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# THE EDUCATION OF EXCEPTIONAL CHILDREN

BEING CHAPTER VI OF THE  
BIENNIAL SURVEY OF EDUCATION IN THE  
UNITED STATES : 1930-1932



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## CHAPTER VI

### THE EDUCATION OF EXCEPTIONAL CHILDREN<sup>1</sup>

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**T**HE ECONOMIC DEPRESSION has wrought much confusion. Yet out of all the havoc that has accompanied its onslaught upon educational progress there has come one good thing. We have been forced to sit down and to examine ourselves and our schools; to evaluate our practices, item by item, by the searching standards of social needs; and, if there be found any chaff, to sift it from the wheat.

The education of exceptional children should not be spared such a scrutiny. If there have grown up developments that are not giving value received, then they should give place to better things. If, on the other hand, special educational facilities for exceptional children are yielding results that are of vital value both to the child and to society, then they have earned a place in the school program that should be safeguarded. The two years from 1930 to 1932 have been marked by a spirit of inquiry in this direction, frequently accompanied by a sympathetic understanding of the problems involved and an unwillingness to make any unnecessary retrenchments; but sometimes, too, unfortunately accompanied by a spirit of ruthless attack upon what seemed to the uninformed to be nonessentials.

The outcome of it all has been that special day schools and classes for exceptional children are thus far holding their own and in some respects even making significant progress. Curtailments have been made in a number of cities, but so also have additions been made in other cities, while the large majority of school systems are holding their programs steady. Of 482 cities with population of 10,000 or above, reporting to an inquiry relative to this problem, 70 report eliminations or serious curtailments. Of 797 cities with a population from 2,500 to 10,000, 37 report such eliminations. In this latter group, however, it must be remembered that due to the small school population the provisions for exceptional children have always been meager if indeed they existed at all. On the other side of the picture

<sup>1</sup>Exceptional children include 8 major groups: (1) The blind and the partially seeing; (2) the deaf and hard of hearing; (3) the crippled; (4) the delicate (anemic, tuberculous, and cardiac cases); (5) the speech defective; (6) the mentally deficient; (7) the mentally gifted; (8) the socially maladjusted (incurable and delinquent).

we find 22 cities which have made additions to their programs. Despite the general economic condition, the provision of special educational facilities for handicapped children has here been recognized as a sound economic investment. To help a child to help himself is one of the wisest policies accepted in every sphere of human life. If it applies to any one type of individual more than to another it is probably to the child who because of physical, emotional, or mental handicap cannot keep pace with his normal fellows in the ordinary school.

State residential schools must of necessity be carried on, for cases of extreme mental deficiency, of blindness, of deafness, and of serious delinquency demand institutional care. The lack of adequate appropriation for the maintenance of such institutions may affect the quality of the physical provisions made or of the instruction given or of both these items. Private residential schools have no doubt suffered most, with perhaps the exception of those that receive a large share of their income from State funds. Tuitions, endowments, and other private sources of revenue are likely to show a marked decrease in times like these. Consequently many of the smaller schools are not able to weather the storm and must close their doors.

The situation as it has developed within the past 2 years in various phases of special education is more specifically described in the following pages. It will be discussed under three main topics: (1) General considerations, (2) city day schools and classes, (3) residential schools. Under the first of these some of the significant developments in the field will be pointed out. The two remaining sections present statistical data, with brief discussion of the same.

#### GENERAL CONSIDERATIONS

The education of exceptional children is inevitably tied up with problems of child welfare and with legislation as well as with education proper. Adequate provision for a serious physical handicap, an extreme mental retardation, or a deep-seated personality maladjustment frequently requires special social as well as educational treatment. Either one of these may require special legislation. The items of progress mentioned below involve all of these.

*White House conferences.*—The White House Conference of 1932 centered Nation-wide attention upon the child. Children who are mental, physical, or social deviates were given special consideration in the deliberations of the conference, and their cause was emphasized in the clause of the Children's Charter which reads as follows:

For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and train him that he may become an asset to society rather than a liability.

Expenses of these services should be borne publicly where they cannot be privately met.

The volumes of material published by the conference during the past 2 years are familiar to all. Attention may be called to the fact that, of some 30 volumes published to date, 4 are devoted entirely to the interests of one or more groups of exceptional children and contain a veritable library of information regarding social and educational provisions that are being made and that need to be made for them. These volumes are as follows:

1. Special Education: The Handicapped and the Gifted.
2. Organization for the Care of Handicapped Children.
3. The Delinquent Child.
4. The Handicapped Child.

But the influence of the National White House Conference extended beyond the confines of its own meetings and publications. One of the most vital results issuing therefrom lay in the organization of State and county White House conferences designed to study more localized conditions and needs. In 1931 and 1932 such conferences were held in 30 States, with others scheduled for 1933, and again the handicapped or the exceptional child has been given a vital place on the program. If these conferences did nothing more than open the eyes of the public to the fact that there is a problem of exceptional children within the borders of their own States, they might be deemed worthwhile. Fortunately some of them went beyond this and brought about definite constructive action furthering the cause of handicapped children.

*Legislation.*—No attempt will be made here to analyze all the legislation enacted during the past 2 years affecting the status of exceptional children. A few outstanding examples will serve as illustrative of existing trends. Indiana was the first State to hold a White House Conference (in January 1931). The Indiana Legislature meeting in that year acted upon a bill providing for the identification and training of retarded children and of problem children. The State had already given legislative authorization and support to special classes for physically handicapped children. The addition of legislation for the mentally retarded and behavior problems was a distinct step in advance.

Maryland has begun to put into operation a State program for the examination, classification, and education of physically and mentally handicapped children. Legislation enacted in 1931 provides that the State board of education shall set up standards with reference to these matters and that the State shall make contribution to the expense incurred locally. A State director of the work has now been appointed. Massachusetts in 1930 enacted a law providing for home instruction of crippled children. In 1932 the legislature amended the law so as

to extend the provision to all "physically handicapped" children who need such facilities. Massachusetts has also recently (in 1931) made a requirement for the mental and physical examination of all delinquents between the ages of 7 and 17 before commitment is made to any of the State training schools; and in the same year the existing law relating to the examination of children who are 3 years or more retarded in mental development was amended to include provision for examination of children retarded to a less degree. These are exceedingly important items of legislation in the field of child guidance.

Alabama has made more stringent its requirements for the enrollment in the State Institute for the Deaf and Blind of all deaf and blind children between 7 and 16 years of age, and has raised from 10 to 12 years the total time of attendance required.

California, Kansas, Minnesota, Virginia, and Wisconsin are among the other States which have within the past 2 years given legislative attention to the education and welfare of one or more groups of handicapped children. The development points to an increasing recognition of the place of these young people in the social life and an attempt to make more adequate and yet sanely economical provision for them.

*State residential schools.*—State residential schools for the mentally deficient, the blind, the deaf, or the delinquent should be considered an integral part of the educational program of the State even though they are not connected with local school systems. In each case the goal is to effect such training as will eliminate or at least reduce to a minimum the liability incurred by a given handicap, and to return the child to society as a self-supporting, self-respecting citizen. Even with the mentally deficient, much has been accomplished in fitting them for return to the community, while many of those who cannot be so returned learn to take their places in the institutional life and to make a real contribution to its activities. It is therefore important that each State provide facilities for the proper care of these groups.

All but three States now have State institutions for the mentally deficient. Up to 1930 New Mexico had been the most recent addition to the list, having provided in 1929 for the first unit of the Home and Training School for Mental Defectives at Los Lunas. In 1931 Utah joined the ranks by opening the Utah State Training School at American Fork. Arizona, Arkansas, and Nevada are now the only States remaining which do not have separate State schools for the feeble-minded. Organized groups of socially-minded individuals are persistently at work, however, to bring about their establishment in these States also.

The problem of the blind-feeble-minded and the deaf-feeble-minded is always a difficult one to solve. Opinions differ as to where such children belong. In New Jersey a class for the blind has recently been organized in the State colony for feeble-minded males at New

Lisbon. A few other institutions had already taken similar action earlier, but in many places these doubly handicapped children are still struggling along as best they can in one or the other type of institution without having any special provisions made for them. As to the blind and the deaf of approximately normal intelligence, so far as is known there have been no new accessions during the past 2 years to the State schools for these two groups. All States make some provision for them either in their own schools or in schools of neighboring States.

*State supervision.*—One of the provisions of prime importance to the State-wide welfare of exceptional children is the inauguration of a plan for the administration and supervision of special education through the State department of education. Especially is such a program needed for rural communities, which must depend in large measure upon the State for stimulation and support in their educational development. Prior to 1930 each of 11 States had provided for a bureau or division within the State department of education having as its responsibility the promotion, organization, and supervision of special schools and classes. These States were Alabama, California, Connecticut, Massachusetts, Michigan, Minnesota, New York, Ohio, Pennsylvania, Wisconsin, and Wyoming. To this group have now been added Delaware and Maryland, thus increasing the total from 11 to 13.<sup>2</sup> Other States are contemplating the organization of similar bureaus. It is true that in not all the States mentioned do the assigned divisions exercise fully the supervisory functions needed for all types of exceptional children. Yet there is much fine work being done and there is no doubt that the activities of the State departments are resulting in the increase of special facilities provided by local school systems.

*Teacher training.*—If exceptional children are to be educated aright, teachers must be prepared to understand and to provide for their special needs. A survey<sup>3</sup> made in 1931 of 600 institutions scattered throughout the country revealed some 75 in which courses were offered definitely designed to prepare teachers for some phase of the field of special education. Some of the institutions showed very comprehensive offerings, through which teachers could prepare themselves for work with one or more groups of exceptional children. Others were more restricted, specializing in the education of a single type. In addition to these 75 institutions, a large number of colleges and universities are of course including in their courses in education some consideration of individual differences and special handicaps or

<sup>2</sup> See *Organization for Exceptional Children within State Departments of Education* for a description of the programs of these bureaus. (U.S. Office of Education, Pamphlet No. 42, 1933.)

<sup>3</sup> *Opportunities for the Preparation of Teachers of Exceptional Children.* U.S. Office of Education Bulletin, 1931, no. 21.

endowments without, however, giving special courses in methodology or technique of teaching the various groups.

It is certain that the provisions now made for such special courses are inadequate. On the other hand, it would be unsound and uneconomical for every teacher-preparing institution in the country to add to its curriculum specialized work in psychology and methods for various types of exceptional children. The present trend is happily in the direction of creating intensive training centers. Specific institutions, named by State authority as official training centers for special education, are given the responsibility for organizing and developing the curriculum for maximum service. Ohio State University, State Teachers College in Milwaukee, Michigan State Normal College at Ypsilanti, and State Teachers College in San Francisco may be cited as examples. In addition to these there are the excellent courses given by or under the auspices of various agencies of highly specialized type, such as certain schools for the deaf or the blind, as well as associations interested in the welfare of a particular group.

*Curricular development.*—Consistent effort is being made to analyze the curricular needs of exceptional children, and to improve upon past methods of approach. For the deaf the techniques of teaching speech and language are constantly being scrutinized by students of the education of the deaf; for the blind devices for bringing nature and art and science more intimately within their experience are being sought; for the speech defective research in causative and remedial methods is in progress; for the gifted curriculum enrichment is an outstanding challenge; and for the mentally deficient we need activities that will be of very practical and yet, too, of enriching value.

Much of the material which has been developed is still in mimeographed form. Perhaps this is as it should be, even without consideration of the cost of publication. Courses of study are not static, but in a constant process of evolution, even with normal children upon whose education we have been intent for generations and centuries. Special methods and curricula for exceptional children are a much more recent addition in our educational history, and we hesitate to put into permanent form that which will be changed next year or the year after. During the past 2 years some excellent materials have been developed, among them being handbooks in the correction of speech,<sup>4</sup> and outlines or courses of study for mentally deficient children.<sup>5</sup> With the latter group the activity unit, through which all subjects of the curriculum are coordinated through a common center of interest, has always been stressed by the most understanding and progressive teachers, but it is increasingly being recognized by all

<sup>4</sup> These have been received from the California State Department of Education, from the San Francisco public schools, and from the Detroit public schools.

<sup>5</sup> Perhaps the most recent ones are those developed in the public schools of Minneapolis, Minn., Rochester, N.Y., and Baltimore, Md.

teachers of mentally deficient children as a much more effective method of instruction than the separation of subject matter into compartments having little or no relation to one another.<sup>6</sup>

*Mental hygiene service.*—No provisions for exceptional children are complete without clinical facilities for diagnosing and treating personality difficulties. The application of mental hygiene is an indispensable factor in the adjustment of children's problems of behavior, whether those problems are tied up with mental or physical or emotional deviations, or whether they are primarily due to environmental situations. Community child guidance service is increasingly being offered to children who need its help, although it has not yet penetrated into nearly all the areas where children's problems abound. In 1928 the National Committee for Mental Hygiene reported 492 clinics in the country giving psychiatric service to children. By 1931 this number had increased to 624, of which 232 were fully equipped child guidance clinics providing psychological, psychiatric, and social service. More than 50,000 children had been examined and treated in the course of the year. Yet even with such an increase in the amount of clinical service available, there were in 1931 fourteen States in which there was still not a single clinic of this type reported.

Another approach to the application of mental hygiene principles is through the preparation of teachers, already mentioned. The provision of highly specialized service for every problem of behavior which arises in the school is just as unnecessary as it is economically impossible. Through the years teachers have handled—or attempted to handle—their own disciplinary problems, but they did so all too often without the insight into the experiences of childhood that helps to bring about a satisfactory adjustment. Teacher-training institutions are recognizing the need of making classroom teachers conscious of the principles involved in mental hygiene. According to recent surveys, approximately 50 are offering regular courses in mental hygiene, while a much larger number report that the subject is presented in some form in connection with various courses.

Mental hygiene is not so much a subject as it is a method or a point of view. If prospective teachers can be imbued with its principles as they apply to teacher-child and parent-child relationships, they could become powerful forces in detecting early the symptoms of undesirable behavior in children and in helping to eradicate the causes before serious developments occur. Specialized help of the clinician can then be reserved for extreme cases of maladjustment beyond the reach of the teacher.

<sup>6</sup> See U.S. Office of Education Bulletin, 1933, no. 7, for a symposium on Group Activities for Mentally Retarded Children.



*Research.*—In the beginning of this chapter attention was called to the fact that the present economic situation has forced us to evaluate our educational services in order that any necessary retrenchments might be made where they will be least harmful. Evaluation may be of two kinds. It may be the result of quick judgment, of opinion, even of prejudice. Or it may be the result of careful analysis of values, based so far as possible upon scientific research. Obviously the latter is the only justifiable method.

Not every school system has the facilities for carrying on systematic research. It need not for this reason, however, yield the right to its consideration. Studies made elsewhere frequently furnish the needed data quite as well as any that might be carried on locally. And if several investigations of the same problem give approximately the same results, the evidence is so much the more convincing.

The education of exceptional children is one of the many fertile fields of research through which we seek the way to improvement of our practices, and we have scarcely grazed the surface of its possibilities. Yet numerous studies have been made that are worthy of note, and during the past biennium there have been indications of increased activity in this direction. The causes and treatment of delinquency have always been a challenge to the research student, and increasing data are accumulating to show conclusively the need of early preventive treatment. It would be impossible to cite all the valuable research which has been carried on in this field. Perhaps one of the most recently published bits of evidence is that which resulted from an evaluation of the clinical activities of a city school system,<sup>7</sup> showing the positive results accruing therefrom.

Also in the field of mental deficiency scientific research is no new project. Most of it has been confined, however, to the medical and psychological phases of the problem, with less attention given to a critical appraisal of educational methods. At the present time at least two studies are in progress which are designed to evaluate the work of special classes for mentally deficient children. Both of these are being carried on under the practical conditions of city school administration—one in New York and the other in Minneapolis. It is hoped that the results of these studies will be of value in determining future policies with reference to segregating subnormal children in small classes suited to their apparent needs.

Published investigations in the field of mental deficiency appearing during this biennium are too numerous to mention, but they include

<sup>7</sup> Adjustment of Behavior Problems of School Children. United States Office of Education Bulletin, 1932, no. 12.

surveys of occupational accomplishments of subnormal children,<sup>8</sup> psychological study of subnormal children in special classes as compared with those in regular classes,<sup>9</sup> critical evaluation of the curriculum of the special class,<sup>10</sup> intensive investigation of birth injury as a possible cause of mental deficiency,<sup>11</sup> inquiry into the problems involved in the training of teachers,<sup>12</sup> and various others of psychological, medical, or educational import.

In the field of physical handicaps, too, growth in research is evident. Both experimental studies and critical surveys have appeared on the psychology and education of the deaf, the crippled, the blind, and the speech defective.<sup>13</sup> Much more is in progress in various centers and under the sponsorship of various associations and foundations. The comparative value of different methods used in teaching these handicapped children and of different plans of organization of their school work is a problem that increasingly challenges our attention.

The field of gifted children shows the greatest dearth of investigatory studies; even as it also shows the least provision made in the schools. A few university centers are engaged in special study of this neglected group of our exceptional children, among them being New York University, Northwestern University, and Stanford University. But on the whole educators need still to be awakened to the tremendous responsibility of finding the best way to prepare these children for community, State, and national leadership in the cause of true social progress.

*National organizations interested in exceptional children.*—In 1930 more than a score of national or international organizations functioned in the interests of one or more groups of exceptional children. To this

<sup>8</sup> Channing, Alice. *Employment of Mentally Deficient Boys and Girls*. Washington, D.C., Children's Bureau, U.S. Department of Labor. Publication no. 210, 1932. 197 p.

<sup>9</sup> Unger, Edna W. and Burr, Emily T. *Minimum Mental Age Levels of Accomplishment*. Albany, N.Y., University of the State of New York, 1931. 108 p.

<sup>10</sup> Bennett, Annetta. *A Comparative Study of Subnormal Children in the Elementary Grades*. New York, Bureau of publications, Teachers college, Columbia university, 1932. 81 p. (Contributions to education, no. 510.)

<sup>11</sup> Featherstone, William B. *The Curriculum of the Special Class*. New York, Bureau of publications, Teachers college, Columbia university, 1932. 157 p. (Contributions to education, no. 544.)

<sup>12</sup> Doll, Edgar A., Phelps, Winthrop M., and Meisler, Ruth T. *Mental Deficiency Due to Birth Injuries*. New York, The Macmillan Co., 1932. 290 p.

<sup>13</sup> Schleiter, Louis M. *Problems in the Training of Certain Special Class Teachers*. New York, Bureau of publications, Teachers college, Columbia university, 1931. 128 p. (Contributions to education, no. 475.)

<sup>14</sup> A few of these are the following:

Madden, Richard. *The School Status of the Hard-of-Hearing Child*. Bureau of publications, Teachers college, Columbia university, 1931. 84 p. (Contributions to education, no. 499.)

Long, John Alexander. *Motor Abilities of Deaf Children*. New York, Teachers college, Columbia university, 1932. 67 p. (Contributions to education, no. 514.)

Witty, Paul A. and Smith, Muriel B. *The Mental Status of 1,480 Crippled Children*. *Educational Trends*, 1: 21-24, January 1932.

Caldwell, Floyd Franklin. *A Comparison of Blind and Seeing Children in Certain Educational Abilities*. New York, American foundation for the blind, 1932. 37 p.

Rogers, James Frederick. *The Speech-Detective School Child*. Washington, D.C., Government printing office. 21 p. (Office of education Bulletin, 1931, no. 7.)

number have now been added two more recent ones. In 1931 the National Congress of Parents and Teachers organized a section on the exceptional child and a committee chairman was appointed to direct the work of the National Congress in this field as well as to encourage and to assist State officials in the promotion of State programs for exceptional children.<sup>14</sup> In the same year a Department of Special Education was established in the National Education Association, taking its place beside numerous other departments devoted to specific purposes. Both these newly created agencies are functioning actively and should be able to accomplish much, the one with teachers, the other with parents. A complete program for exceptional children cannot be realized without the whole-hearted support and cooperation of both parents and teachers. There is a real significance in the birth of these two newest organizations during the same year. If to the efforts of teachers and parents we can add the farsighted planning of educational administrators, of leaders in teacher-training institutions, and of educational research agencies, then we may look forward to an era of progress in the education of exceptional children such as has never been known before.

#### *CITY DAY SCHOOLS AND CLASSES*

The place of special education, or the education of exceptional children, is unquestioned in the programs of city school systems. It is a generally accepted principle that every child should be educated in the normal environment of his own community unless his condition is so extreme that he demands institutional care. While there is some difference of opinion as to what constitutes so extreme a condition, particularly with regard to degrees of blindness and deafness, yet it is evident that city school systems are on the whole increasingly accepting their responsibility for all types of exceptional children, although in some instances the economic situation may have caused a temporary retrenchment in the facilities offered.

Even in the midst of the depression some cities have found it possible to make substantial additions to their programs. In Jersey City, N.J., for example, a new bureau of special service has been organized, the chief responsibility of which is to provide personnel and clinical service for cases of social maladjustment and delinquency. In the same city a new school building for crippled children was erected in 1931 designed to meet the needs of the city in this direction for the next 10 years. The recently established Bureau of Child Guidance in New York is a part of the educational system of that city, and is probably too well known to need much comment here.

<sup>14</sup> A number of State congresses of parents and teachers also have at work committees on exceptional children.

The opening of such schools as the Ann J. Kellogg School in Battle Creek and the David Smouse Opportunity School in Des Moines bears witness to the interest and support of private enterprise for the cause of exceptional children. A score of other cities report additions to the number of special classes for mentally deficient, crippled, sight-defective, deaf, and other handicapped children.

