaching ability and a special equipment. What is needed for this kind of work is not a knowledge of the methods of training feeble-minded children, but a knowledge of expert methods of encouraging normal mental development.

There is no one institution which offers all of the varied training which a teacher of exceptional children may require. The first training offered for public-school teachers of backward children, so far as we know, was offered by the department of psychology of the University of Pennsylvania, in the year 1897, in the summer-school course. Before this, teachers had been trained for the teaching of deaf children in the public schools, notably in Chicago and Milwaukee. Since then the Vineland (N. J.) Training School for Feeble-minded Children has put its resources at the disposal of the teachers of this country and is doing admirable work. All this and more is needed. The public schools of this country require a training school for teachers where all lines of special work will be adequately represented. Science—many different branches of science—and practice with all the common types of exceptional children must afford highly gifted and well-trained teachers the means of adding to their professional equipment what will make of them "educational experts," who will render service to their communities not only as the teachers of exceptional children but as the advisers of ordinary teachers and administrative officers and as contributors to what has been termed "orthogenics"—the science which deals with the study and treatment of mental and physical defects obstructing and retarding normal development.

Cities reporting but not stating any provision for exceptional children.

Alabama.—Florence, Gadsden, Girard, Huntsville, New Decatur, Selma, Talladega.
Arkansas.—Paragould.
California.—Napa.
Colorado.—Canon City.
Connecticut.—Norwich, Southington.
Florida.—Pensacola, Tampa.
Georgia.—Albany, Americus, Elberton, Rome, Savannah.
Illinois.—Alton, Belleville, Blue Island, Champaign, Charleston, Clinton, Edwardsville, Elgin, Freeport, Galena, Jacksonville, Litchfield, Kankakee, Mendota, Monmouth, Mount Carmel, Normal, Ottawa, Taylorville.
Indiana.—Alexandria, Bedford, Bluffton, Garrett, Gas City, Jeffersonville, Lawrenceburg, Linton, Logansport, Madison, Montpelier, Portland, Rushville, Warsaw.
Iowa.—Albia, Cedar Falls, Crexton, Fort Dodge, Keokuk, Mason City, Missouri Valley, Oelwein, Oskaloosa, Washington.
Kansas.—Arkansas City, Cherryvale, Concordia, Galena, Independence, Rosedale.
Kentucky.—Frankfort, Madisonville.
Louisiana.—Lake Charles, Monroe, Shreveport.
Maine.—Belfast, Gardiner, South Portland.
Maryland.—Salisbury.
Massachusetts.—Blackstone, Middleborough.
Michigan.—Albion, Coldwater, Holland, Ionia, Marshall, Niles, St. Joseph.
Minnesota.—Moorehead.
Mississippi.—Columbus, Corinth, McComb, Meridian, Vicksburg.
Missouri.—Boonville, Independence, Maryville, Rich Hill, Springfield.
Montana.—Anaconda, Helena.
Nebraska.—North Platte.
New Hampshire.—Exeter, Franklin, Keene, Rochester.
New Jersey.—Hackensack.
New York.—Ballston Spa, Bath, Corning, Lyons, Matteawan, Medina, Middletown, Oneida, Ossining, Oswego, Owego, Plattsburg, Potsdam, Seneca Falls, Tonawanda, Waterloo, Wellsville.
North Carolina.—Burlington, Concord.
North Dakota.—Bismarck, Minot.
Ohio.—Alliance, Defiance, Piqua, Troy, Wapakoneta, Washington, Wellsville, Wooster, Xenia.
Oklahoma.—Perry, Shawnee.
Oregon.—Baker.
Pennsylvania.—Ashland, Bloomsburg, Carbondale, Catasauqua, Clearfield, Coatesville, Columbia, Conshohocken, Dickson City, Lock Haven, McKees Rocks, Middletown, Millvale, Northampton, Oil City, Peckville, Pitcairn, Pottsville, Renovo, Rochester, Sharon, Tamaqua, Tarentum, Towanda, Waynesboro, Wilkinsburg.
Rhode Island.—Coventry, North Kingston, Pascoag, Warren, Warwick.
South Carolina.—Chester, Florence, Laurens, Rock Hill.
South Dakota.—Aberdeen.
Tennessee.—Bristol.
Texas.—Beaumont, Corsicana, Ennis, Gainesville, Greenville, Hillsboro, Martin, Palestine, Sherman, Temple, Waxahachie.
Virginia.—Fredericksburg, Suffolk.
Washington.—Bellingham.
West Virginia.—Clarksburg, Wheeling.
Wisconsin.—Baraboo, Waukesha.

Statistical summary of cities making provision for exceptional children.

States.	Number of cities reporting.	Delinquent.	Backward.	Defective.	Blind or semiblind.	Deaf or semideaf.	Open-air.	For foreigners.		Vocational.	Continuation.	Parental or residential.	Epileptic.	For late-entering children.	For gifted children.	Vacation schools.	Special-help teacher.	Stammerers, stutterers, lispers.	Crippled.	Incorrigible; reformatory.	Dumb.	Home subnormal.	Provision for—		
								Day schools.	Night schools.														Medical inspection.	Physical examination for defects.	Dental clinics.
United States	898	121	207	94	14	46	25	73	197	136	36	24	5	75	54	8	13	2	3	7	1	1	526	444	125
North Atlantic	370	56	90	43	4	6	12	41	122	46	12	10	1	26	22	1	7	1	1	3			239	231	54
South Atlantic	80	5	14	2			1	1	4	10	2	1	1	6	2	2	1			2			28	22	9
South Central	90	10	16	7			1	4	4	13	6	1		2	3	1							48	31	6
North Central	322	28	66	30	9	34	9	16	53	55	14	5	2	27	19	4	4	1	2	1			174	130	44
Western	36	12	19	12	1	6	2	11	10	10	2	7	1	9	4	1	1	1	1	1	1		37	30	12
NORTH ATLANTIC DIVISION.																									
Maine	17		3	1		1			5	1				1									6	13	3
New Hampshire	12	1	2				1	2	5	2	1				1								7	6	2
Vermont	8	2	2	1					2	2	1	1		1									4	7	1
Massachusetts	103	6	28	13		2	2	11	39	22	3	1		4	1	1				1			101	92	21
Rhode Island	16	4	4	2		1	1	3	4	2	1			2			2						8	6	2
Connecticut	21	3	5	4	1		3	5	15	1		1		2	2			1		2			15	12	4
New York	76	13	19	7	1	1	2	12	28	10	4	6		4	2		3	1	1				36	36	3
New Jersey	35	12	15	11	1	1	3	1	15	4	2	1	1	4	2		1						33	33	8
Pennsylvania	80	13	12	4				6	16	4	1	1		4	2		1						27	26	10
SOUTH ATLANTIC DIVISION.																									
Delaware	5	2	3	1				1	1	2		1	1	1			1						2	1	1
Maryland	1		1																	1			1	1	
District of Columbia	11	2	5	1			1		1	1						1							2		
Virginia	15									3				2									6	6	1
West Virginia	13	1	4							1	1			3	1								3	1	1
North Carolina	7		1							2													1	1	1
South Carolina	15													1									3	2	3
Georgia	7									2	1					1							3	3	2
Florida	3																					1	1	1	1

Statistical summary of cities making provision for exceptional children—Continued.

States.	Number of cities reporting.	Delinquent.	Backward.	Defective.	Blind or semiblind.	Deaf or semideaf.	Open-air.	For foreigners.		Vocational.	Continuation.	Parental or readdental.	Epileptic.	For late-entering children.	For gifted children.	Vacation schools.	Special-help teacher.	Stammerers, stutterers, lispers.	Crippled.	Incorrigible, refractory.	Dumb.	Home subnormal.	Provision for—		
								Day schools.	Night schools.														Medical inspection.	Physical examination for defects.	Dental clinics.
SOUTH CENTRAL DIVISION.																									
Kentucky	10	1	1	1				1	2	2	1			2									8	6	3
Tennessee	7	3	4	1				1	1														3	3	1
Alabama	10		1	1						1		1				1							2	2	
Mississippi	10		2	1		1				2	1				2								2	2	
Louisiana	6		2	3	2		1	2	3	6	1			2	1								3	2	
Texas	31	3	5	3		3				6	3			2									10	6	
Arkansas	8		3							1	1			1									7	3	
Oklahoma	8	3	8	1					1	1				1									4	2	
NORTH CENTRAL DIVISION.																									
Ohio	31	5	5	4	2	3	3	2	7	5	4	1	1	2	3		2		1				13	14	5
Indiana	45	5	10	5		2	1	1	7	6	3	3		3	6		1						29	16	8
Illinois	53	3	7	2	2	3	2	3	10	8	1	1	1	6	2	1			1		1		23	19	9
Michigan	43	8	12	7		10		1	8	8	1			3	2	1							23	20	6
Wisconsin	34	3	7	4	4	14	2	1	10	8		3		2	2			1					21	10	5
Minnesota	21	4	12	3	1	1	1	4	4	11				4	2	1							15	11	1
Iowa	28	1	1					1	2	2		1		1	1		1						18	11	1
Missouri	27	6	9	3		1		1	3	1	1	1		3	2	1							2	4	5
North Dakota	6	1	1	1						1				1											
South Dakota	7									1															1
Nebraska	23	2	2	1				1	1	5	2				1	1							5	3	3
Kansas																							11	4	
WESTERN DIVISION.																									
Montana	6											1											1		1
Wyoming	1																								
Colorado	10	3	5	2				3	3	1	1	1	1	3	3		1						6	9	
New Mexico	3	1	1	1				1															3		
Arizona	3		1					2						1									1	2	

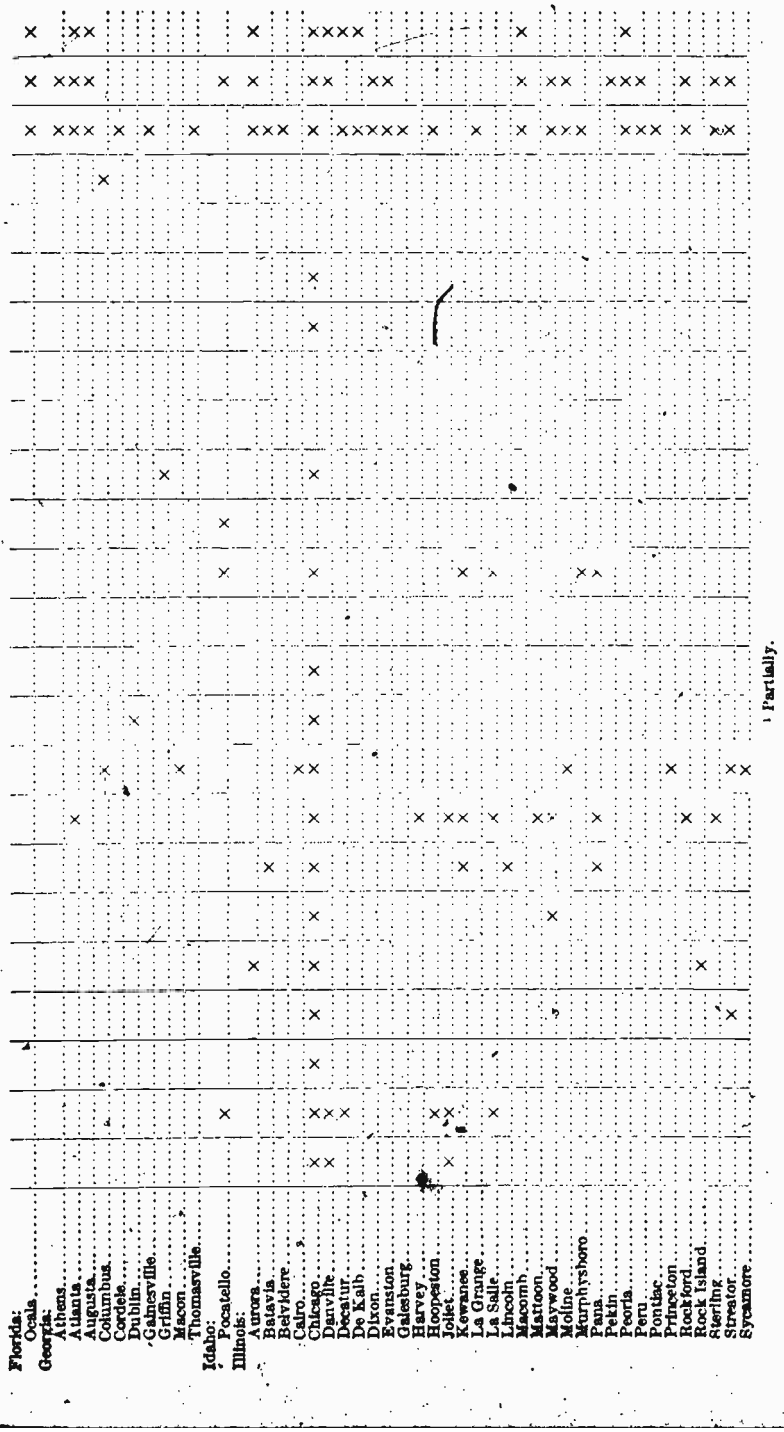
Utah	2		1	1																		2	2	1
Nevada	1																					1	1	
Idaho	2		1						1	1				1	1							1	1	
Washington	6	1	1	2		1		4	2	1		2										5	2	3
Oregon	6	1	2	1		1		1	1	2		1			1							5	3	1
California	16	6	7	5	1	4	2	3	3	5		2		3	2					1	1		12	10	6

Cities making provision for exceptional children (indicated by ×).

Cities.	Delinquent.	Backward.	Defective.	Blind or semiblind.	Deaf or semideaf.	Open-air.	For foreigners, day schools.	For foreigners, night schools.	Vocational.	"Continuation."	Parental or residential.	Epileptic.	For late-entering children.	For gifted children.	Vacation schools.	Special-help teacher.	Stammerers, stutterers, lispers.	Crippled.	Incorrigible or refractory.	Dumb.	Home subnormal.	Provision for— Medical inspection.	Physical examination for defects.	Dental clinics.
Alabama:																								
Birmingham		×						×	×													×	×	×
Mobile															×									
Tuskaloosa											×											×	×	
Arizona:																								
Bisbee							×															×	×	
Douglas							×																	
Prescott		×							×				×										×	
Arkansas:																								
Fayetteville																						×		
Fort Smith																						×	×	
Helena																						×		
Hot Springs																						×		
Little Rock										×												×	×	
Pine Bluff																						×	×	
Texarkana																						×	×	
California:																								
Bakersfield							×						×											
Berkeley																						×	×	×
Los Angeles	×				×		×				×								×	×		×	×	×
Oakland	×	×	×		×	×		×	×				×									×	×	×
Pasadena	×	×	×	×	×								×	×								×	×	
Pomona	×	×	×																			×	×	
Riverside																						×	×	
San Bernardino		×				×	×							×										
San Francisco	×	×	×		×			×	×		×											×	×	×
San Jose		×						×	×													×	×	×
Santa Ana	×	×	×																			×	×	×

Cities making provision for exceptional children (indicated by ×)—Continued.