But not a single addition for gifted children is reported. In fact, special facilities in this field seem to have been one of the first points of attack, for so far as can be ascertained the number of cities providing for special instruction of gifted children, as well as the total number of children enrolled for such instruction, is materially less than it was 5 years ago. ¶ Perhaps special classes for gifted children are not the best means of meeting the problem. One hesitates to say what the specific technique should be. Yet it is interesting to note that in both Cleveland and Los Angeles, the two pioneer cities in which the education of gifted children has advanced the farthest, the number enrolled in special classes exceeds that given in the report of several years ago.

The general development of special classes for 6 of the 8 groups of exceptional children may be seen from table 1. Each one of these shows a consistent increase, even when one allows for the fact that the 1932 data include all cities with a population of 2,500 or more, while previous data are limited primarily to cities with a population of 30,000 or more. With the exception of classes for the mentally deficient, special facilities for exceptional children are not so commonly found in the smaller towns that the comparison of data for various years would be seriously affected.

The speech defective and the gifted are not included in the table because there are no available figures for previous years that are strictly comparable. Moreover, at least for the speech defective the incompleteness of the returns in 1932 is a clear indication that the number reported does not adequately represent the actual enrollment for speech correction. The number reported as being so enrolled is 22,735; but on the basis of the number and the type of cities which report programs of speech correction without giving the actual number of pupils enrolled, it is safe to estimate that the total enrollment is from two to three times as large. The number of gifted children reported in 1932 is 1,834.<sup>14</sup>

<sup>14</sup> According to a study made in 1928-29, there were 82,112 children being given work in speech correction, and 3,885 children in classes for the gifted. In comparing these figures with those secured by the Office of Education in 1932 one must consider the possibilities of error arising from such factors as the lack of standardization of terminology, the varying interpretations given to questionnaire responses by different investigators, and conditions influencing the number and the type of cities responding. The 2 sets of figures are, therefore, not strictly comparable.

TABLE 1.—Development of special schools and classes in city school systems reporting enrollments for same

[NOTE.—All enrollments given below are from statistical reports gathered by the United States Office of Education]

## A—BLIND AND PARTIALLY SEEING CHILDREN

Year	Number of States	Number of city systems reporting special schools or classes	Number of pupils enrolled
1	2	3	4
1922.....	12	44	(1)
1927.....	18	80	4,408
1932.....	20	95	8,300

## B—DEAF AND HARD-OF-HEARING CHILDREN

1922.....	16	74	2,915
1927.....	23	83	3,518
1932.....	24	116	4,428

## C—MENTALLY DEFICIENT CHILDREN

1922.....	28	183	23,200
1927.....	32	218	51,800
1932.....	30	400	73,000

D—CRIPPLED CHILDREN<sup>1</sup>

1930.....	23	81	13,100
1932.....	24	145	16,100

E—DELICATE CHILDREN (ANAEMIC, TUBERCULOUS, AND CARDIAC CASES)<sup>2</sup>

1930.....	27	81	19,100
1932.....	28	126	24,000

F—SOCIALLY MALADJUSTED CHILDREN (TRUANT, INCORRIGIBLE, OR DELINQUENT)<sup>3</sup>

1930.....	20	44	9,500
1932.....	24	68	14,200

<sup>1</sup> Data not available.<sup>2</sup> Data previous to 1930 not available.<sup>3</sup> 31 additional cities report home instruction for 68 children.

In table 2 is given the total number of cities and States from which special education of any kind was reported in 1932, whether or not pupil enrollment was included in the data supplied. It will be noted that the number of cities as given in table 1 under each group of exceptional children is materially increased in table 2. In other words, many cities reported that they provided special facilities for one or more groups of exceptional children, but did not report data regarding enrollment.

TABLE 2.—Total number of cities and States from which public day schools and classes for exceptional children were reported, 1931-32

Type of children	Number of States	Number of cities	Type of children	Number of States	Number of cities
A. Blind and partially seeing <sup>1</sup> .....	23	113	F. Socially maladjusted (Incorrigible, delinquent).....	25	70
B. Deaf and hard of hearing.....	28	144	G. Speech defective.....	20	101
C. Mentally deficient.....	40	515	H. Mentally gifted.....	11	18
D. Crippled.....	27	193			
E. Delicate (aromatic, tuberculous, cardiac cases).....	29	149			

<sup>1</sup>The National Society for the Prevention of Blindness reported 409 sight-conservation classes existing in September 1932 in 118 cities in 23 States.

<sup>2</sup>Including all cities reporting home instruction.

Many of the cities were able to give the number of pupils in average daily attendance and the total cost for instruction (salaries and supplies) for various types of classes for exceptional children. The average annual cost per pupil of each type in cities of different sizes is given in table 2 A. It apparently costs on the average about \$350 a year for the instruction of a blind or deaf pupil in a city day school class; about \$200 for a partially seeing or crippled pupil; from \$150 to \$160 for a mentally deficient or socially maladjusted pupil and \$125 for a delicate pupil. Costs seem to be higher in cities of more than 100,000 population than in those not so large.

TABLE 2A.—Annual cost per pupil in average daily attendance for instruction of exceptional children in city schools, 1931-32

Type of class	Group I		Group II		Group III		Group IV		Total	
	Number of cities reporting	Average cost per pupil	Number of cities reporting	Average cost per pupil	Number of cities reporting	Average cost per pupil	Number of cities reporting	Average cost per pupil	Number of cities reporting	Average cost per pupil
1	2	3	4	5	6	7	8	9	10	11
Blind.....	7	\$357.13	3	\$180.20	0	-----	0	-----	9	\$301.50
Partially seeing.....	28	208.29	21	168.88	7	\$129.46	0	-----	56	197.89
Deaf.....	28	361.58	25	251.40	16	256.91	4	\$314.14	83	343.87
Mentally deficient.....	43	157.94	74	162.18	112	120.65	27	126.65	216	152.67
socially maladjusted.....	26	168.85	5	126.14	3	212.93	4	139.43	37	157.64
Delicate.....	20	126.69	28	113.13	14	129.28	3	107.98	65	126.40
Crippled.....	23	208.78	29	167.92	15	124.08	2	122.43	79	168.20

In tables 7 to 11 the data for individual States and cities are presented in greater detail. Again it must be kept in mind that incomplete data reported affect the tabular array. In each of these tables a blank means merely that no report was made on a given item, not necessarily that there was no report which could be made. The result would mean that the summary figures given are only a conservative estimate of the extent to which special education has found its way

into city school systems. They do, however, yield an indication of trends that are of statistical value.

In the detailed table for individual cities (table 11) the following items need to be pointed out:

1. The attempt has been made to differentiate special supervisors and principals who give full-time service to one or more types of exceptional children from supervisors and principals whose major responsibilities are with regular elementary grades but who give some time also to certain types of special education. The latter are not included in the tables. Thus the principal of a regular elementary school for so-called normal children which provides one or more classes for exceptional children is not considered a principal of special education; but the principal of a school devoted entirely to crippled children or to mentally deficient children or to various types of exceptional children is included in the statistical data. So also only those special supervisors and directors who give all or the major part of their time to the mentally deficient or the sight defective or any other single group or all groups of exceptional children have been considered in designating the cities which report special supervision. For this item the data reported on the statistical blanks were supplemented by other sources of information at hand.

2. It will be found that for some cities and even for some entire States the average daily attendance reported for certain groups is greater than the enrollment. This is due to the fact that many children are transferred to special schools or classes after the term has begun. Their enrollment has already been counted with the school from which they came, but their attendance is in the special school or class to which they go. This factor must be taken into consideration in interpreting the figures given.

3. For schools devoted to all types of physical handicaps, such as the David Smouse Opportunity School in Des Moines, and for those caring for both mental and physical deviates, such as the Ann J. Kellogg School in Battle Creek, it is sometimes impossible to report separate data for each group with regard to teachers and expenditures, since the school is administered as a unit and the same teachers frequently serve to some extent at least more than one type of child. In such cases only estimates could be made at best.

4. Two columns are given to "number of school buildings" and "number of classes exclusive of school buildings." The former is to be interpreted as buildings which are given over entirely to purposes of special education, without including any regular classes. The latter is to be interpreted as single classes or groups of classes existing in school buildings the major part of which is devoted to regular grade work. The distinction was made with a view to determining the extent to which exceptional children are housed in the same buildings.

with normal children and the extent to which they have been separated into buildings of their own.

5. For speech-defective children no figures for average daily attendance are given, since instruction in this field is not quite parallel to that given for other types of exceptional children. Speech correction is usually carried on for one, two, or more periods per week, said periods varying in length from approximately 15 minutes to an hour. There is no such thing as a "speech-correction class" in the same sense in which there is a class for mentally deficient, for the crippled, or even for the partially seeing.

6. The same omission is made for crippled children in those cases in which the instruction is reported as given at home by home teachers. Here, too, average daily attendance has little real significance since home instruction consists of only part-time teaching limited to one or more periods per week.

7. A large number of smaller cities provide for a very limited number of crippled children home instruction which is frequently given after school hours by one of the regular teachers. These are included in the detailed statistical table only if the number reported as so taught reaches five. Thirty-one cities reporting provision for fewer children than this are listed in one of the footnotes to table 11. The total number of children cared for by these 31 cities is 68.

8. Cities which indicated that special instruction existed for particular groups but which did not report data of statistical significance regarding personnel are not included in the detailed table. The names of such cities are listed in footnotes in the appropriate sections of table 11.

In summarizing the statistical data for city day schools and classes, one might say that the most extensive provision is made for mentally deficient children, more than 75,000 of whom are enrolled in special classes of 483 cities in 39 States. Thirty-two additional cities not reporting personnel bring the total up to 515, distributed among 40 States. The next group is probably the speech defective, though accurate figures of enrollment for speech correction are not available. More than 24,000 delicate children who are anæmic or tuberculous or who present cardiac difficulties have been given special attention in 135 cities of 28 States, with 14 additional cities not reporting enrollment. Special facilities for approximately 15,000 children who present serious problems of behavior have been established in 70 cities, 58 of which report an enrollment of 14,354. More than 16,000 crippled children are being given special instruction either at school or in their homes by 195 cities in 27 States. The groups of handi-capped children which show the smallest representation in special classes of public day schools are the blind and the partially seeing, on



the one hand, and the deaf and the hard of hearing on the other hand, while special classes organized for gifted children are least significant of all.

The extent of provision to be made in public day schools for any type of exceptional children depends of course upon the incidence of the children in question and upon facilities available in public residential schools. According to the best estimates that have been made of the number of children belonging in each group, the provisions are as yet not nearly adequate for any one of them.<sup>10</sup> However, the progress which has been made in the midst of difficult situations is encouraging and points to the stabilization of special education as an essential feature of the American educational program.

### RESIDENTIAL SCHOOLS

Residential schools for exceptional children are, as has already been indicated, a vital part of the educational system, taking over the training of children who because of some extreme condition need a specialized type of education or institutional care, but for whom adequate community facilities are not available. The groups served in greatest measure by such schools are the blind, the deaf, the socially maladjusted or delinquent, and the mentally deficient and epileptic. Hospital facilities for crippled and for tubercular children are increasing. The majority of these, however, are still functioning under private rather than State auspices, although in most cases any teachers assigned to be in immediate charge of hospital instruction are paid by public educational authorities.

Statistics on four major types of State and private residential schools were gathered for the year 1930-31. These are presented in detail in tables 12 to 16, on pages 70 to 85. Some of the significant facts revealed by the survey follow.

#### RESIDENTIAL SCHOOLS FOR THE DEAF

1. In 44 States and the District of Columbia there are schools for the deaf either publicly or privately controlled and supported. The remaining 4 States (Delaware, Nevada, New Hampshire, and Wyoming) have made legal provision for the education of deaf children in residential schools of neighboring States.

2. The total number of schools reporting in these 44 States is 85, 57 of which are under public and 28 under private control. Private control, however, does not necessarily mean exclusively private financial support. Some of these privately controlled institutions derive their maintenance largely from the State, which either makes an appropriation for their support or pays tuition for pupils sent to

<sup>10</sup> See publications of the White House Conference for figures on incidence.

the respective schools. This is particularly true in Massachusetts, New York, and Pennsylvania. In fact about 50 percent of the income of all private schools reporting is derived from State funds.

3. Eight States maintain separate schools for deaf Negroes. These are Alabama, Kentucky, Maryland, North Carolina, Tennessee, Texas, Virginia, and West Virginia. In five other States (Arkansas, Florida, Georgia, Mississippi, and South Carolina) there are separate departments for Negroes conducted as integral parts of the respective institutions.

4. There is an increasing tendency toward placing the education of deaf children in residential schools under the supervision of the State department of education or of public instruction. Of the 57 public institutions, 11 are now under the control of the State board of education. Moreover, many of the private schools are open to the inspection of State educational officials, and placement of pupils in these schools is subject to their approval. Thus a growth of coordinated educational service for deaf children throughout the State is apparent.

5. The total number of pupils enrolled in 1930-31 in the 85 public and private schools reporting is 14,890.<sup>17</sup> This figure for the year 1927-28 (also for 85 schools) was 14,067; for 1922-23 (for 80 schools reporting) it was 11,454. The number of deaf children being educated in residential schools seems therefore to show a consistent increase. This may indicate both a growth in the facilities available and a greater care in locating and guiding children who need the training offered in a residential school.

6. The condition of hearing was given for 11,108 pupils. More than 2,600 of these were reported as only partially deaf, or hard of hearing. The line of demarcation between the so-called "totally deaf" child and the "partially deaf" child varies according to standards established in respective States. The 2,696 cases reported as partially deaf are probably children who have very little hearing and need training in speech, language, and lip reading; or they may come from communities in which no public-school provision is made for the hard-of-hearing child. Many of them could no doubt be educated in day classes for the hard of hearing if such existed in their home schools.

7. The age distribution given for 13,096 pupils shows 87 to be under 5 years old. This would indicate that a beginning has been made in the early training of the young deaf child who has no opportunity for home or nursery-school instruction in day classes. A much larger number (2,250) are between 5 and 9 years; and are thus

<sup>17</sup> In October 1932 according to the report of the executives of American Schools for the Deaf the number of pupils enrolled was 14,433.

still at an early age being started on the long arduous road of learning speech and language under a tremendous handicap.

8. Industrial training plays a large part in the education of the deaf, although academic work is also pursued at least through the elementary grades. Ten percent of the students enrolled were reported as being in high school. Among the vocational courses offered are (in order of frequency of mention) domestic arts and sciences, general shop work, carpentry, printing and lithographing, shoe making and repairing, agriculture, painting and paper hanging, metal work, baking, tailoring, barbering, beauty culture, and typewriting.

9. The average cost for instruction per deaf pupil enrolled in 46 institutions reporting the necessary items was \$197.30. The cost for other current expenses, including board and room, was \$341.89. The sum of these two figures is \$539.19, which represents the total cost for education and care.

#### RESIDENTIAL SCHOOLS FOR THE BLIND

1. Responsibility for the education of the blind rests largely with the residential schools, since very few city school systems maintain day classes for this group of handicapped children. In each of 41 States there is at least one such residential school,<sup>18</sup> either publicly or privately controlled. The remaining 7 States have no schools of their own but have made legal provision for the education of blind children in residential schools of neighboring States. These are Delaware, Nevada, New Hampshire, Maine, Rhode Island, Vermont, and Wyoming.

2. Of the 58 institutions reporting for the year 1930-31, 47 are under some form of State control, while 11 are privately controlled. As with the deaf, so with the blind we find considerable State financial support given to some of the private schools through special appropriations or tuitions paid for pupils so assigned. So also the relationship between the residential schools for the blind and the State department of education is increasingly recognized as a vital factor. In a number of cases officials of State departments of education take the same responsibility for the inspection or supervision of these schools as with respect to schools for the deaf. This is especially true in those States in which a bureau or division for the education of exceptional children has been developed within the State department of education.

3. Separate schools for blind Negroes are maintained in 9 States, i.e., Alabama, Arkansas, Louisiana, Maryland, North Carolina, Tennessee, Texas, Virginia, and West Virginia. Four other States (Florida, Georgia, Kentucky, and South Carolina) conduct separate departments for Negro and white pupils within the same school.

<sup>18</sup> In 18 cases deaf and blind children are provided for in different departments of the same school.

4. Statistics for 1930-31 show an enrollment in all schools reporting of 5,530. Of this number 25 are under 5 years of age, 818 are from 5 to 9 years old, while 1,293 are 18 years of age or older. In 1927 the enrollment reported for the same number of schools was 5,304. Again, therefore, we see a slight increase in the number of exceptional children being cared for in residential schools.

5. The condition of sight was reported for 5,010 pupils, as follows:

Totally blind (with hearing).....	2, 186
Partially blind (with hearing).....	2, 812
Deaf and blind.....	10 12

The line separating the blind child from the partially seeing varies somewhat according to standards established in cities providing sight-saving classes for partially seeing children. There is also a variation as to the standard of admission to residential schools for the blind. The 2,812 children reported as "partially blind" are probably potentially blind cases, or cases with so little light perception that they need to be educated by the tactile method. These are not to be confused with cases of partially seeing children who are ordinarily found in sight-conservation classes and who can be taught by visual methods.

6. Aside from the regular elementary and high-school work offered in residential schools, vocational courses reported are in order of frequency as follows: Music; general shop work; domestic arts and sciences; basketry, fiber furniture, and chair caning; broom, brush, and mop making; dressmaking and tailoring; loom work, weaving, and rug making; piano tuning; mattress making.

7. In 1930-31 it cost approximately \$684 to care for and to educate each pupil in the schools reporting for blind only. The per capita cost of instruction in these schools was \$213.91; that of other current expenses was \$470.31.

#### RESIDENTIAL SCHOOLS FOR MENTALLY DEFICIENT AND EPILEPTIC

1. Separate State institutions for mentally deficient and epileptic now exist in every State of the Union except Arizona, Arkansas, and Nevada. The one most recently established is the Utah State Training School, which opened its doors in October 1931 and had on its rolls during the first year 157 individuals.

2. In the 45 States making provision for these groups of handicapped persons there are 77 State institutions. The District of Columbia also has a public institution of this type located at Laurel, Md. Sixty-seven of these institutions are for mentally deficient only or for mentally deficient and epileptic, while 11 are for epileptics only.<sup>20</sup> Practically all of them accommodate both children and adults. They are regularly administered by some State agency outside the

<sup>20</sup> Fourteen additional cases of blind-deaf children are reported by schools for the deaf.

<sup>21</sup> In addition there are a few public residential schools for mentally deficient children under county or city administration. Two of these are included in table 3.

department of education—such as a board of control, department of public welfare, or a separate board of trustees responsible to State officials. In a few States (notably Maryland, Massachusetts, New York, and Pennsylvania) an agency with functions more directly related to mental hygiene and mental diseases is in charge.

3. The number of private schools existing for mentally subnormal children is not accurately known, but according to available records there are at least 150 of them scattered throughout the country. Of these only 50 furnished the information requested in the statistical study made for the year 1930-31.

4. Most of the private institutions have limited enrollments, though a number of them are doing excellent work in the training of the children entrusted to their care. Two of the largest ones are Elwyn Training School (in Pennsylvania) which has an enrollment of more than 1,000, and the Training School at Vineland (in New Jersey) with an enrollment of about 600. These two schools draw large amounts of their income from State funds through the payment by the State of tuition for children placed. Most of the other private schools are maintained entirely from private sources.

5. Statistical information regarding total population of the State institutions for mentally deficient and epileptic is furnished periodically by the Bureau of the Census of the United States Department of Commerce. The primary concern of the Office of Education is the educational provision made for children of school age enrolled in all such residential schools whether public or private in nature. Of the 80,000 or more inmates of all these institutions, about 18,000 are between the ages of 5 and 14, and 13,000 more are between the ages of 15 and 17. These are the people who need to be given the best possible training during formative years in order that as adults they will be able to make some limited contribution to institutional life if they cannot be returned to the community.

6. Reports on enrollment in the schools maintained within the State institutions were incomplete. Available figures, however, indicate that in both public and private schools of this type at least 3,300 children were engaged in sense training or kindergarten work and between 10,000 and 11,000 were in the elementary grades. The combination of these two figures represents about 76 percent of the total number of children of elementary school age (5 to 14 years). In addition to the regular work of the elementary grades, training in household duties, in music, in physical education, general shop work, and various other vocational subjects is given in many institutions to all who can profit by such activities.

7. Items necessary for computing per capita cost were reported by 50 public and 24 private schools. The per inmate cost for total current expenditures was \$248.51 in the public institutions and \$524.28

in the private ones. The per pupil cost of instruction alone in the public schools was \$51.83; in the private schools it was \$120.05. No doubt the wide discrepancy between the figures for the two types of schools is due partly to the difference in size of total enrollment, the very small schools necessarily incurring a larger per capita cost than the larger ones. It is also true, however, that some of the private schools have been more progressive in their educational methods than have been some of the State schools in which little has been done save to give custodial care. This fact, too, may account to some extent for the larger per pupil expenditure. Other factors influencing this situation are salary schedules, size of classes, and type of pupils for whom educational facilities are maintained.

#### *RESIDENTIAL SCHOOLS FOR DELINQUENTS*

1. Of all residential schools, those for delinquent children seem as yet farthest removed from the general educational programs of the States, although progress is being made in the development of true educational ideals in their administration. All too often, however, the emphasis is still being placed upon punishment and correction rather than upon guidance and education.