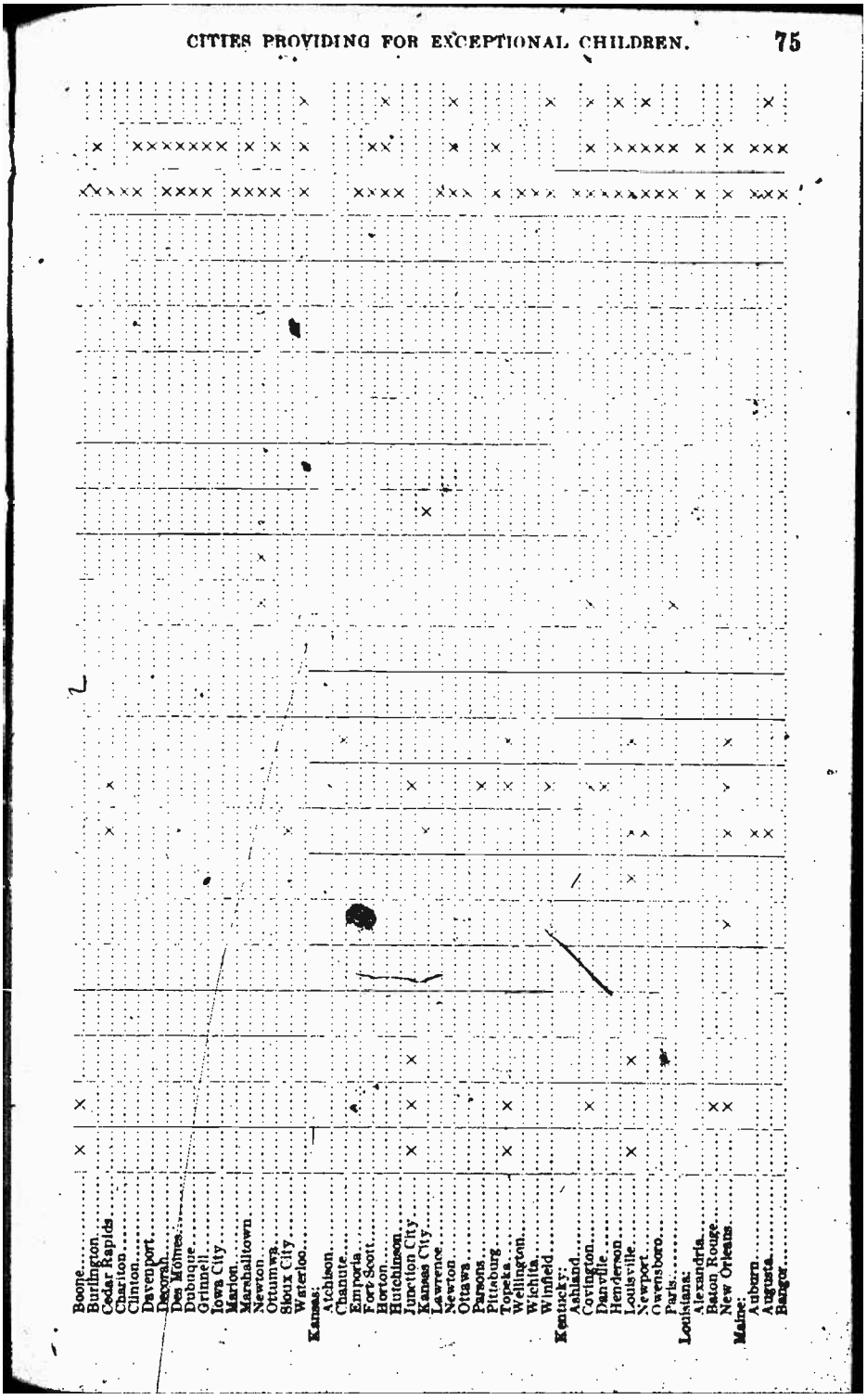
Cities.	Delinquent.	Backward.	Defective.	Blind or semiblind.	Deaf or semideaf.	Open-air.	For foreigners, day schools.	For foreigners, night schools.	Vocational.	"Continuation."	Parental or residential.	Epileptic.	For late-entering children.	For gifted children.	Vacation schools.	Special-help teacher.	Stammerers, stutterers, lispers.	Crippled.	Incorrigible or refractory.	Dumb.	Home subnormal.	Provision for— Medical inspection.	Provision for— Physical examination for defects.	Provision for— Dental clinics.
California—Continued.																								
Santa Barbara																						×		
Santa Clara																							×	
Santa Cruz									×													×		
Watsonville									×													×		
Colorado:																								
Boulder		×																				×	×	
Cripple Creek																							×	
Denver	×	×	×				×	×					×	×								×	×	
Leadville																×						×	×	
Pueblo		×						×						×								×	×	
Pueblo (district No. 1)	×	×	×				×	×		×	×	×	×	×									×	
Salida		×											×										×	
Trinidad	×						×															×	×	
Victor																						×	×	
Connecticut:																								
Ansonia								×														×	×	
Bridgeport	×	×	×					×					×									×	×	
Bristol								×														×	×	
Danbury								×																
Derby																						×	×	
Hartford		×				×	×															×	×	×
Manchester						×		×														×		
Meriden								×														×	×	×
Middletown								×														×		
New Britain		×	×				×	×	×				×									×	×	×
New Haven	×						×	×														×		
New London								×														×	×	
Rockville							×	×																
South Manchester		×	×			×	×	×														×	×	
Stamford								×																
Torrington																						×		
Wallingford								×															×	
Waterbury								×														×	×	×
Winsted	×	×	×																			×	×	
District of Columbia:																								
Washington		×				×		×											×					


Florida:
Ocala
Georgia:
Athens
Atlanta
Augusta
Columbus
Cordele
Dublin
Gainesville
Griffin
Macon
Thomasville
Idaho:
Pocatello
Illinois:
Aurora
Batavia
Belvidere
Cairo
Chicago
Danville
Decatur
De Kalb
Dixon
Evanston
Galesburg
Harvey
Hoopeston
Joliet
Kewanee
La Grange
La Salle
Lincoln
Macomb
Mattoon
Maywood
Moline
Murphysboro
Pana
Pekin
Peoria
Peru
Pontiac
Princeton
Rockford
Rock Island
Sterling
Streator
Sycamore