2. It is usual to find the administration of these institutions placed under boards of control, departments of correction, of public welfare, or similar agencies. The State department of education has practically nothing to do with them. The extent to which child guidance ideals function in their programs depends upon the vision of the individuals comprising the administrative personnel. If as in some States (including California, Illinois, Massachusetts, Minnesota, New York, Ohio, Pennsylvania) there is a bureau of juvenile research or other State agency specifically charged with the study and treatment of behavior disorders among children, both in and out of institutions, one is more likely to find a wholesome approach to the problem of the delinquent who for his own sake and for the sake of society needs to be separated temporarily from the community and be given the type of guidance that can come only through a 24-hour-day program. If on the other hand the concepts of the outworn "reform school" are still attached to the institution, with emphasis placed upon restraint rather than upon the encouragement of legitimate outlets for self-expression, one can hope for little constructive help to come from it, and its effect upon the life of the boy or girl entrusted to its care.

3. Probably because so many of the institutions involved still have not adopted the educational point of view in dealing with their problems, it has been difficult to secure the data needed to formulate a comprehensive survey of the situation. Repeated requests sent to

those not reporting failed to bring replies. Of approximately 175 institutions believed to exist, some report was available from 117 public schools and 30 private schools.

4. Most of these private schools receive considerable financial support from the States for the care of the children committed to their supervision. In fact, over 60 percent of the total income of all private schools reporting is derived from public funds. Thus, regardless of where the responsibility for juvenile delinquency lies, the public treasury provided in 1930-31 seven eighths of the funds used for the care and education of this group. The total amount so reported was almost \$14,500,000.

5. Because of the incomplete nature of the data available, the summary figures given cannot be considered final. Moreover, the turnover of the population in these schools is so great from week to week and almost from day to day that it is difficult to arrive at accurate figures regarding the size of the total enrollment. On the basis of the data reported it is estimated that more than 57,000 young people were enrolled at some time during the year in these institutions. Approximately 70 percent of these were boys and 30 percent were girls. The average daily enrollment in school classes for the same year was about 34,000.

6. The public institutions giving information as to racial status enrolled 25,976 white and 4,958 Negro pupils, and the private schools reported 7,620 white pupils and 1,297 Negroes. The ratio is approximately 1 Negro to 5 whites. In the total population 5 to 20 years of age in 1930, as reported by the Bureau of the Census, there was only about 1 Negro to 8 whites. Nearly all the pupils in these schools for delinquents are between these ages.

7. The average number of pupils for the year and the total expenditures for current expenses were reported by 68 public institutions and 14 private schools. The per capita cost for current expenses (including instruction) computed on the basis of these figures is \$390.39 for public schools and \$428.63 for private schools.

#### *STATISTICAL SUMMARY FOR ALL SCHOOLS AND CLASSES REPORTED*

In table 3 is presented the total situation for both residential and day schools and classes in the United States so far as it has been reported. It seems safe to say that approximately 250,000 exceptional children are receiving the benefits of instruction in special schools or classes of either residential or day school type and that more than 13,000 teachers are engaged in such instruction. A sum of more than \$20,000,000 was reported as expended during the year for instructional purposes.

The numbers seem large, yet the need is much larger. If the American ideal of an education for every child according to his need is to be met, then there can be no halting in our program until it includes the many hundreds of thousands—even millions—of children who are still outside the pale of special educational facilities, yet whose need of them is urgent. The goal can be expressed in no more effective way than in the simple sentence made famous by the White House conference: "We must not leave one of them uncared for."



TABLE 3.—Summary for the United States for State and private residential schools for exceptional children, 1930-31, and for special schools and classes in city school systems, 1931-32

Item	Blind and partially seeing	Deaf and hard-of-hearing	Mentally deficient	Socially maladjusted (in-correctible and delinquent)	Delicate children	Crippled children	Speech defective	Mentally gifted	Total
1	3	3	4	5	6	7	8	9	10
Number of State residential schools.....	47	57	80	117					301
Number of private residential schools.....	11	27	50	30					118
Number of city school systems reporting enrollments in special classes.....	96	116	483	53	135	145	36	14	1,082
Total number of different administrative units of special provisions.....	153	200	613	205	135	145	36	14	1,501
Teachers:									
State residential.....	652	1,642	700	1,072½					4,068½
Private residential.....	172	330	213½	404½					1,119½
City school systems.....	411	487	4,004	560	1,010	883	115	75	7,545
Total.....	1,235	2,459	4,917½	2,037	1,010	883	115	75	12,731½
Enrollment:									
State residential.....	4,510	12,408	12,171	25,810					54,909
Private residential.....	1,020	2,482	1,615	7,808					12,925
City school systems.....	4,808	4,434	75,060	14,354	24,020	16,166	22,735	1,554	108,950
Total.....	10,338	19,324	88,885	47,772	24,020	16,166	22,735	1,554	281,574
Receipts:									
From public funds:									
Residential institutions.....	\$3,590,903	\$5,945,721	\$25,268,267	\$14,410,987					\$52,215,908
City school systems.....	\$31,708	\$1,032,167	\$6,467,772	\$1,038,941	\$2,245,864	\$1,948,965	\$209,064	\$15,952	\$12,900,673
Total.....	\$4,322,611	\$6,977,888	\$31,736,039	\$15,449,928	\$2,245,864	\$1,948,965	\$209,064	\$15,967	\$65,146,081
From private funds:									
Residential institutions.....	\$806,546	\$1,007,704	\$1,981,864	\$1,221,868					\$4,018,982
Grand total.....	\$5,129,157	\$7,985,592	\$33,717,923	\$16,671,796	\$2,245,864	\$1,948,965	\$209,064	\$15,983	\$71,842,315

State residential.....	\$940,798	\$2,370,431	\$395,874	\$1,794,763			\$4,541,595
Private residential.....	222,854	490,013	149,147	240,222			1,172,246
City school systems.....	931,708	1,053,167	6,467,772	1,036,841	\$2,245,804	\$1,948,965	12,809,073
<b>Total.....</b>	<b>1,995,360</b>	<b>3,813,611</b>	<b>7,212,893</b>	<b>3,071,826</b>	<b>2,245,804</b>	<b>1,948,965</b>	<b>20,312,879</b>

State and private residential institutions for crippled children are not included in this study. The number of these is small. The number of additional cities reporting special provisions but giving no enrollment figures or enrolling fewer than 5 pupils is as follows: Blind and partially seeing, 18; deaf and hard-of-hearing, 38; mentally deficient, 22; socially maladjusted, 12; crippled children, 56; delinquent children, 14; speech defective, 68; mentally gifted, 4. This should not be interpreted as 1,052 different cities, but as so many different day-school units of provision for special education in city school systems. For schools and city school systems reporting this item. Expenditures.

TABLE 4.—Total number enrolled in State and private residential schools for exceptional children and in special schools and classes in city school systems, 1931 or 1932

State or outlying part	Blind and partially seeing	Deaf and hard of hearing	Mentally deficient	Socially maladjusted (Incorrigible and delinquent)	Delicate children	Crippled children	Speech defective	Mentally gifted	Total
1	2	3	4	5	6	7	8	9	10
Continental United States.....	10,838	19,324	88,885	47,772	24,020	16,166	22,735	1,834	231,570
Alabama.....	199	427	309	1,045	.....	.....	.....	60	2,040
Arizona.....	18	70	12	105	.....	.....	.....	.....	205
Arkansas.....	148	310	.....	217	.....	19	.....	.....	594
California.....	263	628	3,350	2,790	1,272	1,803	2,177	548	14,841
Colorado.....	63	176	180	475	.....	.....	.....	.....	894
Connecticut.....	80	334	1,736	1,114	493	34	.....	.....	2,761
Delaware.....	.....	.....	181	221	.....	.....	.....	.....	402
District of Columbia.....	.....	200	583	1,260	195	84	.....	.....	2,342
Florida.....	87	237	430	234	.....	.....	.....	.....	988
Georgia.....	123	244	536	357	46	.....	.....	.....	1,306
Idaho.....	21	77	85	38	.....	.....	.....	.....	221
Illinois.....	725	1,177	5,387	2,709	2,681	2,782	33	.....	16,462
Indiana.....	181	421	1,296	746	357	37	.....	34	3,022
Iowa.....	190	516	1,916	726	73	54	.....	.....	3,472
Kansas.....	115	256	390	226	183	.....	.....	.....	1,150
Kentucky.....	156	356	824	548	39	322	.....	.....	2,245
Louisiana.....	112	262	162	310	.....	.....	.....	.....	826
Maine.....	.....	110	214	325	45	.....	.....	.....	694
Maryland.....	222	321	2,358	1,514	508	382	.....	.....	5,305
Massachusetts.....	477	847	5,201	270	464	280	2,796	62	11,377
Michigan.....	837	933	7,207	2,246	4,657	1,743	5,358	189	22,570
Minnesota.....	315	492	3,200	571	391	831	328	.....	4,628
Mississippi.....	64	200	181	.....	.....	.....	.....	.....	445
Missouri.....	116	660	1,669	1,337	1,029	521	.....	101	5,433
Montana.....	16	85	200	225	.....	.....	.....	.....	526
Nebraska.....	60	208	499	60	110	18	.....	.....	855
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....	191
New Hampshire.....	.....	.....	395	.....	.....	.....	.....	.....	395
New Jersey.....	229	478	4,913	1,200	.....	911	476	20	8,727
New Mexico.....	108	99	18	162	.....	.....	.....	.....	367
New York.....	2,081	2,310	17,868	7,956	6,671	2,164	2,981	.....	44,021
North Carolina.....	232	472	380	1,081	47	.....	.....	.....	2,162
North Dakota.....	37	111	302	160	.....	.....	.....	.....	510
Ohio.....	1,161	1,089	6,692	4,358	1,576	1,406	.....	789	17,161
Oklahoma.....	189	434	271	224	.....	38	.....	.....	1,124
Oregon.....	54	164	75	343	143	249	.....	.....	1,728
Pennsylvania.....	731	1,399	12,460	4,447	1,647	896	2,841	19	24,420
Rhode Island.....	33	101	737	184	275	81	.....	.....	1,411
South Carolina.....	104	307	308	49	.....	.....	.....	.....	768
South Dakota.....	37	106	180	213	.....	.....	.....	.....	536
Tennessee.....	250	300	21	651	.....	.....	.....	.....	1,222
Texas.....	344	727	240	1,262	.....	28	.....	.....	2,601
Utah.....	29	130	110	.....	28	.....	.....	.....	297
Vermont.....	.....	56	89	151	.....	.....	.....	.....	296
Virginia.....	173	274	611	690	542	.....	.....	.....	2,290
Washington.....	243	250	2,260	1,524	31	310	537	.....	5,145
West Virginia.....	126	331	46	681	98	.....	.....	.....	1,242
Wisconsin.....	139	649	2,206	781	555	613	2,206	22	7,172
Wyoming.....	.....	.....	71	88	.....	.....	.....	.....	159
Puerto Rico.....	.....	48	.....	.....	.....	.....	.....	.....	48

EDUCATION OF EXCEPTIONAL CHILDREN

TABLE 5.—Total number of teachers of exceptional children in State and private residential schools, and in special schools and classes in city school systems, 1931 or 1932

State or outlying part	Blind and partially seeing	Deaf and hard-of-hearing	Mentally deficient	Socially maladjusted (Incorrigible or delinquent)	Delicate children	Crippled children	Speech defective	Mentally gifted	Total
1	2	3	4	5	6	7	8	9	10
Continental United States.....	1,236	2,469	4,917½	2,027	1,010	883	118	75	12,731½
Alabama.....	18	42	15	20				3	117
Arizona.....	3	9	1						13
Arkansas.....	16	42		3		2			63
California.....	37	78	190½	123½	47	150	23	19	668
Colorado.....	20	35	8	32					95
Connecticut.....	5	42	116	48	25	2			233
Delaware.....			11	16					27
District of Columbia.....		27	43½	39	9	5			123½
Florida.....	9	34	15	14					72
Georgia.....	17	30	27	14	2				90
Iaho.....	6	8	1	6					21
Illinois.....	73	123½	290½	147	100	124	2		800
Indiana.....	17½	44	98½	34	20	2½		1	212½
Iowa.....	24	75	77½	19	3	3			201½
Kansas.....	19	37	25	4	7				90
Kentucky.....	19	41	32	32	2	5			121
Louisiana.....	16	42	8	3					69
Maine.....		12	17	20	2				51
Maryland.....	25	44	107	108	18	13			328
Massachusetts.....	73	96	359	100	26	30	16	3	702
Michigan.....	76½	111½	349	112	169	90	37½	6	989½
Minnesota.....	39	63	218½	22	18	18½	2		381
Mississippi.....	10	28	7	17					62
Missouri.....	20	100	93	75	35	24		4	251
Montana.....	4	18	12	6½					40½
Nebraska.....	9	26	22	13½	4	½			75
Nevada.....				3					3
New Hampshire.....			21½	6					27½
New Jersey.....	33	79	327	87	34	55	2	1	608
New Mexico.....	14	13	1	9					37
New York.....	163	319	1,001	277	307	176½	8		2,249½
North Carolina.....	24	59	17	34	2				146
North Dakota.....	6	16	13	9					44
Ohio.....	116	127	324	169	61	100½		25	618½
Oklahoma.....	20	50	15	20		1			106
Oregon.....	7	19	42	15	4	3			90
Pennsylvania.....	33	178	649	154	71	36½	12½	1	1,190
Rhode Island.....	3	16	46½	5	14	4			82½
South Carolina.....	10	18	16	12					56
South Dakota.....	8	16	12	5					42
Tennessee.....	37	28	2	26					83
Texas.....	59	94	20	34		2			209
Vermont.....	5	17	5		2				29
Virginia.....		8	5						13
Washington.....	29	38	20	29	26				143
West Virginia.....	22	20	102½	30½	1	8½	2		166½
Wisconsin.....	24	44	4	9	5				86
Wyoming.....	25	53	131½	40	26	27½	10	2	345
Porto Rico.....		6		11					15
				16					22

TABLE 6.—Expenditures for instruction of exceptional children in State and private residential schools, and in special schools and classes in city-school systems, 1931 or 1932

State or outlying part	Residential schools	Special schools and classes in city-school systems	Total
1	2	3	4
Continental United States.....	\$9, 002, 802	\$12, 009, 073	\$20, 512, 875
Alabama.....	90, 577	34, 126	124, 703
Arizona.....	17, 616		17, 616
Arkansas.....	101, 000		101, 000
California.....	412, 267	543, 847	1, 256, 110
Colorado.....	124, 196		124, 196
Connecticut.....	100, 002	194, 340	294, 342
Delaware.....	9, 113		9, 113
District of Columbia.....	78, 656	112, 268	190, 924
Florida.....	78, 656		78, 656
Georgia.....	44, 847	66, 717	101, 564
Idaho.....	21, 210		21, 210
Illinois.....	276, 899	1, 444, 740	1, 721, 639
Indiana.....	140, 511	25, 678	176, 189
Iowa.....	157, 827	44, 501	202, 328
Kansas.....	92, 066	9, 264	101, 330
Kentucky.....	126, 702	14, 241	141, 043
Louisiana.....	86, 000		86, 000
Maine.....	21, 210	5, 220	26, 430
Maryland.....	164, 459	279, 727	444, 186
Massachusetts.....	394, 761	504, 694	949, 455
Michigan.....	261, 906	1, 228, 788	1, 490, 694
Minnesota.....	126, 946	457, 621	584, 567
Mississippi.....	80, 118		80, 118
Missouri.....	157, 170	272, 406	429, 576
Montana.....	62, 264		62, 264
Nebraska.....	73, 160	12, 764	85, 924
Nevada.....	2, 625		2, 625
New Hampshire.....	12, 825	8, 952	21, 777
New Jersey.....	409, 429	1, 068, 914	1, 478, 343
New Mexico.....	54, 081		54, 081
New York.....	217, 002	4, 412, 048	4, 629, 050
North Carolina.....	92, 263	2, 024	94, 287
North Dakota.....	51, 260		51, 260
Ohio.....	222, 780	1, 408, 533	1, 631, 313
Oklahoma.....	157, 157	41, 929	199, 086
Oregon.....	46, 630	86, 268	132, 898
Pennsylvania.....	440, 822	222, 777	663, 599
Rhode Island.....	86, 124	107, 806	193, 930
South Carolina.....	62, 962	7, 766	70, 728
South Dakota.....	28, 955		28, 955
Tennessee.....	212, 021		212, 021
Texas.....	179, 687	17, 268	196, 955
Utah.....	25, 000		25, 000
Vermont.....	27, 180		27, 180
Virginia.....	67, 008	12, 050	79, 058
Washington.....	64, 225	221, 240	285, 465
West Virginia.....	121, 473	26, 963	148, 436
Wisconsin.....	122, 400	369, 667	491, 067
Wyoming.....	14, 255		14, 255
Puerto Rico.....	11, 448		11, 448

EDUCATION OF EXCEPTIONAL CHILDREN

TABLE 7.—Number enrolled in special schools and classes for exceptional children in city school systems, 1931-32

State	Blind and partially seeing	Deaf and hard of hearing	Socially maladjusted (incurable or delinquent)	Mentally deficient	Delicate children	Crippled children	Speech defective	Mentally gifted	Total
1	2	3	4	5	6	7	8	9	10
Continental United States.....	4,308	4,434	14,354	75,099	24,030	16,166	22,735	1,534	162,000
Alabama.....		8	257	217				60	543
Arizona.....				13					13
Arkansas.....			36						36
California.....	185	233	2,861	2,036	1,273	1,808	2,177	548	12,808
Colorado.....				51					51
Connecticut.....	39		41	1,037	458	34			2,344
Delaware.....				139					139
District of Columbia.....			369	358	195	84			1,207
Florida.....				269					269
Georgia.....	21		119	490	48				678
Illinois.....	467	513	980	4,672	2,681	2,782	23		12,128
Indiana.....	16			1,110	357	37	23		1,544
Iowa.....	32	161		1,155	73	54		24	1,478
Kansas.....		23		294	183				480
Kentucky.....		13	48	423	39	322			845
Maine.....				87	46				133
Maryland.....	122	45	119	2,228	508	222			3,200
Massachusetts.....	193	399	175	3,965	464	290	2,796	69	8,314
Michigan.....	671	490	1,234	6,317	4,057	1,743	5,268	169	20,159
Minnesota.....	213	198	26	2,601	391	221	238		4,088
Missouri.....	9	116	791	1,503	1,039	521		101	4,000
Montana.....				110					110
Nebraska.....		16	26	306	110	18			478
New Hampshire.....				204					204
New Jersey.....	151	136	410	4,206	497	911	478	20	6,899
New York.....	1,760	571	954	15,537	6,671	2,164	2,061		22,628
North Carolina.....			54	192	47				293
North Dakota.....				46					46
Ohio.....	937	468	2,260	6,084	1,576	1,456		789	14,000
Oklahoma.....		17	20	271		26			306
Oregon.....	11	38	242	578	143	269			1,281
Pennsylvania.....	290	198	975	11,555	1,647	826	2,641	19	18,481
Rhode Island.....	33			688	275	81			1,077
South Carolina.....		95		184					279
South Dakota.....				116					116
Texas.....	6	42		150		28			226
Utah.....				28					28
Virginia.....	65	25	97	472	542				1,201
Washington.....	147	115	585	2,108	31	210	537		4,121
West Virginia.....		16		46					62
Wisconsin.....		248	264	1,525	555	612	2,206	22	4,583

TABLE 8.—Number of teachers of exceptional children in special schools and classes in city school systems, 1931-32

State	Blind	Partially seeing	Deaf and hard of hearing	Men- tally def- icient	Socially malad- justed (incor- rigible or delin- quent)	Del- icate chil- dren	Crip- pled chil- dren	Speech defec- tive	Men- tally gifted	Total
1	2	3	4	5	6	7	8	9	10	11
Continental United States	43	368	497	4,004	660	1,010	883	115	76	7,545
Alabama			1	13	3				3	20
Arizona				1						1
Arkansas				1			2			3
California	10	10	47	160	76	47	150	23	19	542
Colorado				3						3
Connecticut		2		108	2	23	2			135
Delaware				10						10
District of Columbia				33	18	9	8			68
Florida				13						13
Georgia	1	3		25	7	2				37
Illinois		43	63	242	52	100	124	2		627
Indiana		1		71		20	2		1	95
Iowa		3	10	45		3	3			74
Kansas			8	16		7				26
Kentucky			1	21	2	2	6			31
Maine				5		2				7
Maryland		7	4	101	8	16	18			154
Massachusetts		18	30	262	11	26	30	16	3	366
Michigan		53	54	206	55	149	90	37	6	741
Minnesota	9	12	20	175	2	18	18	2		267
Missouri		1	20	77	40	35	24		4	201
Montana				7						7
Nebraska			2	13	1	4				21
New Hampshire				13						13
New Jersey	5	8	22	257	20	34	55	2	7	413
New York	9	108	60	833	26	307	175	8		1,521
North Carolina				8	2	2				12
North Dakota				4						4
Ohio	4	75	52	265	128	51	100		25	730
Oklahoma			2	12	1		1			16
Oregon		1	4	35	9	4	3			56
Pennsylvania	1	17	19	581	49	71	26	12	1	768
Rhode Island		3		38		14	4			59
South Carolina			1	10						11
South Dakota				5						5
Texas	2		4	8			2			16
Utah						2				2
Virginia		8	3	21	3	25				57
Washington	2	7	13	95	13	1	8	2		143
West Virginia			2	3		5				10
Wisconsin			50	86	11	29	27	10	2	213