1 Partially.

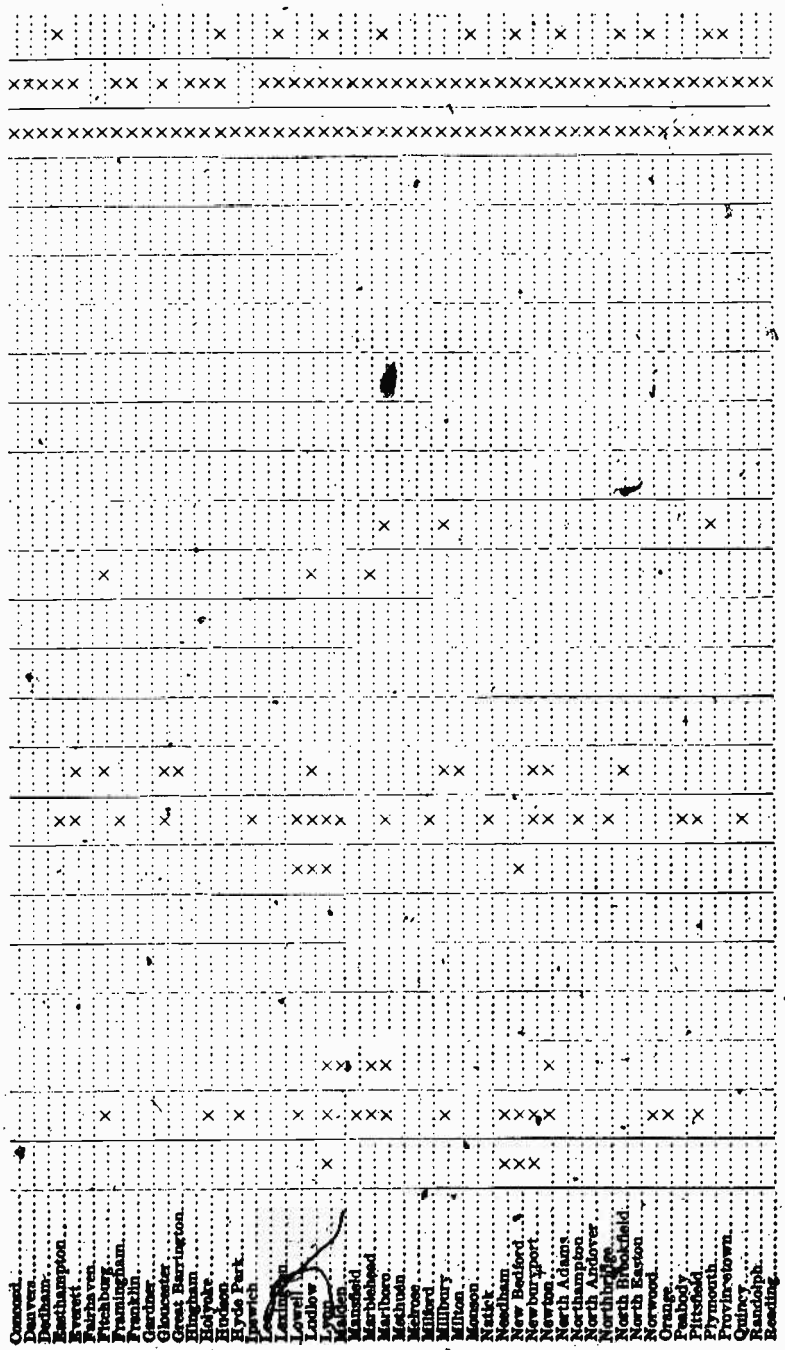
Cities making provision for exceptional children (indicated by X)—Continued.

Cities.	Provision for—			Delinquent.	Backward.	Defective.	Blind or semiblind.	Deaf or semideaf.	Open-air.	For foreigners, day schools.	For foreigners, night schools.	Vocational.	"Continuation."	Parental or residential.	Epileptic.	For late-entering children.	For gifted children.	Vacation schools.	Special-help teachers.	Stammerers, stutterers, lispers.	Crippled.	Incorrigible or retardatory.	Dumb.	Home subnormal.
	Medical inspection.	Physical examination for defects.	Dental clinics.																					
Illinois—Continued.																								
Urbana	×	×	×		×																			
Waukegan	×					×																		
Indiana:																								
Anderson	×	×		×	×	×																		
Bloomington	×	×		×	×	×		×					×				×							
Columbus	×	×																						
Connersville	×	×																						
Crawfordsville	×	×																						
East Chicago	×	×		×	×	×					×													
Evansville	×	×	×																					
Fort Wayne	×	×	×																					
Frankfort	×	×																						
Franklin	×	×																						
Goshen	×	×																						
Greenfield	×	×																						
Hartford City	×	×																						
Indianapolis	×	×	×	×	×	×				×	×	×	×				×							
Kokomo	×	×		×	×																			
La Fayette	×	×									×													
Laporte	×	×																						
Lebanon	×	×																						
Martinsville	×	×																						
Michigan City	×	×									×													
Mishawaka	×	×																						
Muncie	×	×		×	×	×						×					×							
Noblesville	×	×																						
Peru	×	×																						
Plymouth	×	×																						
Richmond	×	×			×	×		×					×				×							
South Bend	×	×		×	×	×		×		×	×		×				×							
Valparaiso	×	×																						
Vincennes	×	×																						
Wabash	×	×							×															
Washington	×	×		×																				
Iowa:																								
Atlantic	×	×																						


Boone
Burlington
Cedar Rapids
Clinton
Davenport
Decorah
Des Moines
Dubuque
Grinnell
Iowa City
Marion
Marshalltown
Newton
Ottumwa
Sioux City
Waterloo
Kansas:
Atchison
Channte
Emporia
Fort Scott
Horton
Hutchinson
Junction City
Kansas City
Lawrence
Newton
Ottawa
Parsons
Pittsburg
Topeka
Wellington
Wichita
Winfield
Kentucky:
Ashland
Covington
Danville
Henderson
Louisville
Newport
Owensboro
Paris
Louisiana:
Alexandria
Baton Rouge
New Orleans
Maine:
Auburn
Augusta
Bangor

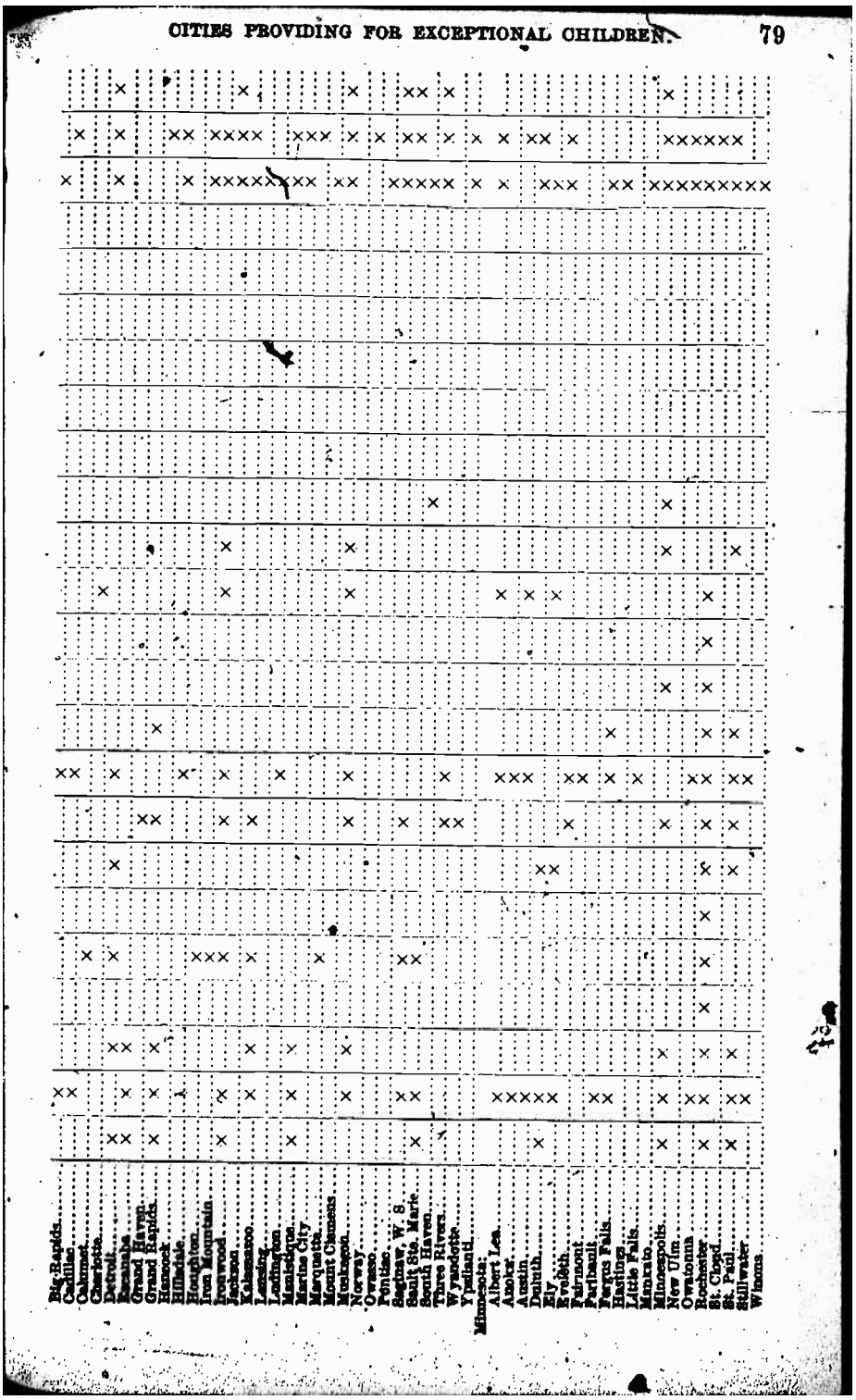
Cities making provision for exceptional children (indicated by ×)—Continued.