# EDUCATION OF EXCEPTIONAL CHILDREN

**TABLE 9.—Expenditures for principals' and teachers' salaries, textbooks, supplies, etc., for special schools and classes in city school system, 1951-52**

State	Blind and partially seeing	Deaf and hard of hearing	Mental-ly deficient	Socially maladjusted (Incorrigible or delinquent)	Delicate children	Crippled children	Speech defective	Mentally gifted	Total
1	2	3	4	5	6	7	8	9	10
Continental United States	\$231,708	\$1,053,167	\$3,467,772	\$1,030,841	\$2,245,804	\$1,948,965	\$309,064	\$15,692	\$13,909,073
Alabama		1,530	25,313	3,308				3,915	54,166
California	{ 21,444 20,087 1,955	95,145	270,761	123,951	88,082	166,351	56,396	1,630	643,847
Connecticut			154,817		34,908	2,600			194,340
District of Columbia			59,539	28,044	30,685				118,268
Georgia	{ 3,483 1,873 117,863 64,173		39,500	9,698	2,218				56,717
Illinois		189,646	485,312	163,539	251,527	321,247	4,639		1,446,740
Indiana	{ 2,009		17,338		13,227	1,832		1,495	38,578
Iowa		8,338	34,913		1,250				44,501
Kansas			9,254						9,254
Kentucky		1,713	3,850	3,328		1,450			14,341
Maine			3,236		3,106				8,330
Maryland	{ 10,832	11,929	168,261	9,694	36,674	42,837			279,727
Massachusetts	{ 23,458 33,123 76,451	74,237	376,721	21,532	26,334	16,797	40,624	6,090	584,634
Michigan		109,547	520,669	58,182	278,733	184,580	78,508		1,338,798
Minnesota	{ 25,362 17,187	87,103	314,650		32,941	37,215	3,174		667,621
Missouri	{ 2,327	38,383	77,604	93,037	89,488	71,566			372,405
Nebraska		2,601	16,163						18,764
New Hampshire			2,450				6,502		8,952
New Jersey	{ 27,340 13,938 1,797	58,315	680,306	54,529	94,196	189,593			1,069,914
New York	{ 324,719 26,904	20,000	1,984,567	197,294	1,024,600	643,274			4,412,048
North Carolina					2,024				2,024
Ohio	{ 51,009 4,555 114,393	119,850	529,180	233,911	127,204	228,731			1,408,833
Oklahoma	{ 9,154 2,574	3,686	25,426	1,832		1,841			41,939
Oregon		7,945	67,456		7,425	868			86,833
Pennsylvania	{ 1,708 1,948 6,189	4,023	178,345	11,128	17,753	4,269	6,583		222,777
Rhode Island			66,484		27,072	8,061			107,806
South Carolina		1,074	6,692						7,766
Texas	{ 2,378	4,754	7,614			2,662			17,206
Virginia			11,081		978				12,059
Washington	{ 18,945	24,660	181,391	5,364		1,400			231,840
West Virginia		4,202	4,898	20,555	9,628				38,983
Wisconsin		96,807	143,407		44,751	70,327	12,753	2,622	369,667

1 Partially seeing.

2 Blind.

3 Both blind and partially seeing.



TABLE 10.—Population of city, number of exceptional children enrolled in special schools and classes in city school system, and total enrollment in public day schools of city, 1931-32

## GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Total population (1930)	Exceptional children enrolled								Total	Total day-school enrollment
		Blind and partially seeing	Deaf and hard of hearing	Socially mal-adjusted (incorrigible or delinquent)	Mentally deficient	Delicate children	Crippled children	Speech defective	Mentally gifted		
1	2	3	4	5	6	7	8	9	10	11	12
Birmingham, Ala.	269,678		8	257	217				60	542	53,314
Long Beach, Calif.	142,032				37	14				68	29,144
Los Angeles, Calif.	1,257,690	143	214	2,610	2,268	552	1,297	2,144	533	9,761	300,144
Oakland, Calif.	284,063		40			26	65			131	54,244
San Diego, Calif.	147,995	12	11		17	90	47			177	28,044
San Francisco, Calif.	634,394		39	251	140	195	398			1,023	78,814
Bridgeport, Conn.	146,716				422		16			438	27,474
Hartford, Conn.	164,072				228	131				359	31,374
New Haven, Conn.	162,655	23		41	189	212	18			483	34,044
Wilmington, Del.	108,597				139					139	18,044
Washington, D.C.	486,869			360	568	195	84			1,207	90,844
Jacksonville, Fla.	129,549				269					269	34,044
Atlanta, Ga.	270,366	21		36	490	46				593	62,044
Chicago, Ill.	3,376,438	363	448	932	4,080	2,297	2,649			10,769	533,744
Peoria, Ill.	104,999		7			214	20			241	16,244
Evansville, Ind.	102,249				438	238				676	16,444
Fort Wayne, Ind.	114,946				285		14			299	17,844
South Bend, Ind.	104,193	16				119	23			158	18,544
Des Moines, Iowa	142,559	32	127		509	57	54			779	32,744
Kansas City, Kans.	121,857		6		118	41				165	25,044
Wichita, Kans.	111,110		11		81					92	23,044
Louisville, Ky.	307,745		13	48	278	39	257			635	40,044
Baltimore, Md.	804,874	122	45	119	2,338	503	358			3,485	124,044
Boston, Mass.	781,188		180		104		120	3,712		4,116	145,044
Cambridge, Mass.	113,643	23	67	64	151	212	43	84		644	16,044
Fall River, Mass.	115,274	28			452	45				525	16,044
Lowell, Mass.	100,234	12			115					127	15,344
Lynn, Mass.	102,320	11	24		280	34				349	16,744
New Bedford, Mass.	112,597	35	10		148	70	47			310	18,244
Somerville, Mass.	103,908	11			97					108	16,544
Springfield, Mass.	149,900	15	21		378					498	29,744
Detroit, Mich.	1,568,662	400	285	714	3,609	2,783	1,039	5,327		14,126	245,244
Flint, Mich.	156,492	30	19	63	278	249	90			729	35,544
Grand Rapids, Mich.	168,592	132	44	405	504	430	123			1,638	29,044
Duluth, Minn.	101,463	34	10		403	85	38			570	21,044
Minneapolis, Minn.	464,356	99	90		892	270	284			1,605	90,044
St. Paul, Minn.	271,606	49	34	26	542		39			690	41,244
Kansas City, Mo.	399,746	9	50	510	679	650	184			2,082	70,044
St. Louis, Mo.	821,960		66	281	622	379	337		101	1,786	102,344
Omaha, Nebr.	214,006			26	243		18			287	41,744
Camden, N.J.	118,700	3			139		17			159	22,044
Elizabeth, N.J.	114,589	12		15	28		11			66	19,044
Jersey City, N.J.	316,715	31		47	239	101	246			664	51,244
Newark, N.J.	442,337	61	306	196	1,818	108	372			2,161	83,044
Paterson, N.J.	138,513	44	20	24	295	90	42	478		993	27,044
Trenton, N.J.	123,356				535		35			573	21,044
Albany, N.Y.	127,412				177	234				411	18,244
Buffalo, N.Y.	573,076	76		42	1,972	122	212	3,981		6,405	92,244
New York, N.Y.	6,980,446	1,555	476	773	8,751	5,500	2,299			19,434	1,075,044
Rochester, N.Y.	328,132	23	21	125	1,165	275	155			1,804	55,244
Syracuse, N.Y.	209,326	50	15		108		131			304	29,244
Utica, N.Y.	101,740				116		89			205	18,044
Yonkers, N.Y.	134,646				300					300	25,044
Akron, Ohio	255,040	19	28	62	62	346	70			587	56,044
Canton, Ohio	104,906	17	25				26			78	20,044
Cincinnati, Ohio	451,100	116	41	208	1,049	145	331			1,890	62,044
Cleveland, Ohio	900,429	323	139	2,864	2,218	914	151		724	7,333	161,044
Columbus, Ohio	290,564	57	53		75		148			333	40,044
Dayton, Ohio	200,982	50	59	107			99		24	309	25,044
Toledo, Ohio	290,718	59	37		594	90	235			1,015	49,044
Youngstown, Ohio	170,002	35	26	9	427	37	55			589	34,044
Tulsa, Okla.	141,258		17	30	251		38			336	32,044
Portland, Oreg.	301,816	11	38	242	506	68	226			1,091	60,044
Erie, Pa.	115,967	14	23		308	49	55	219		698	21,044
Philadelphia, Pa.	1,950,961	173	147	811	8,663	944	611			11,349	305,044

TABLE 10.—Population of city, number of exceptional children enrolled in special schools and classes in city school system, and total enrollment in public day schools of city, 1931-32—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Total population (1930)	Exceptional children enrolled									Total day-school enrollment	
		Blind and partially seeing	Deaf and hard of hearing	Socially mal-adjusted (incorrigible or delinquent)	Mentally deficient	Delicate children	Crippled children	Speech defective	Mentally gifted	Total		
1	2	3	4	5	6	7	8	9	10	11	12	
Pittsburgh, Pa.	669,817					591	173	211	1,842		2,817	115,165
Reading, Pa.	111,171	38	19			145	43				245	19,782
Scranton, Pa.	143,433					171					171	27,151
Providence, R.I.	252,981	33				459	219	81			792	48,282
Dallas, Tex.	260,475					128					137	51,800
El Paso, Tex.	102,421	6	9			22					77	19,202
Fort Worth, Tex.	163,447		12					28			12	36,364
Norfolk, Va.	129,710	13	13				104				180	26,382
Richmond, Va.	182,929	40	12		97	353	438				940	35,179
Seattle, Wash.	365,583	117	50		688	1,163		254			2,272	68,661
Spokane, Wash.	115,514	14	24		169	145		56		397	805	21,767
Tacoma, Wash.	106,817	16	20		28	307	31		130		532	21,395
Milwaukee, Wis.	578,249		128		254	264	135	148			919	89,940
Total	33,244,890	4,636	3,448	13,638	55,538	20,486	14,083	18,314	1,442	131,585	5,664,900	

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION

Tucson, Ariz.	32,508					12					12	10,380
Little Rock, Ark.	81,679			36				19			55	16,271
Alameda, Calif.	35,033							19			19	7,443
Alhambra, Calif.	35,878							10			10	7,852
Berkeley, Calif.	82,109						73	28	413		514	15,543
Fresno, Calif.	52,513		9								9	14,775
Glendale, Calif.	62,736							56			56	16,055
Pasadena, Calif.	76,080		28		5	52		41	156		292	20,999
Sacramento, Calif.	93,750		17		149	39	24				229	20,881
Santa Barbara, Calif.	33,613					6					6	7,624
Santa Monica, Calif.	37,146				80	30					115	7,475
Stockton, Calif.	47,983						110	16	164	15	290	11,002
Fueblo, Colo. (District no. 1)	50,096					51					51	4,921
Meriden, Conn.	38,481					44	44				88	6,340
New Britain, Conn.	68,128	16				51	81				148	16,932
Norwalk, Conn.	36,019					40					40	6,413
Norwich, Conn.	32,438					25					25	4,828
Stanford, Conn.	56,765					109					109	11,992
Waterbury, Conn.	99,902					93	25				118	18,297
Columbus, Ga.	43,131			83							83	10,375
Bloomington, Ill.	30,930					31					31	5,094
Decatur, Ill.	66,602					64					64	6,670
Danville, Ill.	36,765					64	27				91	8,613
Decatur, Ill.	57,510		5				50	21			76	11,646
East St. Louis, Ill.	82,184										76	11,646
Egin, Ill.	35,929	14	8			33			33		33	14,772
Ivanston, Ill. (District no. 75)	63,338	10	8								55	5,908
Joliet, Ill.	42,983	21		33			55				18	5,289
Jaywood, Ill.	26,570					85					109	7,822
Jefferson Park, Ill.	32,236			16							100	4,666
Joliet, Ill.	63,982					15					25	5,878
Oak Park, Ill.	63,982		10			31					31	6,496
Rockford, Ill.	85,864	28	27			177	18	27			277	17,020
Rock Island, Ill.	37,953	19						14			33	6,196
Springfield, Ill.	71,864	12						20			32	13,241
East Chicago, Ind.	54,784					192					192	10,502
Marion Rapids, Iowa	56,097					43					43	10,231
Waverly, Iowa	60,751		18			124					142	10,025
Waverly, Iowa	41,679					82					82	4,299
Waverly, Iowa	79,183		16			190					206	17,817
Waverly, Iowa: East side						49					49	4,546
Waverly, Iowa: West side	44,191					34					34	4,771

TABLE 10.—Population of city, number of exceptional children enrolled in special schools and classes in city school system, and total enrollment in public day schools of city, 1931-32—Continued

## GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION—Continued

City	Total population (1930)	Exceptional children enrolled									Total	Total day-school enrollment
		Blind and partially seeing	Deaf and hard of hearing	Socially mal-adjusted (Incorrigible or delinquent)	Mentally deficient	Delicate children	Crippled children	Speech defective	Mentally gifted	Total		
1	2	3	4	5	6	7	8	9	10	11	12	
Topeka, Kans.	64,120		6		95	81				182	13,249	
Covington, Ky.	65,252				47					47	7,829	
Lexington, Ky.	45,736				84		65			149	8,962	
Portland, Maine	70,810				73	48				121	12,849	
Cumberland, Md.	37,747						14			14	6,927	
Hagerstown, Md.	30,861						10			10	6,469	
Arlington, Mass.	36,094			7	130					137	6,447	
Brookline, Mass.	47,490				27					27	6,542	
Chilcopee, Mass.	43,930				122					122	7,527	
Everett, Mass.	48,424	12	51							63	9,611	
Fitchburg, Mass.	40,692				25					25	5,401	
Holyoke, Mass.	56,537	11			126	19	16			172	8,014	
Malden, Mass.	58,036						15			15	9,421	
Medford, Mass.	59,714	12			113					125	11,831	
Newton, Mass.	65,276	12			108		12			132	12,231	
Quincy, Mass.	71,993				130					130	15,111	
Revere, Mass.	35,680						7			7	8,111	
Salem, Mass.	43,353				98					98	6,111	
Taunton, Mass.	37,355				85					85	6,811	
Waltham, Mass.	39,247		46		174					220	6,011	
Watertown, Mass.	34,913				58					58	6,541	
Battle Creek, Mich.	43,573	12	20	19	192	84	71	14	26	438	9,911	
Bay City, Mich.	47,355		9		120	45	27			201	8,511	
Dearborn, Mich.												
City district					31					31	2,011	
Fordson district	50,358	16	13		13		88			130	9,911	
Hamtramck, Mich.	56,268			126		71	76			272	11,411	
Highland Park, Mich.	52,959	14			109	83	18			224	10,821	
Jackson, Mich.	55,187	17	23		326	45	26		163	600	11,211	
Kalamazoo, Mich.	64,786		7	7	158	23				195	11,091	
Lansing, Mich.	78,397		14		153	97	44	17		325	16,161	
Muskegon, Mich.	41,390	13	10		151	68	17			289	10,491	
Pontiac, Mich.	64,928				132		20			152	13,151	
Port Huron, Mich.	31,361				28		11			39	7,111	
Saginaw, Mich.	80,715	17	12		130	19	23			201	13,641	
St. Joseph, Mo.	80,935				104					104	14,771	
Springfield, Mo.	57,527				97					97	10,911	
Butte, Mont.	39,532				51					51	7,511	
Lincoln, Nebr.	75,933		16		63	110				189	17,711	
Manchester, N.H.	76,834				52					52	10,441	
Nashua, N.H.	31,463				87					87	4,611	
Atlantic City, N.J.	66,198			61	123		13			197	12,351	
Bayonne, N.J.	86,979		10		109	35	32			186	18,071	
Bloomfield, N.J.	38,077					69				69	7,541	
East Orange, N.J.	68,020				34					34	10,161	
Hoboken, N.J.	59,261			32	94		24			150	9,511	
Irvington, N.J.	66,733					40				40	10,051	
Kearny, N.J.	40,716				24					24	7,911	
Montclair, N.J.	42,017				115		7			122	7,711	
New Brunswick, N.J.	34,555				53					53	7,011	
North Bergen, N.J.	40,714				13					13	6,911	
Orange, N.J.	35,399				61	39	96			196	7,011	
Parsaic, N.J.	62,959				124					124	13,111	
Perth Amboy, N.J.	43,516				37					37	8,611	
Plainfield, N.J.	34,422				107					107	7,311	
Union City, N.J.	58,659				83					83	10,911	
West New York, N.J.	37,107				41					41	7,711	
Amsterdam, N.Y.	34,817				55	33				88	7,911	
Auburn, N.Y.	36,652				64					64	5,511	
Binghamton, N.Y.	76,662	23			200	75	121			479	15,611	
Elmira, N.Y.	47,397				97					97	8,711	
Jamestown, N.Y.	45,155	10			123					133	9,311	
New Rochelle, N.Y.	54,000				36	65	16			117	10,111	
Niagara Falls, N.Y.	75,400				355	74	14			443	17,011	
Poughkeepsie, N.Y.	40,288				153	63				216	6,611	

TABLE 10.—Population of city, number of exceptional children enrolled in special schools and classes in city school system, and total enrollment in public day schools of city, 1931-32—Continued

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION—Continued

City	Total population (1930)	Exceptional children enrolled									Total day-school enrollment
		Blind and partially seeing	Deaf and hard of hearing	Socially mal-adjusted (incorrigible or delinquent)	Mentally deficient	Delicate children	Crippled children	Speech defective	Mentally gifted	Total	
1	2	3	4	5	6	7	8	9	10	11	12
Rome, N.Y.	32,338				50					50	6,091
Schenectady, N.Y.	95,692	13	11		265		20			309	18,522
Troy, N.Y.:											
Lansingburg district	72,763				36					36	2,244
Union district					36	30				66	6,881
Watertown, N.Y.	32,206				60					60	6,488
White Plains, N.Y.	35,830		40		75					115	7,643
Asheville, N.C.	50,193				16					16	9,266
Charlotte, N.C.	82,675			54	176	47				277	17,138
Cleveland Heights, Ohio	50,945	30			34					64	9,851
East Cleveland, Ohio	39,667	4	4		25		5			38	6,695
Hamilton, Ohio	52,176	22	9		14		16			61	7,915
Lakewood, Ohio	70,509				141					141	11,058
Lima, Ohio	42,287	28			143		7		41	178	7,786
Lorain, Ohio	44,512	10			69		13			92	8,929
Mansfield, Ohio	33,525	13	9		87		23			132	5,907
Marion, Ohio	31,084				15		20			35	6,202
Newark, Ohio	30,606						11			11	5,638
Norwood, Ohio	33,411				13					13	3,903
Portsmouth, Ohio	42,560	16				35				51	9,318
Springfield, Ohio	68,743	34	10		93		45			182	12,487
Staubenville, Ohio	35,422				63		15			78	6,589
Warren, Ohio	41,062	10	11		214		23			258	9,363
Zanesville, Ohio	36,440						15			15	6,965
Muskogee, Okla.	32,026				20					20	6,554
Allentown, Pa.	92,563				213	43				256	16,585
Bethlehem, Pa.	57,892				48					48	11,036
Chester, Pa.	59,164				144					144	11,437
Easton, Pa.	34,468							88		88	6,944
Harrisburg, Pa.	80,339			63	86	54				203	15,392
Hazlet, Pa.	36,765					22				22	8,333
Johnstown, Pa.	66,993	14			47					61	13,577
Lancaster, Pa.	59,949				111					111	10,559
Lower Merion, Pa.	35,166				14					14	4,985
McKeesport, Pa.	54,632				36					36	11,247
Upper Darby, Pa.	46,626	21	27	11	7	65	9	83	19	242	7,199
Williamsport, Pa.	45,729				49					49	9,031
York, Pa.	55,254			26	58					84	10,441
Wanston, R.I.	42,911				39					39	9,343
Pawtucket, R.I.	77,149					56				56	12,470
Charleston, S.C.	62,265		95		106					200	11,033
Proden, Utah	40,272					28				28	10,696
ynchburg, Va.	40,661				63					63	9,112
ewport News, Va.	34,417				16					16	7,568
rtsmouth, Va.	45,704				40					40	9,396
lanoke, Va.	69,206	12								12	15,467
illingham, Wash.	30,823				143					143	6,601
verett, Wash.	30,537		21		142					163	7,221
untington, W.Va.	75,572		16			29				45	14,259
heeling, W.Va.:											
City dist.					46	45				91	6,916
Triadelphia dist.	61,659					24				24	3,751
reen Bay, Wis.	37,415		23		40	57				120	6,509
nosha, Wis.	50,262				79	54	46			179	10,244
rosses, Wis.	39,614		14		78	23	26	227		368	6,497
adison, Wis.	57,899		22		106	154	253			535	11,310
hkosha, Wis.	40,108		13		52	69		350		484	8,631
aine, Wis.	67,542		6		62	27				95	13,197
oboygan, Wis.	39,251		12		68	20	28			123	6,932
erior, Wis.	36,113		15		73			268		346	7,342
est Allis, Wis.	34,671				53		37			90	7,275
<b>Total</b>	<b>8,276,173</b>	<b>516</b>	<b>751</b>	<b>573</b>	<b>11,221</b>	<b>2,778</b>	<b>1,785</b>	<b>1,608</b>	<b>264</b>	<b>19,691</b>	<b>1,565,773</b>

TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32  
A.—BLIND AND PARTIALLY SEEING

GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930

City	Cities reporting special super-vision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
Los Angeles, Calif.	✓	9	4	5	6	7	8	9	10	11	12
San Diego, Calif.	✓	10	55	40	16,919	91	7	7	\$20,447	9097	626
New Haven, Conn.	✓	1	26	23	7,736	42	1	1	19,461		
Atlanta, Ga.	✓	1	6	6	1,634	9	2	2			
Chicago, Ill.	✓	2	11	11	3,687	21	4	4	3,433		
South Bend, Ind.	✓	1	2	4	3,665	20	34	34	1,873		
Des Moines, Iowa	✓	34	199	104	64,326	320	1	1	58,061	81,903	4,209
Baltimore, Md.	✓	174	11	5	3,283	16	7	7	10,331		501
Cambridge, Mass.	✓	7	17,196	66	17,196	91	1	1	3,008		12
Fall River, Mass.	✓	2	3,507	8	4,751	26	2	2	1,366		
Lowell, Mass.	✓	1	1,780	5	1,972	10	1	1	2,050		
Lynn, Mass.	✓	1	1,765	6	1,765	10	1	1	2,010		
New Bedford, Mass.	✓	2	15	20	5,626	30	1	1	71,542	2	20
Somerville, Mass.	✓	1	6	5	2,261	12	1	1	2,050	18	95
Springfield, Mass.	✓	1	10	5	62,127	351	23	23	71,542	37	100
Detroit, Mich.	✓	33	400	17	82,127	351	1	1	2,050	557	1,273
Flint, Mich.	✓	2	15	15	21,732	115	114	114	20,298	46	114
Grand Rapids, Mich.	✓	10	69	63	21,732	115	8	8	7,075		82
Duluth, Minn.	✓	3	17	17	16,901	90	9	9	19,740		1,574
Minneapolis, Minn.	✓	10	59	40	8,104	44	3	3	7,470		782
St. Paul, Minn.	✓	6	30	19	1,933	8	1	1	2,273	51	3
Kansas City, Mo.	✓	1	9	2	1,933	11	1	1	2,150	216	1,553
Camden, N.J.	✓	1	8	4	3,258	9	1	1	1,600	59	138
Elizabeth, N.J.	✓	1	8	12	3,258	18	1	1	2,662		47
Jersey City, N.J.	✓	1	8	5	1,623	9	1	1	3,062		48

EDUCATION OF EXCEPTIONAL CHILDREN

Paterson, N. J.	P.S.	3	2	8	0	2,223	13	2	10,400	4	304
Buffalo, N. Y.	B.	2	21	7	11	5,070	27	1	10,480	4	4,691
New York, N. Y.	P.S.	1	5	5	40	1,934	11	5	9,380	4	
Rochester, N. Y.	P.S.	86	671	36	817	12,213	64	5	310,951	4	
Syracuse, N. Y.	B.	0	31	17	16	267,164	1,454	88	26,904	4	
Akron, Ohio	P.S.	5	50	13	6	5,617	30	2	5,937	4	13
Canton, Ohio	P.S.	2	13	14	6	2,637	44	6	1,978	4	
Channahon, Ohio	B.	1	14	3	3	2,893	17	1	2,195	4	283
Cleveland, Ohio	B-P.S.	0	57	14	69	19,906	16	7	22,863	4	1,489
Columbus, Ohio	B-P.S.	32	143	190	143	51,732	107	17	77,064	4	12,987
Dayton, Ohio	P.S.	3	30	27	27	5,588	283	3	6,300	4	331
Tellico, Ohio	P.S.	3	31	19	22	7,788	34	3	5,947	4	250
Youngstown, Ohio	B	6	32	32	22	9,334	44	5	10,253	4	2,780
Portland, Oreg.	B	1	4	4	1	696	56	5	2,832	4	423
Fortland, Oreg.	B	2	9	4	6	2,456	4	1	4,969	4	803
Erie, Pa.	B	1	16	9	4	1,786	14	3	2,563	4	11
Philadelphia, Pa.	P.S.	1	9	7	2	2,044	10	1	1,500	4	124
Reading, Pa.	P.S.	1	7	7	7	2,222	11	1		4	
Providence, R.I.	P.S.	13	86	19	87	26,319	12	13		4	
El Paso, Tex.	P.S.	2	19	19	19	5,642	140	1		4	
Norfolk, Va.	B	3	21	12	12	7,171	29	1		4	
Richmond, Va.	B	2	4	4	4	1,089	39	3	5,971	4	218
Seattle, Wash.	P.S.	1	6	8	8	5,807	6	6	2,316	4	63
Spokane, Wash.	P.S.	3	15	15	25	20,016	34	3	16,770	4	
Tacoma, Wash.	P.S.	6	70	47	47	2,117	107	3	2,175	4	
	B	1	8	8	8	1,456	12	1		4	
	B	2	8	8	8		8	2		4	

GROUP II.—CITIES OF 20,000 TO 99,999 POPULATION IN 1930

New Britain, Conn.	P.S.	1	10	6	6	2,335	13		\$1,740	883	\$132
Elgin, Ill.	P.S.	1	5	9	3	2,233	12		1,800		
Evanston, Ill. (District no. 75)	P.S.	1	7	3	3				1,700		1,197
Joliet, Ill.	P.S.	2	11	10	10	3,454	19		4,000	271	264
Rockford, Ill.	P.S.	2	17	11	11	5,218	28		3,183	198	46
Rock Island, Ill.	P.S.	2	8	11	11	2,759	16		3,150		360
Springfield, Ill.	P.S.	1	8	4	4	1,987	11		1,550		94

The following additional cities report special schools or classes for blind and partially seeing children, but give no data on enrollment: Long Beach, Calif.; Denver, Colo.; Aurora, Ill.; East Chicago, Ind.; Gary, Ind.; Indianapolis, Ind.; New Orleans, La.; Boston, Mass.; Chelsea, Mass.; Salem, Mass.; St. Louis, Mo.; Newburgh, N. Y.; Stenbenville, Ohio; McKees Rocks, Pa.; Westchester, Pa.; Duryea, Pa.; Huntingdon, Pa.; Chattanooga, Tenn.

\* Blind.  
 \* Both blind and partially seeing.  
 \* Includes both boys and girls.



TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued

A.—BLIND AND PARTIALLY SEEING—Continued

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930—Continued

City	Cities reporting special super-vision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Everett, Mass. . . . .		1	6	6	1,830	10			\$1,791	\$15	\$28
Holyoke, Mass. . . . .		1	6	6	2,067	11			1,947		5
Medford, Mass. . . . .		1	5	7	1,947	11		1	1,740	89	138
Newton, Mass. . . . .		1	6	6	1,779	10		1	1,683		27
Battle Creek, Mich. . . . .		1 1/2	6	6	2,138	12		1	2,360		
Dearborn, Mich. (Fordson district) . . . . .		1	7	9	2,765	14		1	1,900	29	104
Highland Park, Mich. . . . .		1	6	6	2,498	14		2	2,623		197
Jackson, Mich. . . . .		1	17	10	2,148	11		1	1,440	36	165
Marquette, Mich. . . . .		1	13	18	3,070	16		1	2,150		26
Saginaw, Mich. . . . .		1	7	10	2,963	16			3,756		26
Binghamton, N.Y. . . . .		2	5	18	1,683	9	1		1,688		
Jamestown, N.Y. . . . .		1	4	6	2,031	11		1	2,175		
Schenectady, N.Y. . . . .		1	6	8	5,007	27		2	2,936		
Cleveland Heights, Ohio . . . . .		2	17	13							
East Cleveland, Ohio . . . . .		(*)	3	1							
Hamilton, Ohio . . . . .		2	11	11	4,390	24					
Lima, Ohio . . . . .		1	9	7	2,129	14					
Lerna, Ohio . . . . .		1	6	6	1,777	12			1,200		47
Mansfield, Ohio . . . . .		1	7	3	2,006	11		1			
Persimmon, Ohio . . . . .		1	9	4							
Springdale, Ohio . . . . .		3	8	8	2,035	12		1	1,641		
Warren, Ohio . . . . .		1	18	16	5,389	29		3	4,860	43	27
Johnstown, Pa. . . . .		1	7	3	1,655	9		1	1,329		176
Upper Darby, Pa. . . . .		1	7	7	2,449	13			1,900	1	87
Roanoke, Va. . . . .		1	11	10	1,905	10		1			

GROUP III.—CITIES OF 10,000 TO 25,000 POPULATION IN 1930

Frammingham, Mass.	P.S.	1	9	2	1,870	11			\$1,700	4
Ferrisburgh, Mich.	P.S.	1	6	5	1,853	8			2,200	1
Fibbing, Minn.	P.S.	1	6	3	1,896	9			2,200	1
St. Cloud, Minn.	P.S.	1	4	7					1,686	
Arlance, Ohio	P.S.	1	10	1					1,467	1153
Ashabehn, Ohio	P.S.	1	6	9	2,869	13			1,860	889
Campbell, Ohio	P.S.	1	5	9	1,670	9				641
Fremont, Ohio	P.S.	1	3	8	1,812	10			1,931	299
Middletown, Ohio	P.S.	1	8	6	2,370	13			1,630	142
Sandusky, Ohio	P.S.	1	13	11	3,447	19			1,750	43
Kenia, Ohio	P.S.	1	11	4	2,473	14				
	P.S.	1	4	1						

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930

Chisholm, Minn.	P.S.	1	4	5					\$1,400	1	9438
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B.—DEAF AND HARD-OF-HEARING<sup>1</sup>

GROUP I.—CITIES OF 100,000 POPULATION OR MORE IN 1930

Birmingham, Ala.	✓	1	3	5	1,188	7			81,530	1	
Los Angeles, Calif.	✓	26	110	104	24,378	190			53,655	42	81,473
Oakland, Calif.	✓	5	20	20	7,262	33			11,204		81,687
San Diego, Calif.	✓	1	6	5	1,416	8				1	
San Francisco, Calif.	✓	6	18	21	7,265	34			16,125		903
Chicago, Ill.	✓	57	232	216	42,232	217	1		126,610	57	608
Peoria, Ill.	✓	1	4	3	1,000	6			1,606	1	819
Des Moines, Iowa	✓	1	127	4	700	4					
Kansas City, Kans.	✓	1	2	6	1,712	10				1	
Wichita, Kans.	✓	1	5	7	1,648	9					
Louisville, Ky.	✓	1	6	7	1,648	9			1,604	1	19
Baltimore, Md.	✓	4	21	24	7,334	30			11,779	4	160
Boston, Mass.	✓	98	98	82	30,768	169			58,532	221	3,190
Cambridge, Mass.	✓	21	57	30							

<sup>1</sup> Includes both boys and girls.

<sup>2</sup> Same 2 teachers for all types of exceptional children.

<sup>3</sup> The following additional cities report special schools or classes for deaf and hard-of-hearing children: Berkeley, Calif., Glendale, Calif., Long Beach, Calif., Santa Barbara, Calif., South Pasadena, Calif., South San Francisco, Calif., Denver, Colo., Gary, Ind., Dubuque, Iowa, Fall River, Mass., Newton, Mass., Somerville, Mass., Great Falls, Mont., Jersey City, N.J., Montclair, N.J., Lima, Ohio, New Philadelphia, Ohio, Sebring, Ohio, Carnegie, Pa., Duryea, Pa., Easton, Pa., McKees Rocks, Pa., Norristown, Pa., Old Forge, Pa., Rochester, Pa., Beaumont, Tex., Salt Lake City, Utah, Kenosha, Wis.

<sup>4</sup> 282 additional pupils who are hard of hearing are included in general elementary enrollment.



TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued  
 B.—DEAF AND HARD-OF-HEARING—Continued

GROUP I.—CITIES OF 100,000 POPULATION OR MORE IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
Lynn, Mass.	2	3	4	5	6	7	8	9	10	11	12
New Bedford, Mass.		2	18	6	3,516	20		1	\$3,040		384
Springfield, Mass.		2	8	7	2,092	11		1	3,282	\$186	66
Detroit, Mich.		2	12	9	3,478	19		1	3,534	74	199
Ft. Worth, Tex.		35	285		45,312	266	1	1	73,962	216	1,720
Grand Rapids, Mich.		2	6	13	4,513	24		2	2,918		289
Duluth, Minn.		4	26	18	6,828	36		4	6,416		66
Minneapolis, Minn.		1	2	8				1	1,500		21
St. Paul, Minn.		9	64	36	14,002	80		1	16,660		746
Kansas City, Mo.		2	20	14	6,785	31			6,810		335
St. Louis, Mo.		7	29	21	8,213	43		1	15,048	171	139
Newark, N.J.		13	33	34	11,842	62		1	22,826	184	108
Paterson, N.J.		18	68	36	17,177	91			52,264	268	1,066
New York, N.Y.		2	11	9	3,668	19		2	4,562	77	1,109
Rochester, N.Y.		53	264	222	78,636	427	1	44	197,177		1,613
Syracuse, N.Y.		2	12	9	4,111	22		2	4,585		
Akron, Ohio		2	16	14	2,565	14		2			
Canton, Ohio		2	6	19	2,966	25		3	4,990		
Cincinnati, Ohio		2	19	6	4,268	24			3,346		
Cleveland, Ohio		6	23	36	6,262	36			21,946	10	484
Columbus, Ohio		17	77	62	22,715	124	1	1	48,678		3,945
Dayton, Ohio		3	58	49	9,062	49		1	8,670	67	265
Toledo, Ohio		6	34	28	9,381	58			9,384	75	365
Youngstown, Ohio		4	18	21	5,661	34	1	1	8,709	36	248
Tulsa, Okla.		1	16	10	4,388	24			2,171		
Portland, Ore.		2	11	6	2,478	14		1	2,668		
Richmond, Va.		4	24	14	6,670	34			7,860		65
Richmond, Va.		2	9	14	3,518	18			3,943	31	49
Philadelphia, Pa.		13	78	69	21,847	117	1				
Reading, Pa.		6	13	6	2,896	15					
Wilmington, Del.		1	4	3	1,278	7		1	2,073	6	

EDUCATION OF EXCEPTIONAL CHILDREN

Norfolk, Va.	1	1	1	3	1,999	15	11	3,870	312	26
Richmond, Va.	1	1	1	3	1,999	11	11	3,870	6	216
Seattle, Wash.	2	2	2	6	1,863	10	10	1,863	1	26
Spokane, Wash.	6	6	6	21	9,016	48	48	13,028	3	36
Takoma, Wash.	3	3	3	12	3,961	22	22	6,000	1	26
Milwaukee, Wis.	2	2	2	9	2,444	11	11	1,853	3	36
	17	17	17	66	21,470	113	113	26,863	1	216

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930

Fresno, Calif.	1	1	1	5	1,449	8	8	1,080	8	113
Pasadena, Calif.	4	4	4	25	5,640	32	32	4,080	26	53
Sacramento, Calif.	2	2	2	13	2,950	17	17	1,516	27	113
Decatur, Ill.	1	1	1	2	718	4	4	1,000	9	9
Elgin, Ill.	1	1	1	5	1,437	6	6	1,796	20	20
Evansville, Ill. (District no. 76)	1	1	1	2	4,568	24	24	3,183	46	46
Moline, Ill.	1	1	1	6	2,783	14	14	5,000	18	18
Rockford, Ill.	1	1	1	4	1,437	8	8	2,380	18	18
Davenport, Iowa	2	2	2	14	4,568	24	24	1,080	8	8
Sioux City, Iowa	3	3	3	13	2,783	14	14	1,796	20	20
Topeka, Kans.	2	2	2	4	1,437	8	8	1,080	8	8
Everett, Mass.	1	1	1	2	1,437	4	4	1,080	8	8
Walworth, Mass.	1	1	1	20	1,437	21	21	1,080	8	8
Battle Creek, Mich.	1	1	1	20	1,437	21	21	1,080	8	8
Bay City, Mich.	1	1	1	13	1,437	8	8	1,080	8	8
Dearborn, Mich. (Fordson district)	1	1	1	13	1,437	8	8	1,080	8	8
Jackson, Mich.	1	1	1	8	1,437	7	7	1,080	8	8
Kalamazoo, Mich.	2	2	2	23	1,437	11	11	1,080	8	8
Lansing, Mich.	1	1	1	7	1,437	7	7	1,080	8	8
Muskogean, Mich.	1	1	1	7	1,437	7	7	1,080	8	8
Baginaw, Mich.	1	1	1	10	1,437	7	7	1,080	8	8
Lincoln, Neb.	1	1	1	5	1,437	7	7	1,080	8	8
Bayonne, N.J.	2	2	2	13	1,437	8	8	1,080	8	8
Schenectady, N.Y.	2	2	2	4	1,437	6	6	1,080	8	8
White Plains, N.Y.	1	1	1	3	1,437	8	8	1,080	8	8
East Cleveland, Ohio	1	1	1	40	1,437	10	10	1,080	8	8
Hamilton, Ohio	1	1	1	2	1,437	2	2	1,080	8	8
Mansfield, Ohio	1	1	1	4	1,437	5	5	1,080	8	8
Springfield, Ohio	1	1	1	6	1,437	6	6	1,080	8	8
Warren, Ohio	1	1	1	2	1,437	8	8	1,080	8	8
Upper Darby, Pa.	2	2	2	6	1,437	8	8	1,080	8	8
Charleston, S.C.	1	1	1	19	1,437	8	8	1,080	8	8
Everett, Wash.	1	1	1	96	1,437	10	10	1,080	8	8
Huntington, W. Va.	2	2	2	11	1,437	7	7	1,080	8	8

† Includes both boys and girls.  
 ‡ \$12,662 additional salaries for teachers of lip-reading.  
 †† Half-day only; also instructs speech defectives.  
 ‡‡ Special instruction discontinued at end of first term.  
 ††† Same teacher for all.  
 †††† Includes instruction of speech defectives.

TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued

B.—DEAF AND HARD-OF-HEARING—Continued  
 GROUP II.—CITIES OF 30,000 TO 50,000 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendances		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
Green Bay, Wis.	3	3	4	5	6	7	5	9	19	11	33
La Crosse, Wis.	✓	4	14	9	4,008	22	1		\$9,435		\$18
Madison, Wis.	✓	3	6	5	2,264	12			2,400		699
Oshkosh, Wis.		3	12	10	3,473	20		3	5,280		65
Racine, Wis.		2	8	6	2,400	12			3,718		22
Sheboygan, Wis.		2	2	4	1,561	8			2,413		33
Superior, Wis.		2	3	10	2,052	11			2,000		15
		2	6	9	2,652	14			5,105		71

GROUP III.—CITIES OF 10,000 TO 20,000 POPULATION IN 1930

Eureka, Calif.		1	4	4	1,094	6		1	\$2,000		\$350
Ferris, Mich.		1	6	5	1,870	11		1			
Ironwood, Mich.		1	6	3	1,855	8			2,150		102
Traverse City, Mich.		1	6	2	1,110	6			2,300		
Ypsilanti, Mich.	✓	6	5	1	913	5		1	2,000		
Rochester, Minn.		6	29	21	8,667	43		1	2,863	330	25
St. Cloud, Minn.		1	6	3					1,805		811
Virginia, Minn.		1	5	0	912	6		1	1,650		66
Gloversville, N. Y.		1	2	6	1,195	6		1	2,400	15	23
Elyria, Ohio		1	6	2	1,690	9		1	1,900	25	
Sandusky, Ohio		1	4	4	1,321	8		1	2,050		4
Appleton, Wis.		1	7	2	1,265	8			2,000		
St. Charles, Wis.		4	10	12	2,365	19			3,047		91
Fond du Lac, Wis.	✓	4	4	5	1,367	7		1	1,723		
Manitowish, Wis.	✓	1	2	4	1,065	5		1	1,300		
Marinette, Wis.	✓	1	5	3	1,266	7		1	1,600		
Stevens Point, Wis.		1	5	0				2	2,350		450
Wausau, Wis.		2	12	4	2,255	12		2	2,065	5	1,025

C.—MENTALLY DEFICIENT<sup>14</sup>  
 GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930

	13	147	70	31,500	178	13	\$1,800	\$1,500
Orange Calif.	1	147	70	31,500	178	13	\$1,800	\$1,500
Huntingdon, Pa.	1	37	4	4	5	1		
Antigo, Wis.	2	1,371	2	2,417	13	1	3,475	265
New London, Wis.	1	17	4	1,032	6	1	1,360	630
Wisconsin Rapids, Wis.	1	164	7	981	8	1	1,360	266
	1	278	4					
	1	84	4					
	1	76	4					
	1	83	7					
	1	341	7					
Birmingham, Ala.	13	147	70	31,500	178	13	\$26,313	\$447
Long Beach, Calif.	244	37	897	383,687	2,078	27	4,690	10,938
Los Angeles, Calif.	137	17	1	2,089	121	2	194,025	
San Diego, Calif.	2	16	26	23,646				
San Francisco, Calif.	5	104	147	14,141			22,928	528
Bridgport, Conn.	22	278	144	14,141	79	23	81,010	2,451
Hartford, Conn.	9	84	113	31,092	174	1	16,082	685
New Haven, Conn.	31	76	48	76,719	428	21	68,460	1,130
Wilmington, Del.	10	83	227	62,336				
Washington, D.C.	23	168	101	780,771	348		30,500	
Jacksonville, Fla.	25	310	180	67,986	2,860	208	427,981	11,416
Atlanta, Ga.	208	2,964	1,218	144	129	1		
Chicago, Ill.	21	170	115	78,965	448	18		
Fort Wayne, Ind.	5	41	40	18,625	98	6		
Des Moines, Iowa	16	208	70	12,502	76	8	9,264	
Kansas City, Kans.	101	1,641	697	315,001	1,658	100	161,784	5,064
Wichita, Kans.	16	91	60	20,798	124	12		
Louisville, Ky.	9	85	171	68,019	305		25,668	
Baltimore, Md.	22	196	84	47,712	268	7	44,963	1,610
Cambridge, Mass.	10	98	60	20,625	110	9	16,708	260
Fall River, Mass.	8	57	40	14,587	63	8	11,902	159
Lowell, Mass.	10	254	124	61,620	341	19	44,004	2,746
Lynn, Mass.	147	3,608	575	290	3,250	6	380,510	8,204
New Bedford, Mass.	14	108	110	46,423	248			
Scarsdale, Mass.								
Springfield, Mass.								
Detroit, Mich.								
Flint, Mich.								