Cities.	Delinquent.	Backward.	Defective.	Blind or semiblind.	Deaf or semideaf.	Open-air.	For foreigners, day schools.	For foreigners, night schools.	Vocational.	"Continuation."	Parental or residential.	Epileptic.	For late-entering children.	For gifted children.	Vacation schools.	Special-help teacher.	Stammerers, stutterers, lispers.	Crippled.	Incorrigible or refractory.	Dumb.	Home subnormal.	Provision for— Medical inspection.	Provision for— Physical examination for defects.	Provision for— Dental clinics.
Maine—Continued.																								
Bath																							×	
Brewer																						×	×	×
Brunswick		×						×															×	
Calais																							×	
Ellsworth																						×	×	
Houlton		×																						
Lewiston		×						×	×														×	
Oldtown																						×	×	×
Portland			×	×	×			×						×								×	×	
Saco																						×	×	
Westbrook																							×	
Maryland:																								
Annapolis																						×		
Baltimore	×	×	×				×	×	×		×	×	×	×	×	×			×			×	×	
Cumberland		×																						
Frostburg	×	×							×															
Massachusetts:																								
Abington														×								×	×	
Adams							×	×														×	×	
Amherst																						×	×	
Andover																						×	×	
Arlington		×	×						×					×								×	×	
Athol		×						×														×	×	
Attleboro																						×	×	
Barnstable																						×	×	×
Belmont	×	×	×											×								×	×	
Beverly					×			×	×													×	×	
Boston	×	×	×		×	×	×	×	×	×	×				×				×			×	×	×
Braintree																						×	×	
Brockton							×	×														×	×	
Cambridge						×		×	×													×	×	×
Canton																						×	×	×
Chelmsford							×															×	×	
Chelsea		×	×				×	×														×	×	
Chicopee									×													×	×	
Clinton								×	×													×	×	


Concord
Danvers
Dedham
Easthampton
Everett
Fairhaven
Fitchburg
Framingham
Franklin
Gardner
Gloucester
Great Barrington
Hingham
Holyoke
Hudson
Hyde Park
Ipswich
Lawrence
Leominster
Lowell
Ludlow
Lynn
Malden
Mansfield
Marblehead
Marlboro
Medford
Melrose
Milford
Millbury
Milton
Monson
Natick
Needham
New Bedford
Newburyport
Newton
North Adams
Northampton
North Andover
Northbridge
North Brookfield
North Easton
Norwood
Orange
Peabody
Pittsfield
Plymouth
Provincetown
Quincy
Randolph
Reading

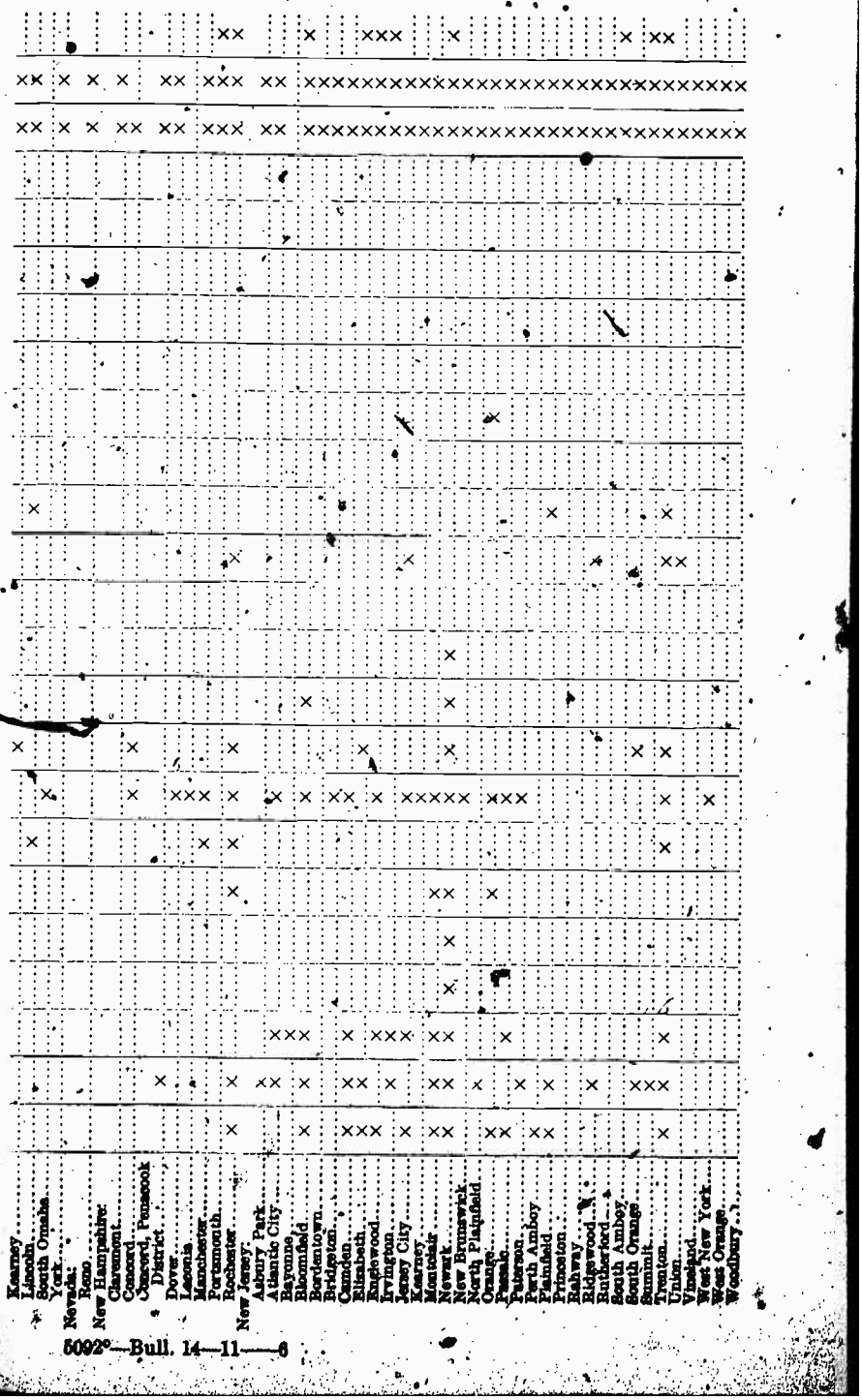
Cities making provision for exceptional children (indicated by X)—Continued.

Cities.	Delinquent.	Backward.	Defective.	Blind or semiblind.	Deaf or semideaf.	Open-air.	For foreigners, day schools.	For foreigners, night schools.	Vocational.	"Continuation."	Parental or residential.	Epileptic.	For late-entering children.	For gifted children.	Vacation schools.	Special-help teacher.	Stammerers, stutterers, lispers.	Crippled.	Incorrigible or refractory.	Dumb.	Home subnormal.	Provision for— Medical inspection.	Physical examination for defects.	Dental clinics.
Massachusetts—Cont.																								
Revere	×	×	×					×														×	×	×
Rockland																						×	×	
Rockport																						×	×	
Saugus																						×	×	
Somerville	×	×	×		×			×	×	×												×	×	×
Southbridge																						×	×	
South Hadley Falls																						×	×	
Spencer																						×	×	
Springfield	×	×	×					×	×	×												×	×	×
Stoneham																						×	×	
Stoughton																						×	×	
Swampscott																						×	×	
Taunton	×	×	×					×	×	×			×									×	×	×
Turners Falls																						×	×	
Wakefield																						×	×	
Waltham																						×	×	
Ware																						×	×	
Watertown																						×	×	
Webster	×	×	×					×	×	×												×	×	×
Westboro																						×	×	
Westfield																						×	×	
West Springfield																						×	×	
Weymouth																						×	×	
Whitman																						×	×	
Williamstown																						×	×	
Winchendon																						×	×	
Winchester																						×	×	
Winthrop																						×	×	
Woburn	×	×	×					×	×	×												×	×	×
Worcester	×	×	×				×	×	×	×				×	×							×	×	×
Michigan:																								
Adrian	×	×	×		×			×	×	×												×	×	×
Ann Arbor																						×	×	
Bay City																						×	×	
Benton Harbor																						×	×	
Bessemer																						×	×	


Big Rapids
Cadillac
Calumet
Charlotte
Detroit
Escanaba
Grand Haven
Grand Rapids
Hancock
Hillsdale
Houghton
Iron Mountain
Ironwood
Jackson
Kalamazoo
Lansing
Ludington
Manistique
Marine City
Marquette
Mount Clemens
Muskegon
Norway
Owosso
Pontiac
Saginaw, W. S.
Sault Ste. Marie
South Haven
Three Rivers
Wyandotte
Ypsilanti
Minnesota:
Albert Lea
Anoka
Austin
Duluth
Ely
Fridley
Fairmont
Faribault
Fergus Falls
Hastings
Little Falls
Mankato
Minneapolis
New Ulm
Owatonna
Rochester
St. Cloud
St. Paul
Stillwater
Winona

Cities making provision for exceptional children (indicated by ×)—Continued.

Cities.	Delinquent.	Backward.	Defective.	Blind or semiblind.	Deaf or semideaf.	Open-air.	For foreigners, day schools.	For foreigners, night schools.	Vocational.	"Continuation."	Parental or retardation.	Epileptic.	For late-entering children.	For gifted children.	Vacation schools.	Special-help teacher.	Stammerers, stutterers, lispers.	Crippled.	Incorrigible or refractory.	Dumb.	Home subnormal.	Provision for— Medical inspection.	Physical examination for defects.	Dental clinics.
Mississippi:																								
Greenville									×				×	×								×		
Hattiesburg		×	×																					
Jackson																								
Laurel																								
Water Valley																								
Missouri:																								
Brookfield		×											×									×		
Cape Girardeau		×														×								
Carterville																								
Carthage																								
Chillicothe																								
Columbia		×																				×		
De Soto		×																						
Fulton																								
Hannibal		×											×									×		
Jefferson City																								
Joplin		×																				×		
Kansas City		×	×					×			×											×		
Lexington																								
Louisiana																								
Macon																								
Marshall		×																						
Marion																								
Poplar Bluff																								
St. Joseph		×	×						×				×	×								×		
St. Louis		×	×			×	×	×	×				×	×								×		
Sedalia																								
Trenton																								
Montana:																								
Bozeman																								
Butte																						×		
Great Falls																								
Missoula																								
Nebraska:																								
Grand Island																								
Hastings																						×		


Kearney
Lincoln
South Omaha
York
Nevada:
Reno
New Hampshire:
Claremont
Concord
Concord, Penacook District
Dover
Laconia
Manchester
Portsmouth
Rochester
New Jersey:
Asbury Park
Atlantic City
Bayonne
Bloomfield
Bordentown
Bridgeton
Camden
Elizabeth
Englewood
Irvington
Jersey City
Kearney
Montclair
Newark
New Brunswick
North Plainfield
Orange
Passaic
Paterson
Perth Amboy
Plainfield
Princeton
Rahway
Ridgewood
Rutherford
South Amboy
South Orange
Summit
Trenton
Union
Vineland
West New York
West Orange
Woodbury

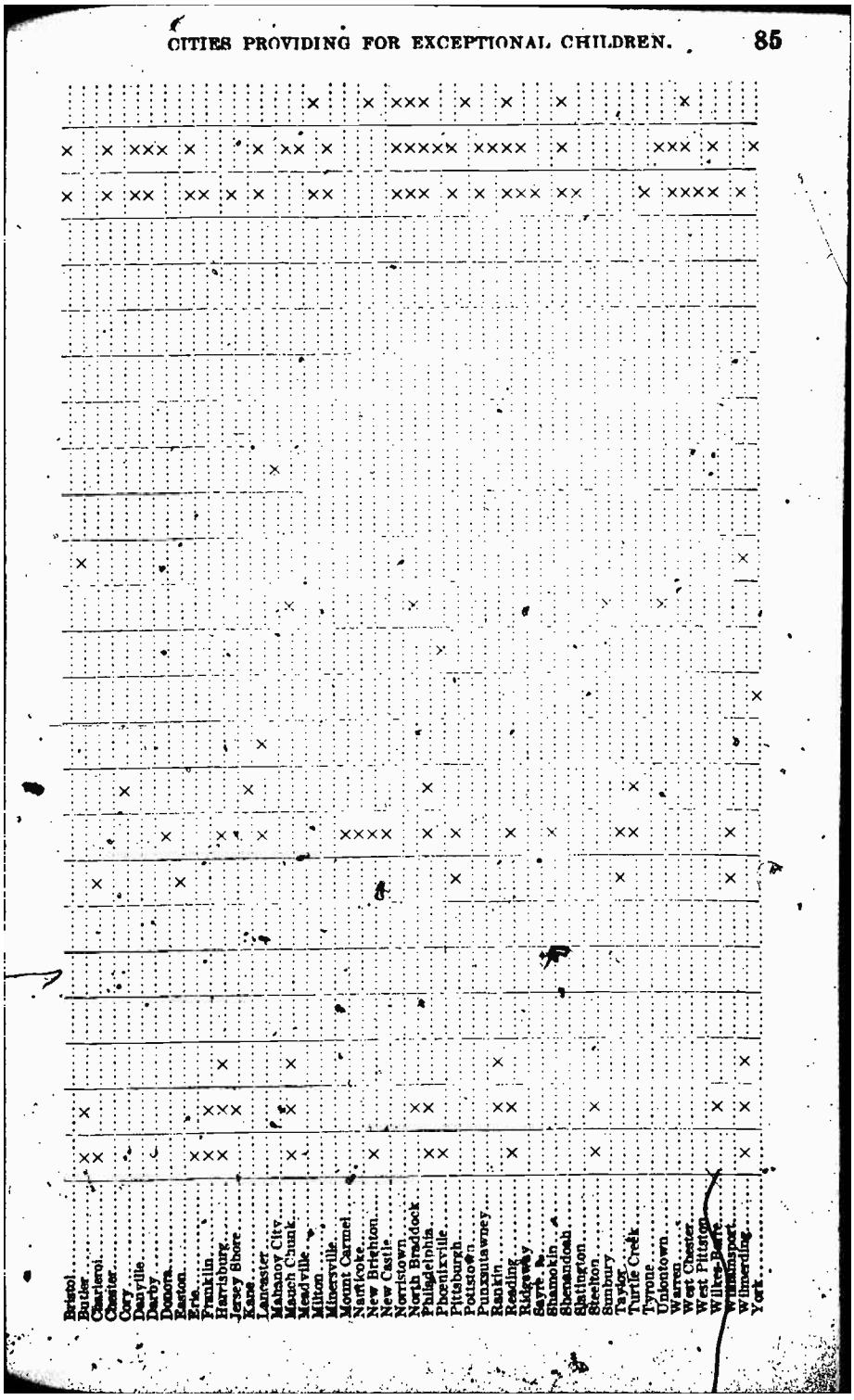
Cities making provision for exceptional children (indicated by ×)—Continued.

City	Delinquent.	Backward.	Defective.	Blind or semiblind.	Deaf or semideaf.	Open-air.	For foreigners, day schools.	For foreigners, night schools.	Vocational.	"Continuation."	Parental or reading-tal.	Epileptic.	For late-entering children.	For gifted children.	Vacation schools.	Special-help teacher.	Stammerers, stutterers, lispers.	Crippled.	Incorrigible or refractory.	Dumb.	Home subnormal.	Provision for— Medical inspections.	Physical examination for defects.	Dental clinics.
New Mexico																								
Albuquerque	×	×	×				×			×												×		
Roswell																								
Santa Fe																								
New York																								
Albany	×	×	×			×	×	×	×		×		×	×								×		
Amsterdam																								
Auburn	×	×	×					×	×													×		
Binghamton																								
Buffalo	×	×	×			×	×	×	×		×		×	×								×		
Canandaigua																								
Cortland	×	×	×					×	×													×		
Dansville																								
Dunkirk	×	×	×					×	×													×		
Elmira																								
Fulton	×	×	×					×	×													×		
Glen Falls																								
Gouverneur	×	×	×					×	×													×		
Hartwick																								
Herkimer	×	×	×					×	×													×		
Hoosick Falls																								
Hudson Falls	×	×	×					×	×													×		
Ilion																								
Ithaca	×	×	×					×	×													×		
Johnstown																								
Kingston	×	×	×					×	×													×		
Lake Placid																								
Lansing	×	×	×					×	×													×		
Larchmont																								
Malone	×	×	×					×	×													×		
Mamaroneck																								
Medina	×	×	×					×	×													×		
Mount Vernon																								

Newark
Newburgh
New Rochelle
New York
Niagara Falls
North Tarrytown
Ogdensburg
Olean
Oneonta
Peekskill
Penn Yan
Port Chester
Port Jervis
Poughkeepsie
Rensselaer
Rochester
Rome
Rye
Saratoga
Syracuse
Troy
Utica
Watertown
Whitehall
White Plains
Yonkers
North Carolina:
Asheville
Durham
Elizabeth City
Goldsboro
Greensboro
Hickory
Newbern
Salisbury
Washington
Wilson
Winston Salem
North Dakota:
Fargo
Grand Forks
Jamestown
Valley City
Ohio:
Akron
Barberton
Bellaire
Bellefontaine

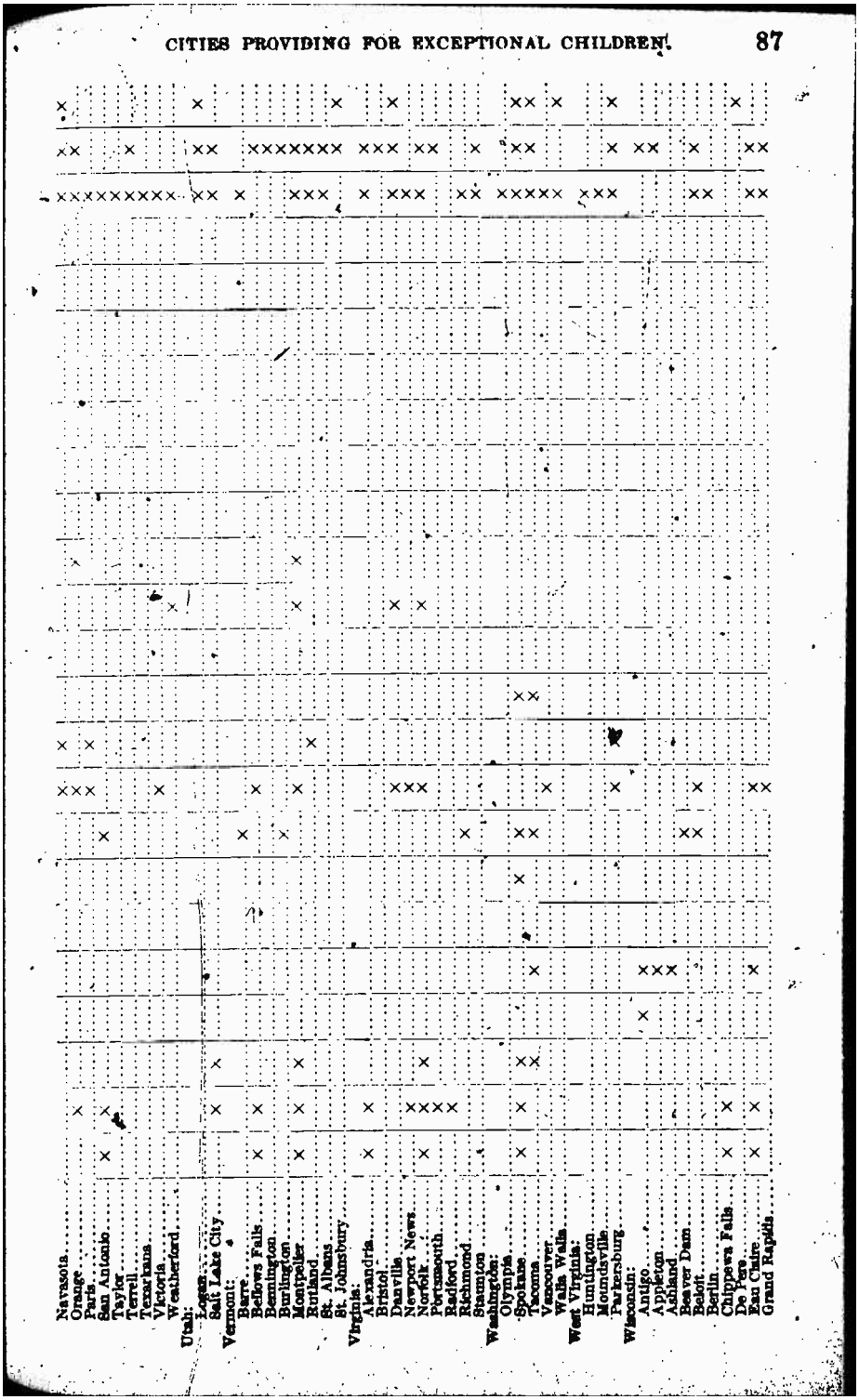
Cities making provision for exceptional children (indicated by × *)*—Continued.

Cities.	Delinquent.	Backward.	Defective.	Blind or semiblind.	Deaf or semideaf.	Open-air.	For foreigners, day schools.	For foreigners, night schools.	Vocational.	"Continuation."	Parental or residential.	Epileptic.	For late-entering children.	For gifted children.	Vacation schools.	Special-help teacher.	Stammerers, stutterers, lispers.	Crippled.	Incorrigible or refractory.	Dumb.	Home subnormal.	Provision for— Medical inspection.	Provision for— Physical examination for defects.	Provision for— Dental clinics.
Ohio—Continued.																								
Bellevue								×														×	×	
Bucyrus																							×	
Canton																×								
Cincinnati	×	×	×	×	×	×	×	×	×	×			×	×								×	×	×
Cleveland	×	×	×	×	×				×	×	×	×						×				×	×	×
Conneaut					×																			
Coshocton	×	×	×			×		×	×				×	×										
Delphos																						×		
East Liverpool																						×	×	
Elyria	×	×												×								×	×	
Galion																×								
Lima																						×	×	
Marietta																						×	×	
Sidney																						×		
Springfield																						×	×	
Toledo	×	×	×			×	×	×		×												×	×	×
Urbana																								×
Youngstown																						×	×	×
Oklahoma:																								
El Reno	×	×											×											
Guthrie																						×	×	
Lawton																						×	×	
Muskogee																						×		
Oklahoma City	×	×	×					×	×													×	×	
Ponca City	×	×																						
Oregon:																								
Astoria							×															×		
Eugene		×																				×		
Portland	×	×	×		×			×	×		×			×								×	×	×
Salem									×													×	×	
The Dalles																						×	×	
Pennsylvania:																								
Altoona								×																
Archbald	×						×	×																
Braddock																						×	×	×


Bristol
Butler
Chartiers
Chester
Coy
Dairyille
Darby
Denora
Easton
Erie
Franklin
Harrisburg
Jersey Shore
Kane
Lancaster
Mahanoy City
Marsh Chunk
Meadville
Milton
Minersville
Mount Carmel
Nanticoke
New Brighton
New Castle
Norristown
North Braddock
Philadelphia
Phoenixville
Pittsburgh
Pottstown
Punxsutawney
Rankin
Reading
Ridgway
Sayre
Shamokin
Shenandoah
Slatington
Steelton
Sunbury
Tayor
Turtle Creek
Tyrone
Uniontown
Warren
West Chester
West Pittston
Wilkes-Barre
Williamsport
Wilmerding
York

Cities making provision for exceptional children (indicated by ×)—Continued.

Cities.	Delinquent.	Backward.	Defective.	Blind or semiblind.	Deaf or semideaf.	Open-air.	For foreigners, day schools.	For foreigners, night schools.	Vocational.	"Continuation."	Parental or residential.	Epileptic.	For late-entering children.	For gifted children.	Vacation schools.	Special-help teacher.	Stammerers, stutterers, lispers.	Crippled.	Incorrigible or refractory.	Dumb.	Home subnormal.	Provision for— Medical inspection.	Provision for— Physical examination for defects.	Provision for— Dental clinics.
Rhode Island:																								
Bristol	×	×							×				×			×								
Central Falls								×														×	×	
Cranston																							×	
East Providence																						×	×	
Johnston																						×		
Lincoln							×	×														×		
Newport																×						×	×	
Providence	×	×	×	×	×	×	×	×	×	×	×		×									×	×	×
Valley Falls																						×	×	×
Westerly	×	×	×																					
Woonsocket	×	×					×	×														×		
South Carolina:																								
Anderson		×																				×		
Columbia																						×	×	
Spartanburg																						×	×	×
South Dakota:																								
Sioux Falls									×															×
Tennessee:																								
Chattanooga	×																							
Dyersburg																						×		
Jackson		×																				×	×	
Knoxville	×	×																				×	×	×
Memphis		×	×				×																	
Nashville	×	×																					×	
Texas:																								
Brenham																						×	×	
Brownsville							×															×		
Brownwood																						×		
Cleburne																						×		
Corpus Christi																						×	×	
Dallas								×	×													×	×	
Denison	×	×	×																					
Denton	×	×	×						×	×			×									×	×	
El Paso							×															×	×	
Galveston		×																				×		
Houston			×					×														×	×	


Navasota
Orange
Paris
San Antonio
Taylor
Terrell
Texarkana
Victoria
Weatherford
Utah:
Logan
Salt Lake City
Vermont:
Barre
Bellows Falls
Bennington
Burlington
Montpelier
Rutland
St. Albans
St. Johnsbury
Virginia:
Alexandria
Bristol
Danville
Newport News
Norfolk
Portsmouth
Radford
Richmond
Staunton
Washington:
Olympia
Spokane
Tacoma
Vancouver
Walla Walla
West Virginia:
Huntington
Moundsville
Parkersburg
Wisconsin:
Antigo
Appleton
Ashland
Beaver Dam
Beloit
Berlin
Chippewa Falls
De Pere
Eau Claire
Grand Rapids

Cities making provision for exceptional children (indicated by ×)—Continued.

Cities.	Delinquent.	Backward.	Defective.	Blind or semiblind.	Deaf or semideaf.	Open-air.	For foreigners, day schools.	For foreigners, night schools.	Vocational.	"Continuation."	Parental or residential.	Epileptic.	For late-entering children.	For gifted children.	Vacation schools.	Special-help teacher.	Stammerers, stutterers, lispers.	Crippled.	Incorrigible or refractory.	Dumb.	Home subnormal.	Provision for— Medical inspection.	Provision for— Physical examination for defects.	Provision for— Dental clinics.
Wisconsin—Continued.																								
Green Bay					×																	×	×	
Kenosha						×																×	×	
La Crosse					×								×	×								×	×	
Madison	×	×			×			×														×		×
Marinette					×																		×	
Marshfield									×													×		
Menasha																						×		
Menomonie									×														×	
Merrill																						×		
Milwaukee		×	×	×	×		×	×	×	×							×					×	×	×
Monroe		×																						
Oconto						×																	×	
Oshkosh					×			×														×	×	
Platteville			×	×					×															
Racine		×	×	×	×			×														×	×	
Rhinelander																						×	×	
Sheboygan			×		×			×														×	×	
Sturgeon Bay																						×	×	
Superior					×			×														×	×	×
Washburn								×														×	×	
Watertown								×	×													×		
Wausau		×			×								×	×								×	×	×
Wyoming:																								
Rock Springs														×										

BRIEF BIBLIOGRAPHY.

AYRES, LEONARD P.: *Laggards in our schools.* New York: Charities Publication Committee. 1909. 236 pp. $1.50.

A study of the administrative and statistical phases of retardation and elimination in city school systems.

FERNALD, WALTER E.: *The history of the treatment of the feeble-minded.* Proceedings of the National Conference of Charities and Correction. 1898. 203 pp.

Best general study of the history of the movement.

HENDERSON, CHARLES R.: *An introduction to the study of the dependent, defective, and delinquent classes, and of their social treatment.* Boston: D. C. Heath & Co. 1909. 404 pp. $1.50.

MAENNEL, B.: *Auxiliary schools of Germany.* Washington: United States Bureau of Education. Bulletin No. 3, 1907.

For free distribution.

NORSWORTHY, NAOMI: *Psychology of mentally deficient children.* New York: Science Press. 1906. 111 pp.

SEGUIN, EDWARD: *Idiocy and its treatment by the physiological method.* New York: Science Press. 1907. 457 pp.

SHIELDS, THOMAS E.: *Making and the unmaking of a dullard.* Washington: Catholic Education Press. 1909. 296 pp. $1.

TREDGOLD, A. F.: *Mental deficiency.* London. 1908. 391 pp.

This is the latest and one of the best books on the subject.

WARD, LESTER F.: *Applied psychology.* Boston: Ginn & Company. 1906. 384 pp. $2.50.

Chapters VIII, IX, and X deal with the development of the supernormal mind.

MAGAZINES.

JOURNAL OF EDUCATIONAL PSYCHOLOGY. Baltimore: Warwick & York. Monthly, except July and August. $1.50 per year.

This journal is a clearing house for the exchange of information upon all that concerns the relation of psychology to education. (About sixty pages per number.)

THE PSYCHOLOGICAL CLINIC. West Philadelphia: Psychological Clinic Press. Monthly, except July, August, and September. $1.50 per year.

The object of this journal is the study and treatment of mental retardation and deviation among children. It is devoted to the interests of the exceptional child. (About thirty pages per number.)

THE TRAINING SCHOOL. Vineland, N. J. Monthly, except July and August. $1 per year.

Devoted to the interests of children requiring special care and training. The organ of the Training School for Backward and Feeble-minded Children, Vineland, N. J. (About sixteen pages per number.)

INDEX.