<sup>14</sup> Includes both boys and girls.

<sup>15</sup> The following additional cities report special schools or classes for mentally deficient children but give no data on enrollment: Denver, Colo., East Hartford, Conn., New London, Conn., Peoria, Ill., Richmond, Ind., Marshalltown, Iowa, Ottumwa, Iowa, Kingman, Kans., Boston, Mass., Chelsea, Mass., Malden, Mass., Milford, Mass., Northampton, Mass., Pittsfield, Mass., Westfield, Mass., Wyandotte, Mich., Little Falls, Minn., Lyndhurst, N.J., Millville, N.J., North Plainfield, N.J., Newburgh, N.Y., Scarsdale, N.Y., Brantwood, Pa., Duryea, Pa., Hanover, Pa., Wilkes-Barre, Pa., Amarillo, Tex., Salt Lake City, Utah, Norfolk, Va., Charleston, W.Va., Shorewood, Wis.

TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued

C.—MENTALLY DEFICIENT—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Average daily	Average			Salaries for principals and teachers	Test-books	Supplies, school libraries, and other expenses
Grand Rapids, Mich.	✓	28	314	190	80,294	426	1	17	840,026	11	8,667
Duluth, Minn.	✓	26	240	163	142,109	758	1	28	42,782	11	1,180
Minneapolis, Minn.	✓	58	590	322	91,205	693	1	40	116,809	11	8,122
St. Paul, Minn.	✓	374	280	203	401,107	698	1	14	68,846	11	1,717
Kansas City, Mo.	✓	28	401	278	108,857	540	1	10	65,546	11	1,673
St. Louis, Mo.	✓	30	430	193	33,216	182	1	10	18,049	11	1,114
Omaha, Neb.	✓	10	187	60	23,991	180	1	3	21,000	11	777
Camden, N.J.	✓	10	111	28	4,898	26	1	15	4,804	11	240
Elizabeth, N.J.	✓	3	19	9	28,066	210	1	3	213,746	11	6,865
Jersey City, N.J.	✓	15	174	65	234,844	1,242	1	13	68,416	11	2,402
Newark, N.J.	✓	81	830	470	82,242	1,178	1	11	60,334	11	3,177
Paterson, N.J.	✓	16	173	123	62,980	540	1	28	1,673,267	11	193,782
Trenton, N.J.	✓	20	381	204	261,234	1,302	1	38	11,066	11	680
Albany, N.Y.	✓	9	80	97	21,384	115	1	9	7,043	11	1,418
Buffalo, N.Y.	✓	112	1,478	694	1,426,723	8,147	1	467	180,247	11	6,124
New York, N.Y.	✓	463	5,324	3,427	1,426,627	1,041	1	40	187,161	11	1,795
Rochester, N.Y.	✓	58	1,112	463	12,318	85	1	6	88,008	11	1,467
Syracuse, N.Y.	✓	6	108	126	13,624	90	1	6	28,426	11	612
Utica, N.Y.	✓	6	116	126	43,057	220	1	17	68,809	11	1,710
Yonkers, N.Y.	✓	17	174	26	14,108	90	1	2	187,161	11	1,418
Alton, Ohio	✓	6	80	35	172,818	888	1	34	58,008	11	1,467
Cincinnati, Ohio	✓	51	632	397	320,787	1,063	1	29	30,797	11	1,467
Cleveland, Ohio	✓	94	1,227	691	8,466	537	1	20	28,426	11	612
Columbus, Ohio	✓	9	18	87	80,411	342	1	11	68,076	11	1,710
Toledo, Ohio	✓	20	401	163	63,077	142	1	20	68,076	11	1,710
Youngstown, Ohio	✓	20	274	153	28,208	142	1	20	68,076	11	1,710
Tulsa, Okla.	✓	11	171	173	98,537	616	1	20	68,076	11	1,710
Portland, Oreg.	✓	29	333	173	68,028	616	1	20	68,076	11	1,710
Richmond, Pa.	✓	194	203	106	1,302,046	6,037	1	238	68,076	11	1,710
Indianapolis, Ind.	✓	406	6,082	2,890	1,302,046	6,037	1	238	68,076	11	1,710



TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued

C.—MENTALLY DEFICIENT—Continued

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Brookline, Mass.	✓	2	11	16	3,580	20		2			
Chicopee, Mass.		8	77	45	18,065	104					
Fitchburg, Mass.		2	16	9	4,128	23	1	1			
Holyoke, Mass.	✓	8	82	44	21,285	116			\$3,488	812	\$480
Medford, Mass.	✓	6	71	42	20,417	115			13,638	91	843
Newton, Mass.		6	60	48	16,862	93	1	3	14,782	29	273
Quincy, Mass.		9	91	39	21,671	119		8	12,287		42
Salem, Mass.		6	67	31	15,249	87	1		17,193		
Taunton, Mass.		6	52	33					11,932		
Waltham, Mass.		10	65	109	24,195	132	1	7	9,600	103	600
Watertown, Mass.		8	58	67				4	12,498		30
Battle Creek, Mich.	✓	8	125	20	52,053	178		8	11,585		467
Bay City, Mich.		8	91	20	14,434	110					
Dearborn, Mich.		10	131	49					2,466		
Dearborn, Mich. (Fordson district)		8	122		24,043	124		10	16,752	481	1,671
Highland Park, Mich.	✓	10	109		20,055	111		12			
Jackson, Mich.	✓	17	168		61,484	357	1	10	17,721		
Kalamazoo, Mich.	✓	8	104	49	24,218	132		8	17,828		
Lansing, Mich.	✓	10	181		30,545	167		7	11,909		
Muskegon, Mich.	✓	8	87	45	37,367	197		6			
Pontiac, Mich.	✓	6	17	11				1			
Port Huron, Mich.	✓	8	17	37	23,035	124					
Saginaw, Mich.		6	93	31	17,888	101			8,787		1,050
St. Joseph, Mo.		6	73	27	15,949	90					
Springfield, Mo.		6	40	11	8,627	48					
Butte, Mont.	✓	3	44	19	8,664	48		3			
Lincoln, Nebr.	✓	3	35	3		45		4			
Manchester, N.H.		4	54	17	12,742	70					
Nashua, N.H.		4	54	17	18,433	100			22,360		514
Atlantic City, N.J.	✓	0	91	32			2				

EDUCATION OF EXCEPTIONAL CHILDREN

East Orange, N.J.	8	76	33	15,300	57	1	1	37,787	115	678
Hoboken, N.J.	4	23	11	5,289	25		1	9,293		528
Kearny, N.J.	7	69	25	15,614	83			19,272	1	
Montclair, N.J.	2	19	5	2,060	11			5,850		431
New Brunswick, N.J.	0	68	47	18,488	103			20,319		768
North Bergen, N.J.	4	29	24	8,438	46			10,428		243
Orange, N.J.	1	6	7					1,578		109
Passaic, N.J.	4	42	19	9,024	55			10,000	2	29
Perth Amboy, N.J.	8	89	35	10,536	111			24,173	49	633
Plainfield, N.J.	2	28	9	5,738	33					
Union City, N.J.	6	72	35	16,567	80			15,084	66	633
West New York, N.J.	5	49	34	14,464	76			14,564	71	491
Amsterdam, N.Y.	3	31	13	6,776	36			7,650		
Auburn, N.Y.	2	43	10	6,437	35					
Binghamton, N.Y.	4	44	20	10,719	58			5,896		
Elmira, N.Y.	12	160	110	31,616	168			20,982		
Jamestown, N.Y.	6	63	34	14,097	74			12,745		193
New Rochelle, N.Y.	7	73	50	18,243	97			13,536		
Niagara Falls, N.Y.	2	25	11	5,146	28					
Poughkeepsie, N.Y.	13	180	175	45,323	240					
Rome, N.Y.	6	183		20,442	116					
Schenectady, N.Y.	3	37	13	6,749	37					
Troy, N.Y. (Lansingburgh district)	17	195	100	33,207	181			5,351		
Troy, N.Y. (Union district)	2	36	7	6,708	30			35,614		500
Watertown, N.Y.	2	20		6,103	33			2,000		
White Plains, N.Y.	4	60		9,460	52			4,000	70	316
Asheville, N.C.	5	49	26	10,003	57			14,680	107	1,302
Charlotte, N.C.	1	14		1,980	11					
Cleveland Heights, Ohio	7	118	58	28,620	189			17,902		455
East Cleveland, Ohio	20	20	14	5,490	30			4,937		
Hamilton, Ohio	16	16	9	4,084	24			4,480		
Lakewood, Ohio	8	95	46	23,287	123					608
Lima, Ohio	7	100	43	18,513	123			16,806		
Lorain, Ohio	3	43	26	10,867	59			8,940		33
Mansfield, Ohio	3	61	26							
Marion, Ohio	1	14	1	2,068	13			1,203		
Norwood, Ohio	1	13		2,385	12					30
Springfield, Ohio	5	64	29	14,682	79					
Steubenville, Ohio	3	43	20							
Warren, Ohio	10	131	83	30,718	163					
Muskogee, Okla.	1	10	10	2,342	14					
Allentown, Pa.	11	168	56	34,653	185					
Bethlehem, Pa.	4	35	12	8,685	46					
Chester, Pa.	5	98	46	28,045	137					
Harrisburg, Pa.	7	84	32	16,660	88					
Jonestown, Pa.	4	32	15	8,021	44			14,255		661
Lancaster, Pa.	6	78	33	16,247	91			9,100	233	200
Lower Merion, Pa.	1	11	3	2,482	12			9,664	60	814

\* Includes both boys and girls.  
 † Includes socially maladjusted children.



TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued

C.—MENTALLY DEFICIENT—Continued

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
McKeesport, Pa.		3	24	12	6,318	35	2		\$5,420		\$368
Upper Darby, Pa.		6	6	1							
Williamsport, Pa.		3	33	16	8,897	45	3		5,600	\$88	54
York, Pa.		6	39	19	11,682	65			8,600		
Cranston, R.I.		3	33	6	5,917	32		2	4,243	34	100
Charleston, S.C.		3	81	24	14,418	81		6	6,692		
Lynchburg, Va.		3	42	21	8,965	49		3	4,070	20	268
Newport News, Va.		1	10	6	2,162	12					
Portsmouth, Va.		2	30	10	6,039	33		2			
Bellingham, Wash.		6	107	26	14,577	81		2	3,125		
Everett, Wash.		8	84	58	10,209	106		6	8,790		82
Wheeling, W. Va. (City district)		3	32	14	5,984	106		8	10,777		254
Green Bay, Wis.		2 1/2	24	16	5,219	28	1	3	4,410		188
Kenosha, Wis.		5	50	29	12,315	67	1		4,600		
La Crosse, Wis.		5	47	31	10,512	56			7,200		1,165
Madison, Wis.		5	59	47	14,428	82	1	2	11,000		1,357
Oshkosh, Wis.		4	24	23	6,467	34			6,200		85
Racine, Wis.		4	45	17	10,672	56	1	4	7,814		249
Sheboygan, Wis.		4	36	32	9,840	53			5,498		220
Superior, Wis.		6	41	32	11,990	66	1		12,405		338
West Allis, Wis.		4	34	19	9,248	50		4	11,758		

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930

Middletown, Conn.	1	16	1,095	11	1	1	\$1,800	260
Newark, Conn.	1	9	2,707	15	1	1	1,700	408
Stratford, Conn.	9	89	22,606	128	9	9	14,900	700
Torrington, Conn.	3	39	7,963	45	8	8	5,700	161

# EDUCATION OF EXCEPTIONAL CHILDREN

West Hartford, Conn.	17	6,139	36	2	4,740	25	250
West Haven, Conn.	28	10,527	59	4	7,500		60
Chicago Heights, Ill.	28	10,113	60	4	4,340		
Streator, Ill.	3	2,502	13	1	1,250		
Bloomington, Ind.	41	8,118	45	2			
Michigan City, Ind.	4	1,978	11	1			
Ames, Iowa	4						
Fort Dodge, Iowa	4						
Mason City, Iowa	4						
Henderson, Ky.	45	10,917	62	1	1,589		
Adams, Mass.	2	1,957	11	1	1,960		
Amesbury, Mass.	4	1,803	10	1	1,400		
Attleboro, Mass.	7	1,834	10	2	900		
Belmont, Mass.	6	4,935	27	4	3,150	85	
Danvers, Mass.	19	8,088	49	4	8,760	77	120
Dedham, Mass.	8			1	3,060		
Easthampton, Mass.	4				1,700		
Fairhaven, Mass.	5	2,840	15	1	1,400	39	23
Framingham, Mass.	2				1,820		
Gloucester, Mass.	18	7,929	47	1	4,850		
Greenfield, Mass.	12	5,395	31	3	3,100		
Melrose, Mass.	16	6,984	39	1	4,875		
Methuen, Mass.	4	2,705	15				
Milton, Mass.	3	1,426					
Natick, Mass.	4	4,333	24	2	2,000		90
Newburyport, Mass.	7	4,199	24	2	3,400	30	
North Adams, Mass.	4				2,900		
Norwood, Mass.	63	30,458	116	8	11,350		200
Norwood, Mass.	13	6,928	38	3			
Plymouth, Mass.	9	5,130	28	1	3,500	6	104
Saugus, Mass.	8	3,460	20	2	2,300		
Warefield, Mass.	4	6,682	37	1	4,400		
Wellesley, Mass.	1	529	3	1	1,940		
Weymouth, Mass.	15	4,442	25	1	3,300		250
Winchester, Mass.	36						
Woburn, Mass.	12						
Ann Arbor, Mich.	6	7,151	40	3	2,450		21
Escanaba, Mich.	4	3,213	19	1	1,525		
Holland, Mich.	7	2,935	18	1			
Marquette, Mich.	11		40	1	1,900		
Owosso, Mich.	6	3,299	18	2	2,518		
Royal Oak, Mich.	7	4,917	30	2			
Austin, Minn.	14	5,780	33	2	4,250		150
Brainerd, Minn.	24	6,978	35	2	6,560		
Faribault, Minn.	12	9,565	53	2	2,800	38	345
Hibbing, Minn.	14	3,956	22	3	4,800		
Mankato, Minn.	80	5,083	85	3	15,150		44
South St. Paul, Minn.	31	15,187	45	6	4,471		
Virginia, Minn.	4	6,065	11	4			
Great Falls, Mont.	31	9,505	60	6	10,619		361
	27	8,424	46	4			

\* Figures include special class for Indians.

\* Includes both boys and girls.

TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued

C.—MENTALLY DEFICIENT—Continued

GROUP III.—CITIES OF 10,000 TO 20,999 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
		Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
1	2	4	5	6	7	8	9	10	11	12
Concord, N.H.	1	8	10	2,408	14		1	\$3,350		\$50
Portsmouth, N.H.	2	80	17	7,631	43		2			
Asbury Park, N.J.	2	21	10		25					
Cranford, N.J.	2	23	4	3,940			1	4,920		75
Endicott, N.J.	2	22	11	5,299	28		2	7,300	160	400
Englewood, N.J.	3	25	7	7,466	44		2	3,140	28	268
Gloucester, N.J.	2	30	17	7,096	40		3	6,405	75	100
Long Branch, N.J.	2	17	18				2			
Mulvey, N.J.	2	24	5	2,556	22	1		3,575		
Phillipsburg, N.J.	2	17	13	2,363	71		5	1,800		
Pleasantville, N.J.	2	20	26	12,333	30			4,200	19	130
Rahway, N.J.	2	15	4	2,507	14		1	2,000		
Red Bank, N.J.	1	24	24	7,861	41		1	5,410		
Summit, N.J.	3	9	2	1,316	7		2	3,900	111	231
Vineland, N.J.	2	13	11	3,787	21		2	4,200		
West Orange, N.J.	2	13	18	4,372	24		2	6,052		
Westfield, N.Y.	2	17	18	7,623				1,700		
Westfield, N.Y.	2	15	15	4,959				2,375		
Balsville, N.Y.	2	25	15	8,970	20			1,800		
Beacon, N.Y.	2	36	31	5,763	31			4,300		
Coboco, N.Y.	2	18	14	2,641	14			1,277		
Cornwall, N.Y. (District no. 9)	2	18	30	6,644	30		2	3,500		
Cortland, N.Y.	2	31	19	1,332	7		1	2,115		
Fresport, N.Y.	2	27	22	7,320	40		3	3,075	50	94
Fulton, N.Y.	2	27	18	5,771	31		2	3,075		
Geneva, N.Y.	2	22	12	6,268	28		2			
Glens Falls, N.Y.	2	22	12							
Gloversville, N.Y.	2	22	12							
Hudson, N.Y.	2	22	12							
Ithaca, N.Y.	2	22	12							

Johnston, N.Y.

EDUCATION OF EXCEPTIONAL CHILDREN

Location	7	6	5	4	3	2	1	0	Total
Johnstown, N.Y.	1	0	0	0	0	0	0	0	1
Kenmore, N.Y.	1	0	0	0	0	0	0	0	1
Kingston, N.Y.	1	0	0	0	0	0	0	0	1
Leakport, N.Y.	2	0	0	0	0	0	0	0	2
Miamaroneck, N.Y.	1	0	0	0	0	0	0	0	1
Middletown, N.Y.	2	0	0	0	0	0	0	0	2
North Tonawanda, N.Y.	2	0	0	0	0	0	0	0	2
Opedonbury, N.Y.	3	0	0	0	0	0	0	0	3
Olean, N.Y.	3	0	0	0	0	0	0	0	3
Onesida, N.Y.	1	0	0	0	0	0	0	0	1
Pelham, N.Y.	1	0	0	0	0	0	0	0	1
Plattsburgh, N.Y.	2	0	0	0	0	0	0	0	2
Rensselaer, N.Y.	4	0	0	0	0	0	0	0	4
Saratoga Springs, N.Y.	4	0	0	0	0	0	0	0	4
Utica, N.Y.	1	0	0	0	0	0	0	0	1
Watts, N.Y.	2	0	0	0	0	0	0	0	2
Cambridge, Ohio	1	0	0	0	0	0	0	0	1
Campbell, Ohio	1	0	0	0	0	0	0	0	1
Elyria, Ohio	2	0	0	0	0	0	0	0	2
Fremont, Ohio	2	0	0	0	0	0	0	0	2
Lancaster, Ohio	2	0	0	0	0	0	0	0	2
Mason, Ohio	1	0	0	0	0	0	0	0	1
Massillon, Ohio	1	0	0	0	0	0	0	0	1
Parma, Ohio	2	0	0	0	0	0	0	0	2
Piqua, Ohio	2	0	0	0	0	0	0	0	2
Shaker Heights, Ohio	2	0	0	0	0	0	0	0	2
Xenia, Ohio	2	0	0	0	0	0	0	0	2
Medford, Oreg.	2	0	0	0	0	0	0	0	2
Salem, Oreg.	2	0	0	0	0	0	0	0	2
Abington, Pa.	4	0	0	0	0	0	0	0	4
Ambridge, Pa.	4	0	0	0	0	0	0	0	4
Arnold, Pa.	2	0	0	0	0	0	0	0	2
Beaver Falls, Pa.	1	0	0	0	0	0	0	0	1
Carnegie, Pa.	1	0	0	0	0	0	0	0	1
Chairton, Pa.	1	0	0	0	0	0	0	0	1
Coatsville, Pa.	1	0	0	0	0	0	0	0	1
Coshocton, Pa.	1	0	0	0	0	0	0	0	1
Donora, Pa.	2	0	0	0	0	0	0	0	2
Dunmore, Pa.	1	0	0	0	0	0	0	0	1
Elwood City, Pa.	5	0	0	0	0	0	0	0	5
Franklin, Pa.	1	0	0	0	0	0	0	0	1
Haverford, Pa.	1	0	0	0	0	0	0	0	1
Homestead, Pa.	1	0	0	0	0	0	0	0	1
Letrobe, Pa.	1	0	0	0	0	0	0	0	1
Lebanon, Pa.	1	0	0	0	0	0	0	0	1
McKees Rocks, Pa.	2	0	0	0	0	0	0	0	2
Meadville, Pa.	1	0	0	0	0	0	0	0	1
Monessen, Pa.	1	0	0	0	0	0	0	0	1
New Kensington, Pa.	1	0	0	0	0	0	0	0	1
Oil City, Pa.	1	0	0	0	0	0	0	0	1

<sup>a</sup> Includes both boys and girls.

TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued

C.—MENTALLY DEFICIENT—Continued

GROUP III.—CITIES OF 10,000 TO 20,000 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
1	3	3	4	5	6	7	8	9	10	11	12
Old Forge, Pa.			15	5				2			
Phoenixville, Pa.			18	6				1			
Pittston, Pa.			3	2							
Sunbury, Pa.			15								
Tamaqua, Pa.		2	30	9	6,669	35			33,460		
Waynesboro, Pa.		1	7	0	1,980	11			1,500		\$200
West Chester, Pa.			17	0							
Wilkesburg, Pa.			14	6	2,723	15			2,100	536	105
Bristol, R.I.		1	60	18		71					
North Providence, R.I.		4	68	38	13,011	67			4,800		
Westerley, R.I.		1	12	4	2,539	16			1,600		
Spartanburg, S.C.		4	54	26	12,039	72					
Petersburg, Va.		2	31	12							
Winchester, Va.		3	43	30	9,805	53			2,478	46	75
Aberdeen, Wash.		2	15	12	4,807	24			2,940		
Bremerton, Wash.		5	72	40	16,370	91	1		7,380		
Longview, Wash.		2	15	8	2,805	16			2,250		
Vancouver, Wash.		2	35	9	5,364	33			2,680		
Appleton, Wis.		2	24	14	8,018	29			2,800		138
Ashtabud, Wis.		1	10	3	1,821	11			1,550	16	23
Beloit, Wis.		2	23	12	4,994	27			2,025	6	941
Onday, Wis.		1	11	6	2,734	14			1,700		
Iron Claire, Wis.		4	30	22	9,103	53			4,980	37	154
Fond du Lac, Wis.		4	26	20	9,051	55			6,100		198
Fansville, Wis.		2	22	10	5,189		1				
Manitowish, Wis.		3	27	41	9,793	51			4,450		
Marquette, Wis.		2	31	12	6,502	35			3,225		
South Milwaukee, Wis.		3	12	4	2,562	14			1,665		165
Stevens Point, Wis.		1	28	27	8,808	48			2,700		240
Windsor, Wis.		1									

EDUCATION OF EXCEPTIONAL CHILDREN

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1980

City, State	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
Rockville, Conn.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
Wausau, Wis.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
Wausau, Wis.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
Rockville, Conn.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

\* Includes both boys and girls.

TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued

C.—MENTALLY DEFICIENT—Continued

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Redwood Falls, Minn.	1	1	8	7	2,322	16	1	1	\$1,440	11	12
Stillwater, Minn.	1	1	9	4	2,256	12	1	1	1,880	839	913
Moorhead, Minn.	2	2	27	8	4,094	14	1	1	2,656	206	206
Bearsden, N.J.	1	1	17	8	2,471	11	1	1	1,900		
Caldwell, N.J.	1	1	6	5	2,022	25	1	1	2,210		80
Franklin, N.J.	2	2	22	4	4,721	9	1	1	2,860		180
Freehold, N.J.	1	1	7	4	1,752	13	1	1	2,000		
Guttenberg, N.J.	1	1	7	7	2,490	13	1	1	1,900		
Haddonfield, N.J.	1	1	7	6	2,165	13	1	1	1,460		
Haddon Heights, N.J.	1	1	7	6	2,165	13	1	1	1,980		
Hammononton, N.J.	1	1	30	1	7,483	8	1	1	1,860	12	26
Madison, N.J.	1	1	14	14	2,872	14	1	1	2,176		
North Arlington, N.J.	1	1	14	18	2,406	18	1	1	1,900		
Palmers Park, N.J.	1	1	7	6	2,406	18	1	1	1,900		
Pittman, N.J.	1	1	16	2	2,815	16	1	1	1,940		120
Tenafly, N.J.	1	1	7	2	1,766	10	1	1	2,058	76	
Totowa, N.J.	2	2	8	4	1,766	10	1	1	2,058		
Canandaigua, N.Y.	1	1	14	6	2,268	13	1	1	1,460		60
Catskill, N.Y.	1	1	14	2	2,268	13	1	1	1,460	10	
Danville, N.Y.	1	1	12	4	2,480	13	1	1	1,428		
East Syracuse, N.Y.	1	1	12	4	2,780	15	1	1	1,671		
Elmira Heights, N.Y.	1	1	7	4	1,490	8	1	1	1,876		
Elmira, N.Y.	2	2	16	5	1,490	8	2	2	1,876		
Great Neck, N.Y.	1	1	18	5	3,096	17	1	1	2,825		
Greenport, N.Y.	1	1	4	3	1,168	6	1	1	1,761		
Hastings-on-Hudson, N.Y.	1	1	11	4	2,825	13	1	1	2,250	26	200
Hudson Falls, N.Y.	1	1	18	4	2,769	15	1	1	1,300		160
Ilion, N.Y.	2	2	15	4	6,163	23	2	2	3,079		
Lancaster, N.Y.	1	1	8	8	2,039	11	1	1	1,700		

EDUCATION OF EXCEPTIONAL CHILDREN

Lawrence, N.Y.	2	33	4,555	26	1	1,575	20
Levittown, N.Y.	1	13	1,900	13	1	4,600	20
Malone, N.Y.	3	31	4,524	34	3	4,897	20
Medina, N.Y.	8	44	6,157	23	1	4,450	20
Mount Kisco, N.Y.	1	12	2,673	15	1	1,600	20
Panama, N.Y.	1	8	2,167	12	1	1,600	20
Perry, N.Y.	1	15	2,693	13	1	1,700	20
Saranac Lake, N.Y.	1	14	2,693	13	1	1,600	20
Saugerties, N.Y.	1	12	2,693	12	1	1,600	20
Scotts, N.Y.	1	9	1,522	10	1	1,600	20
Southampton, N.Y.	1	13	1,522	10	1	1,600	20
South Glens Falls, N.Y.	1	8	2,196	13	1	1,600	20
Tarrytown, N.Y.	2	28	4,312	13	2	4,780	20
Walton, N.Y.	1	18	4,377	23	1	1,600	20
Wadsworth, Ohio	1	10	2,692	15	1	1,350	20
Chagrin Falls, Ohio	2	23	7,157	29	2	3,200	20
Conneaut, Ohio	1	11	1,075	7	1	1,020	20
Delphos, Ohio	1	14	4,168	25	1	1,400	20
Greenville, Ohio	1	10	4,126	15	1	1,880	20
Jackson, Ohio	1	12	4,241	23	2	1,945	20
Leost, Ohio	1	27	11,750	68	7	4,085	20
Leonton, Ohio	1	10	2,127	11	1	1,450	20
Logan, Ohio	1	12	2,255	13	1	572	20
Nelsonville, Ohio	1	13	2,620	15	1	1,200	20
Norwalk, Ohio	1	14	2,788	15	1	1,250	20
Ravenna, Ohio	1	11	1,221	6	1	2,000	20
Troy, Ohio	1	8	10,053	48	8	1,500	20
Wapakoneta, Ohio	1	12	2,353	13	1	1,500	20
Ashley, Pa.	1	9	2,916	11	1	1,500	20
Carry, Pa.	1	11	2,036	14	1	1,550	20
Freedom, Pa.	1	10	2,036	14	1	1,700	20
Leakintown, Pa.	1	10	2,808	14	1	1,200	20
Leasford, Pa.	1	8	2,062	13	1	1,600	20
Northampton, Pa.	1	12	2,943	16	1	1,700	20
Palmerston, Pa.	1	10	1,260	7	1	1,500	20
Springdale, Pa.	1	12	2,578	13	1	1,150	20
Springdale, Pa.	1	10	2,635	14	1	1,650	20
Titusville, Pa.	1	11	1,221	6	1	1,700	20
Wilmerding, Pa.	1	11	2,036	14	1	1,200	20
Antigo, Wis.	1	10	2,036	14	1	1,600	20
Beauregard, Wis.	1	8	2,036	14	1	1,600	20
Chippewa Falls, Wis.	1	10	2,036	14	1	1,600	20
Menasha, Wis.	1	12	2,062	13	1	1,700	20
Menomonie, Wis.	1	13	2,943	16	1	1,500	20
Merrill, Wis.	1	13	2,943	16	1	1,500	20
Neshah, Wis.	1	7	1,260	7	1	1,150	20
Oconomowoc, Wis.	1	10	2,578	14	1	1,500	20
Wisconsin Rapids, Wis.	1	6	2,750	15	1	1,650	20
	1	11	2,635	15	1	1,475	20

\* Includes both boys and girls.



TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued  
 D.—SOCIALY MALADJUSTED (INCORRIGIBLE AND DELINQUENT) 30  
 GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930

City	Offices reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Birmingham, Ala.	✓	3	174	89	9,690	65	7	3	32,208		
Los Angeles, Calif.	✓	65	1,764	846	109,923	914	7	8	90,086		88,575
San Francisco, Calif.	✓	10	178	73	18,767	81	1	2	21,660	801	620
New Haven, Conn.	✓	2	41	19	3,289	19	1				
Washington, D.C.	✓	18	308	52	44,915	252			27,400		644
Atlanta, Ga.	✓	4	86		6,671	76			9,693		
Chicago, Ill.	✓	49	821	111	190,945	570	3	8	160,951	2,551	3,451
Louisville, Ky.	✓	2	48		8,084	47			6,220	44	64
Baltimore, Md.	✓	8	119		16,998	84	2	2	9,123	113	428
Boston, Mass.	✓	6	104		16,834	87	1		18,543	114	1,075
Cambridge, Mass.	✓	4	64		10,060	61					
Detroit, Mich.	✓	20	714		110,094	622	1	20	37,000	124	533
Flint, Mich.	✓	48	46	17	7,410	40			1,737		
Grand Rapids, Mich.	✓	18	292	113	50,207	265	1	17			
St. Paul, Minn.	✓	2	21	5	4,440	24	2				
Kansas City, Mo.	✓	21	384	126	80,723	423					
St. Louis, Mo.	✓	19	220	61	52,526	275	3		34,687	1,028	351
Omaha, Neb.	✓	14	28		2,449	19			58,371	331	1,269
Sarasota, N.J.	✓	1	15		2,167	18			2,413	28	516
Jersey City, N.J.	✓	1	47		6,981	30			2,312	11	
Newark, N.J.	✓	17	196		27,768	147	3		36,371	364	2,087
Peterboro, N.J.	✓	2	42		4,973	29					
Rutland, N.Y.	✓	2	42		2,531	31					
New York, N.Y.	✓	22	727	46	59,261	241	1	2	77,401	196	118,231
Rochester, N.Y.	✓	3	69	56	4,909	33					
Akron, Ohio	✓	3	62		4,681	29			2,517		
Cincinnati, Ohio	✓	12	149	59	33,846	186	3	2	32,785	26	5,159
Cleveland, Ohio	✓	106	2,038	208	195,802	1,070	5	1	148,014	37	32,943
Cuyahoga, Ohio	✓	8	57	50	14,100	80	2		11,689	82	349
Youngstown, Ohio	✓	1		9	1,648	8					

Yates, O.E.



Portland, Ore.	9	125	80	2,487	22	1	1	1	1	1	1
Philadelphia, Pa.	42	680	117	28,185	188	2	2	2	2	2	2
Richmond, Va.	3	86	121	122,809	662	2	2	2	2	2	2
Seattle, Wash.	104	116	12	11,302	66	2	2	2	2	2	2
Spokane, Wash.	1	285	303	58,900	315	5	5	5	5	5	5
Tacoma, Wash.	2	116	53	5,694	29	1	1	1	1	1	1
Milwaukee, Wis.	9	17	11	3,182	17	2	2	2	2	2	2
		165	59	24,580	153	9	9	9	9	9	9

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930

Little Rock, Ark.	1	24	12	2,469	14	1	1	1	1	1	1
Columbus, Ga.	3	49	34	6,433	30	2	2	2	2	2	2
Joliet, Ill.	2	33	15	1,707	10	1	1	1	1	1	1
Maywood, Ill.	4	15	7	2,204	15	1	1	1	1	1	1
Arlington, Mass.	1	23	10	1,694	9	1	1	1	1	1	1
Battle Creek, Mich.	1	61	44	9,690	53	4	4	4	4	4	4
Hamtramck, Mich.	1	17	8	2,461	30	1	1	1	1	1	1
Kalamazoo, Mich.	2	21	11	8,040	48	2	2	2	2	2	2
Atlantic City, N.J.	1	1	1	2,185	12	1	1	1	1	1	1
Hoboken, N.J.	2	61	44	9,690	53	4	4	4	4	4	4
Hoboken, N.J.	2	21	11	8,040	48	2	2	2	2	2	2
Charlotte, N.C.	2	48	6	2,185	12	1	1	1	1	1	1
Harrisburg, Pa.	1	53	10	2,185	12	1	1	1	1	1	1
Upper Merion, Pa.	1	9	2	2,185	12	1	1	1	1	1	1
York, Pa.	1	28	2	2,185	12	1	1	1	1	1	1

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930

Morristown, N.J.	2	21	4	4,114	23	9	9	9	9	9	9
Nutley, N.J.	1	10	8	5,293	28	2	2	2	2	2	2
Wauwatosa, Wis.	2	23	8	5,293	28	2	2	2	2	2	2

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930

Monticello, N.Y.	1	11	3	1,882	10	1	1	1	1	1	1
Lansdowne, Pa.	1	12	3	2,719	15	1	1	1	1	1	1
Lockhaven, Pa.	1	15	18	2,719	14	1	1	1	1	1	1
Midland, Pa.	2	15	18	2,719	20	2	2	2	2	2	2

<sup>1</sup> Includes both boys and girls.

<sup>2</sup> Special instruction discontinued at end of first term.

<sup>3</sup> The following additional cities report special schools or classes for socially maladjusted children, but give no data on enrollment: Pasadena, Calif.; San Bernardino, Calif.; Denver, Colo.; Springfield, Ill.; Gary, Ind.; Columbus, Ohio; Hanover, Pa.; Huntingdon, Pa.; Rochester, Pa.; Sunbury, Pa.; Westchester, Pa.; Wilkes-Barre, Pa.

<sup>4</sup> These figures include "truant" only; in addition there are 3 schools with 47 teachers for "problem children".

<sup>5</sup> Included with expenditures for mentally deficient children.

TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued

E.—DELICATE CHILDREN

GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes of exceptional school buildings	Expenditures for instruction		
			Boys	Girls	Average daily	Average			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
1		3	4	5	6	7	8	9	10	11	12
Long Beach, Calif.	✓	1	299	14	67,608	263	1	1	81,550		575
Los Angeles, Calif.	✓	12	15	316	5,133	77	1		30,412		1,065
Oakland, Calif.	✓	1	36	64	10,725	58			2,203		208
San Diego, Calif.	✓	3	98	97	35,261	185	3	3	25,466	943	230
San Francisco, Calif.	✓	11	71	60	25,500	200	1		18,224		923
Hartford, Conn.	✓	8	80	123	24,245	177	1	8	22,370		8,495
New Haven, Conn.	✓	0	94	101	28,937	160	2	2	2,218		30,923
Washington, D.C.	✓	0	19	27	8,102	45		79	17,474	37	18
Atlanta, Ga.	✓	2	941	1,356	394,290	2,022		7	14,977		280
Chicago, Ill.	✓	79	103	5	34,709	199		7			
Peoria, Ill.	✓	13	103	125	36,998	197		4			
South Bend, Ind.	✓	8	56	63	31,088	155		2			
Des Moines, Iowa	✓	2	22	18	8,950	34		2			
Kansas City, Kans.	✓	2	15	24	6,364	37		2			
Louisville, Ky.	✓	16	234	270	64,653	241		18			
Baltimore, Md.	✓	14	103	109	31,853	167		8			
Cambridge, Mass.	✓	2	22	23	8,648	81		2			
Fall River, Mass.	✓	2	15	19	5,109	29		2			
Lynn, Mass.	✓	3	27	33	7,313	36		2			
New Bedford, Mass.	✓	3	27	33	7,313	36		2			
Springfield, Mass.	✓	4	33	51	15,436	86		4			
Detroit, Mich.	✓	03	2,753	162	447,102	2,528		08			
Flint, Mich.	✓	11	97	122	52,734	282		14			
Grand Rapids, Mich.	✓	14	180	260	73,518	299		14			
Duluth, Minn.	✓	6	45	40	43,880	235		5			
Minneapolis, Minn.	✓	11	108	163	178,670	699		2			
Kansas City, Mo.	✓	21	204	246	60,547	317		1			
St. Louis, Mo.	✓	14	156	223	19,363	107		5			
Jessy City, N.J.	✓	6	31	70	19,363	107		6			

EDUCATION OF EXCEPTIONAL CHILDREN

City	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	Total
Newark, N.J.	63	62	64	64	64	64	64	64	64	64	64	63
Paterson, N.J.	45	45	45	45	45	45	45	45	45	45	45	45
Albany, N.Y.	32	32	32	32	32	32	32	32	32	32	32	32
Buffalo, N.Y.	110	110	110	110	110	110	110	110	110	110	110	110
New York, N.Y.	64	64	64	64	64	64	64	64	64	64	64	64
Rochester, N.Y.	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990
Cincinnati, Ohio	100	100	100	100	100	100	100	100	100	100	100	100
Cleveland, Ohio	147	147	147	147	147	147	147	147	147	147	147	147
Dayton, Ohio	6	6	6	6	6	6	6	6	6	6	6	6
Toledo, Ohio	353	353	353	353	353	353	353	353	353	353	353	353
Youngstown, Ohio	40	40	40	40	40	40	40	40	40	40	40	40
Portland, Ore.	15	15	15	15	15	15	15	15	15	15	15	15
Fortland, Ore.	32	32	32	32	32	32	32	32	32	32	32	32
Erie, Pa.	19	19	19	19	19	19	19	19	19	19	19	19
Philadelphia, Pa.	501	501	501	501	501	501	501	501	501	501	501	501
Pittsburgh, Pa.	2	2	2	2	2	2	2	2	2	2	2	2
Reading, Pa.	443	443	443	443	443	443	443	443	443	443	443	443
Providence, R.I.	100	100	100	100	100	100	100	100	100	100	100	100
Norfolk, Va.	17	17	17	17	17	17	17	17	17	17	17	17
Richmond, Va.	134	134	134	134	134	134	134	134	134	134	134	134
Richmond, Va.	85	85	85	85	85	85	85	85	85	85	85	85
Tacoma, Wash.	44	44	44	44	44	44	44	44	44	44	44	44
Tacoma, Wash.	260	260	260	260	260	260	260	260	260	260	260	260
Albion, W.Va.	17	17	17	17	17	17	17	17	17	17	17	17
Milwaukee, Wis.	70	70	70	70	70	70	70	70	70	70	70	70

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930

City	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	Total
Berkeley, Calif.	4	4	4	4	4	4	4	4	4	4	4	4
Pasadena, Calif.	3	3	3	3	3	3	3	3	3	3	3	3
Sacramento, Calif.	2	2	2	2	2	2	2	2	2	2	2	2
Santa Barbara, Calif.	2	2	2	2	2	2	2	2	2	2	2	2
Santa Monica, Calif.	2	2	2	2	2	2	2	2	2	2	2	2
Stockton, Calif.	1	1	1	1	1	1	1	1	1	1	1	1
Meriden, Conn.	2	2	2	2	2	2	2	2	2	2	2	2
New Britain, Conn.	3	3	3	3	3	3	3	3	3	3	3	3
Waterbury, Conn.	1	1	1	1	1	1	1	1	1	1	1	1
Danville, Ill.	2	2	2	2	2	2	2	2	2	2	2	2
Decatur, Ill.	1	1	1	1	1	1	1	1	1	1	1	1
Joliet, Ill.	2	2	2	2	2	2	2	2	2	2	2	2
Rockford, Ill.	3	3	3	3	3	3	3	3	3	3	3	3
Topeka, Kans.	1	1	1	1	1	1	1	1	1	1	1	1
Portland, Maine	4	4	4	4	4	4	4	4	4	4	4	4

City	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	Total
Berkeley, Calif.	25	25	25	25	25	25	25	25	25	25	25	25
Pasadena, Calif.	68	68	68	68	68	68	68	68	68	68	68	68
Sacramento, Calif.	44	44	44	44	44	44	44	44	44	44	44	44
Santa Barbara, Calif.	19	19	19	19	19	19	19	19	19	19	19	19
Santa Monica, Calif.	4	4	4	4	4	4	4	4	4	4	4	4
Stockton, Calif.	13	13	13	13	13	13	13	13	13	13	13	13
Meriden, Conn.	54	54	54	54	54	54	54	54	54	54	54	54
New Britain, Conn.	22	22	22	22	22	22	22	22	22	22	22	22
Waterbury, Conn.	36	36	36	36	36	36	36	36	36	36	36	36
Danville, Ill.	19	19	19	19	19	19	19	19	19	19	19	19
Decatur, Ill.	7	7	7	7	7	7	7	7	7	7	7	7
Joliet, Ill.	21	21	21	21	21	21	21	21	21	21	21	21
Rockford, Ill.	22	22	22	22	22	22	22	22	22	22	22	22
Topeka, Kans.	9	9	9	9	9	9	9	9	9	9	9	9
Portland, Maine	25	25	25	25	25	25	25	25	25	25	25	25

\* Includes both boys and girls.  
 † The following additional cities report special schools or classes for defective children but give no data on enrollment: Glendale, Calif.; San Bernardino, Calif.; South Pasadena, Calif.; Denver, Colo.; Gary, Ind.; Indianapolis, Ind.; Des Moines, Iowa; Dubuque, Iowa; Lexington, Ky.; Boston, Mass.; Utica, N.Y.; Columbus, Ohio; Struthers, Ohio; Brentwood, Ohio.  
 ‡ Includes salaries for teachers of crippled children.  
 § In addition 2 teachers instruct 22 invalids and nonvolunteers.  
 ¶ \$64,507 additional salaries for teachers of convalescents in hospitals.  
 \*\* Includes salaries for teachers of open-air classes, hospital classes, and classes for crippled children.  
 †† Home instruction.



TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued  
 E.—DELICATE CHILDREN—Continued  
 GROUP II.—CITIES OF 30,000 TO 60,000 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Holyoke, Mass.		1	3	16	3,291	18			\$1,875		
Battle Creek, Mich.		5	37	47	14,429	80	1	3	6,513		\$16
Bay City, Mich.	✓	2	21	24	5,982	32		2	3,240		743
Hamtramck, Mich.		1	25	46	12,276	66		1	2,200	\$50	184
Highland Park, Mich.		4	83		11,258	62			8,327	192	578
Jackson, Mich.	✓	2	45					2			
Kalamazoo, Mich.		1	23		3,550	19		1	1,560	27	415
LaSalle, Mich.	✓	6	45	52	19,881	108	1	3	10,169		
Muskegon, Mich.		4	68		12,478	66		4	5,228		
Saginaw, Mich.	✓	1	5	14	3,234	17			1,500		27
Lincoln, Nebr.		4	47	63	16,638	95					
Bayonne, N.J.		2	13	22	5,515	29		4	8,037	208	1,925
Bloomfield, N.J.		7	48	21				2	18,574	221	119
Irlington, N.J.		4	33	7	6,391	36	1		7,866		75
Orange, N.J.	✓	1	19	20				1			
Amsterdam, N.Y.		2	9	24	5,842	32		2			
Binghamton, N.Y.		5	23	52	12,755	68	2		8,765		
New Rochelle, N.Y.		3	23	42	8,576	46		3	8,375		
Niagara Falls, N.Y.	✓	3	27	47	10,395	55		3			
Poughkeepsie, N.Y.	✓	3	27	47	10,395	55		3			
Troy, N.Y. (Union district)		2	33	30	8,178	46	1				
Charlotte, N.C.		2	18	12	4,052	22			8,900	94	625
Portsmouth, Ohio		2	18	29	6,300	35	1		2,013		11
Allentown, Pa.		1	16	19	4,388	25		1	1,320		
Harrisburg, Pa.		2	15	28	10,123	54					
Hasleton, Pa.		3	19	35	12,792	68	1		9,905		208
Upper Darby, Pa.		1	8	14				1			
Pawtucket, R.I.		3	28	37	8,875	49		8	3,300		
Ordan, Utah		2	20	36				3			
Hammington, W. Va.		2	12	16	3,960	22		8	3,240	19	527

Wheeling, W. Va.

EDUCATION OF EXCEPTIONAL CHILDREN

Wheeling, W. Va. (City district)	2	15	80	7,040	40	2,546	2	2,546	803
(Triadelphia, district)	1	11	13	2,809	18	3,972	1	3,972	1,395
Green Bay, Wis.	3	25	32	9,189	50	3,702	3	3,702	
Kenosha, Wis.	2	23	31	8,765	48				
La Crosse, Wis.	1	12	10	2,700	16				501
Madison, Wis.	3	65	89	13,027	69	1,900	8	1,900	
Oshkosh, Wis.	4	37	32	4,715	25	5,320	4	5,320	35
Racine, Wis.	2	10	17	3,161	17	7,346	4	7,346	33
Sheboygan, Wis.	1	12	8		17	1,576	1	1,576	5

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930

Eureka, Calif.	1	14	5	2,441	13	\$2,100	1	\$2,100	\$250
Palo Alto, Calif.	2	21	24	6,005	32	3,780	2	3,780	173
Santa Cruz, Calif.	2	20	6	2,693	15	2,880		2,880	
Champaign, Ill.	1	17	11	1,734	11	2,050	1	2,050	11
Ann Arbor, Mich.	1	6	12	3,460	16	1,576	1	1,576	
Escanaba, Mich.	1	6	17	2,907	15	1,434	1	1,434	64
Menominee, Mich.	1	13	17	4,877	28	1,676	1	1,676	600
River Rouge, Mich.	2	26	10	2,242	12	3,142	1	3,142	206
St. Cloud, Minn.	1	4	9	2,234	12	2,000	1	2,000	
Wausau, N.J.	2	20	22	6,194	32	1,375	1	1,375	366
Geneva, N.Y.	1	6	15	5,145	17	2,750	2	2,750	
Rhaca, N.Y.	1	3	6	1,572	9	867	1	867	
Johnstown, N.Y.	1	32	48						
Ironton, Ohio	1	10	3						
Carnegie, Pa.	1	17	3						
Hanover, Pa.	1	16	3						
Homestead, Pa.	1	8	7	1,918	10	1,600	1	1,600	
Jeanette, Pa.	1	13	6	3,354	20	1,600	1	1,600	42
Nanticoke, Pa.	1	5	17	2,149	12	2,200	1	2,200	422
Plymouth, Pa.	1	7	9			1,500	1	1,500	
Wilkesburg, Pa.	1	5	6						
Marinette, Wis.	1	7	9						

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930

Charles City, Iowa	1	12	4	1,867	11	\$1,250	1	\$1,250	
Kingsman, Kans.	1	10	20						
Belding, Mich.	1	9	3	3,332	18	1,525	2	1,525	
Canandaigua, N.Y.	1	14	19						
Ashland, Ore.	1	75	50						
Durys, Pa.	1	23	12						
Huntingdon, Pa.	1	8	7						
Windber, Pa.	1	7	12						

\* Includes both boys and girls.

\*\* Each class taught half day by same teacher, one has building of its own, other is located in hospital for tubercular children.



TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued

## F.—CRIPPLED CHILDREN 20

## GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930

City	2	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
1	3	4	5	6	7	8	9	10	11	12	
Long Beach, Calif.	✓	1	5	12	89,201	480	1	6	\$2,350		\$58
Los Angeles, Calif.	✓	100	614	683	6,334	33	1	6	89,840		6,679
Oakland, Calif.	✓	4	32	32	6,334	33	1	6	8,249		3,396
San Diego, Calif. <sup>a</sup>	✓	4	22	25							
San Francisco, Calif.	✓	15	209	189	36,408	187	1	5	37,656	\$21	540
Bridgeport, Conn.	✓	1	8	8	2,856	14			2,600		
New Haven, Conn.	✓	1	13	5	2,665	15		1			
Washington, D.C.	✓	5	45	39	11,697	65		5	( <sup>h</sup> )		
Chicago, Ill.	✓	113	1,403	1,246	350,162	1,796	2	26	248,517	1,305	53,235
Peoria, Ill.	✓	1	12	12	3,191	17		1	2,871		
Fort Wayne, Ind.	✓	1	5	9	1,770	10		1			
South Bend, Ind.	✓	1	13	10	3,419	17		1	1,801		31
Des Moines, Iowa	✓	1 1/2	54								
Louisville, Ky.	✓	4	131	126	12,384	72		4			
Baltimore, Md.	✓	11	180	169	41,420	218	1	7	39,838	319	902
Boston, Mass. <sup>a</sup>	✓	16	4120						7,713		214
Cambridge, Mass. <sup>a</sup>	✓	8	26	17							
New Bedford, Mass.	✓	2	23	24	6,937	37	1	1	3,754	23	36
Detroit, Mich.	✓	52	1,038	881	155,937	881	2		109,744	1,129	4,314
Flint, Mich.	✓	6	44	46	14,718	79			16,281		1,206
Grand Rapids, Mich.	✓	6	68	55	18,830	100		6	11,411		1,196
Duluth, Minn.	✓	2 1/2	19	19					5,030		1,196
Minneapolis, Minn.	✓	13	119	135	39,480	211	1	1	27,695		3,294
St. Paul, Minn.	✓	3	20	19	5,402	37	1	1			
Kansas City, Mo.	✓	4	99	85	15,887	83		4	6,788	149	260
St. Louis, Mo.	✓	20	179	158	57,873	303	5	4	62,540	165	1,574
Omaha, Nebr.	✓	10	10	8	2,701	16		1			
Camden, N.J.	✓	1	9	8	2,399	12	1	1	2,200		2,321

# EDUCATION OF EXCEPTIONAL CHILDREN

City	11 2	6	5	030	5	1	1	7	71
Jersey City, N. J.	16	147	99	32,954	181	1	1	3,750	1,277
Newark, N. J.	20	214	158	41,550	220	1	1	47,374	1,230
Fairson, N. J.	3	24	18	6,194	34	2	2	55,309	930
Trenton, N. J.	2	20	18	2,442	13	1	1	9,583	967
Buffalo, N. Y.	10	133	79	28,975	15	1	1	573,933	
New York, N. Y.	123	1,225	1,084	379,279	2,065	111	111	# 83,365	
Rochester, N. Y.	13	84	101	26,185	140	6	6		
Syracuse, N. Y.	8	131	89	22,119	115	8	8		
Utica, N. Y.	6	89	76	14,442	76	6	6		
Akron, Ohio	5	36	34	9,509	60	4	4	7,825	
Canton, Ohio	2	18	18	5,162	29	2	2	3,394	3,998
Cincinnati, Ohio	24 1/2	182	149	67,587	368	6	6	60,404	613
Cleveland, Ohio	12	80	71	21,804	119	1	1	45,610	7,048
Columbus, Ohio	7	85	63	15,324	83	1	1	18,988	200
Dayton, Ohio	4	39	30	10,445	59	1	1	6,528	661
Toledo, Ohio	4	108	127	33,966	204	2	2	26,453	781
Youngstown, Ohio	14	22	29	8,444	47	3	3	7,777	21
Xenia, Ohio	1	22	16	2,919	16	1	1	1,841	
Tulsa, Okla.	3	26	22	9,607	80	1	1		
Portland, Oreg.	1 1/2	120	106	6,037	32	2	2	4,128	136
Erie, Pa.	2 1/2	38	17	92,377	493	2	2		
Philadelphia, Pa.	29	328	283	15,642	78	2	2	7,954	107
Pittsburgh, Pa.	4	116	95	8,481	47	2	2	2,562	
Pittsburgh, Pa.	4	49	32	4,548	25	1	1		
El Paso, Tex.	4	145	109	11,526	62	1	1	1,483	14
Seattle, Wash.	2	30	28	2,722	15	1	1	23,291	779
Spokane, Wash.	7 1/2	83	65	22,040	116	1	1		
Milwaukee, Wis.	1								
Milwaukee, Wis.	9								

<sup>1</sup> Includes both boys and girls.  
<sup>2</sup> Includes salaries for teachers of open-air classes, hospital classes, and classes for crippled children.  
<sup>3</sup> Home instruction.  
<sup>4</sup> The following additional cities report special schools or classes for crippled children, but give no data on enrollment: Redwood City, Calif., San Bernardino, Calif., Denver, Colo., Olney, Ill., Gary, Ind., Indianapolis, Ind., New Orleans, La., Arlington, Mass., Lynn, Mass., Melrose, Mass., Somerville, Mass., Springfield, Mass., Irvington, N. J., Passaic, N. J., Waukegan, N. J., Hillsboro, Ohio, Oklahoma City, Okla., Marshfield, Oreg. The following additional cities report home instruction for fewer than 5 crippled children: Albany, Calif., San Rafael, Calif., Champaign, Ill., Downers Grove, Ill., East Alton, Ill., Kewanee, Ill., Perru, Ill., Pontiac, Ill., Streator, Ill., Kingman, Kans., Greenfield, Mass., Marlboro, Mass., Audubon, N. J., Linden, N. J., South Plainfield, N. J., Conneaut, Ohio, Kent, Ohio, Toronto, Ohio, Wadsworth, Ohio, Westerville, Ohio, Wilmington, Ohio, Albany, Oreg., Baker, Oreg., Salem, Oreg., Tillamook, Oreg., Bloomsburg, Pa., Brentwood, Pa., Duryea, Pa., McKees Rocks, Pa., Westchester, Pa.

<sup>5</sup> Included in figures for delicate children.  
<sup>6</sup> Other pupils tutored at home by regular teachers after school hours.  
<sup>7</sup> Includes 6 part-time teachers.  
<sup>8</sup> 1 is a home teacher.  
<sup>9</sup> 1 school for all physically handicapped children.



TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued  
 F.—CRIPPLED CHILDREN—Continued

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
Little Rock, Ark.	2	3	4	5	6	7	8	9	10	11	12
Alameda, Calif.		2	11	8	2,306	13	1		\$2,125	\$28	\$90
Alhambra, Calif. <sup>23</sup>		1	3	16	1,013	5			1,067		44
Berkeley, Calif. <sup>23</sup>	✓	6	6	4	852	5			1,827		
Fresno, Calif.		1	11	17	1,725	10			16,006		
Glandale, Calif. <sup>23</sup>		8	20	26	6,367	35			3,720		246
Pasadena, Calif.		4	20	21	3,509	20			1,940		
Sacramento, Calif.	✓	2	12	13	3,170	17			2,388		1,110
Stockton, Calif. <sup>23</sup>		1	5	11	2,958	17			2,607	82	100
Decatur, Ill.		2	12	9	4,663	24			1,125		410
Rockford, Ill.	✓	1	11	13	2,045	12			4,175		63
Rock Island, Ill.		1	8	3	2,846	16			1,450		
Springfield, Ill.		2	10	10					1,216		
Lexington, Ky. <sup>23</sup>		1	35	30					1,776		
Cumberland, Md.		1	6	8	1,177	7			2,069		
Hagerstown, Md.		1	5	6	2,093	12			1,212		
Holyoke, Mass.		1	8	8					5,500	210	106
Malden, Mass.		1	15	3					4,660		3,186
Newton, Mass. <sup>23</sup>		1	9						2,100	150	433
Revere, Mass.		1	17	40	11,055	61			2,130	67	270
Battle Creek, Mich.		3	31	12	10,596	22			2,080		54
Bay City, Mich.	✓	2	15	12	12,462	67			2,134		442
Dearborn, Mich. (Fordson district)		4	41	47					1,950		2,256
Hamtramck, Mich.		1	33	43							
Highland Park, Mich.		1	18	12	2,244	21					
Jackson, Mich.	✓	1	26	31	6,970	38					
Lansing, Mich.	✓	3	21	23	2,848	15					
Muskegon, Mich.		1	17	6							
Pontiac, Mich.		1	14	10							
Fort Europa, Mich.		1	1								

Table with 10 columns: City, State, Exceptional Children, Teachers, Home Instruction, Hospital Instruction, etc. Includes cities like Atlantic City, N.J.; Bayonne, N.J.; Hoboken, N.J.; etc.

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930

Table with 10 columns: City, State, Exceptional Children, Teachers, Home Instruction, Hospital Instruction, etc. Includes cities like Galesburg, Ill.; West Frankfort, Ill.; Holland, Mich.; etc.

\* Includes data for delicate children.

† Same 2 teachers for all types of exceptional children.

‡ Home instruction.

§ Includes both boys and girls.

TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued

F.—CRIPPLED CHILDREN—Continued

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930—Continued

City	Cities reporting special vision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Niles, Ohio <sup>a</sup>		3	3	3	1,894	11			\$785		\$100
Piquette, Ohio		1	8	5	4,970	28			1,500	\$15	90
Sandusky, Ohio		2	15	15	1,468	8			3,300		226
Medford, Oreg.	✓	1/2	4	4	4,031	23			648		473
Appleton, Wis.	✓	2	19	12	7,212	41	1		2,332		150
San Olaf, Wis.	✓	1	21	23					1,018		
Wauwatosa, Wis.	✓	1/2	2	3							

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930

San Gabriel, Calif. <sup>a</sup>		1	4	4					\$360		
Hermosa Beach, Calif.			12	11							
Madison, Ill.		1	3	4					674		
Woodbury, N.J.		1	5	4	637	3					
Saranac Lake, N.Y.		1	24	15	2,814	15			2,000		
Barnesville, Ohio		2	10	14	3,383	22			2,900		
Dennison, Ohio <sup>b</sup>			17	17					1,178		
Minerva, Ohio		4	4	8							
Pandleton, Ohio		1	2	6							

C.—SPEECH DEFECTIVES 12

GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930

Los Angeles, Calif.	✓	15	1,510	634	126	\$39,606	\$455	\$3,256
Boston, Mass.	✓	15	2,712	28	138	30,723		346
Cambridge, Mass.		1	50					
Detroit, Mich.	✓	36	5,327		127	75,104	382	400
Paterson, N.J.	✓	2	263	216	6	6,461	15	26
Buffalo, N.Y.	✓	8	2,616	1,368	76			
Erie, Pa.	✓	14	1,144	75				
Pittsburgh, Pa.	✓	6	1,216	626		2,143		20
Spokane, Wash.	✓	1	248	149	29			
Tacoma, Wash.	✓	1	91	39	5			

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930

Berkley, Calif. <sup>a</sup>	✓	1	312	101		\$2,760		
Fresno, Calif.	✓	2	101	55		5,200		
Stockton, Calif.	✓	1	106	56		2,480		
East St. Louis, Ill.		2	20	13		1,622		\$120
Battle Creek, Mich.		1/2	8	6				
Lansing, Mich.		1	13	4				
Easton, Pa.		1	53	35				
Upper Darby, Pa.		1	54	24				
La Crosse, Wis.	✓	1	143	84		1,860		
Oakbrook, Wis.		2	213	137				
Superior, Wis.		1	153	105		2,500		

<sup>a</sup> Includes both boys and girls.

<sup>b</sup> Home instruction.

<sup>c</sup> The following additional cities report special schools or classes for speech-defective children, but give no data on enrollment: Antioch, Calif., Beverly Hills, Calif., Fresno, Calif., Glendale, Calif., Long Beach, Calif., Oakland, Calif., Richmond, Calif., San Diego, Calif., Santa Cruz, Calif., Colorado Springs, Colo., Denver, Colo., Washington, D.C., Elgin, Ill., East Chicago, Ind., Gary, Ind., Des Moines, Iowa, Kingman, Kans., Baltimore, Md., Fall River, Mass., Lynn, Mass., Flint, Mich., Grand Rapids, Mich., Jackson, Mich., Kalamazoo, Mich., Albert Lea, Minn., Duluth, Minn., Minneapolis, Minn., Rochester, Minn., St. Paul, Minn., Virginia, Minn., St. Louis, Mo., Omaha, Nebr., Bayonne, N.J., Jersey City, N.J., Montclair, N.J., Newark, N.J., Jamestown, N.Y., New Rochelle, N.Y., New York, N.Y., Rochester, N.Y., Schenectady, N.Y., Yonkers, N.Y., Cleveland, Ohio, Lakewood, Ohio, Hurry, Pa., Hanover, Pa., Phoenixville, Pa., Philadelphia, Pa., Reading, Pa., Rochester, Pa., West Chester, Pa., Wilkes-Barre, Pa., Seattle, Wash., Charleston, W.Va., Appleton, Wis., Beaver Dam, Wis., Beloit, Wis., Green Bay, Wis., Kenosha, Wis., Madison, Wis., Manitowoc, Wis., Marquette, Wis., Milwaukee, Wis., Racine, Wis., Sheboygan, Wis.

<sup>d</sup> Includes figures for deaf and hard-of-hearing.

<sup>e</sup> Half day only; also instructs deaf children.

TABLE 11.—Special schools and classes for exceptional children in city school systems, 1931-32—Continued

G.—SPEECH DEFECTIVES—Continued  
 GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Text-books	Supplies, school libraries, and other expenses
Palo Alto, Calif.	1	1	103	63			8	9	10	11	12
Minneapolis, Minn.	1	1	70	58				10	\$1,890		\$5
Arlington, Pa.	1	1	89	34				4	1,650	\$50	20
Harrison, Pa.	1	1	2	7					1,500		
Washington, Pa.	1	1	284	187				8	1,700		
San Diego, W. Va.	1	1	184	100				11	1,300		11
Fond du Lac, Wis.	1	1	152	79					2,000		
Janesville, Wis.	1	1	106	74				4			
Wausau, Wis.			128	73				2	1,400		2
Wauwatosa, Wis.		1	206	99					700		106

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930

San Gabriel, Calif.			36	6				7	\$200		\$4
San Rafael, Calif.	1	1	43	9					500		50
Sunnyvale, Calif.	1	1	29	17					450		19
Chisholm, Minn.	1	1	139	62					1,500		
Wisconsin Rapids, Wis.	1	1	90	36					1,800		34

H.—MENTALLY-GIFTED<sup>41</sup>

GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930

City	✓ %	3	20	31	10,491	59	4	\$3,915
Birmingham, Ala.	✓	18	259	274	98,081	527	15	
Los Angeles, Calif.	✓	4	61	40	20,246	106	3	
St. Louis, Mo.	✓	32	339	385	119,026	650	14	
Cleveland, Ohio		1	6	18	4,071	23	1	
Dayton, Ohio								

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930

City	✓ %	1	9	7	3,131	17	1	\$1,630
Santa Monica, Calif.		1	4	7	3,131	17	1	
Battle Creek, Mich.		1	4	12	3,898	21	1	
Jackson, Mich.		5	163	17	28,448	165	5	
Lakewood, Ohio		2	17	24	6,688	37	2	
Upper Darby, Pa.			9	10				

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930

City	✓ %	3	26	36	9,666	54	3	\$5,900
Wellesley, Mass.		3	26	36	9,666	54	3	\$50
Agbury Park, N.J.		1	8	12		20		
Wauwatosa, Wis.		2			3,710	20		2,622

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930

City	✓ %	1	9	16	3,680	20	1	\$1,495
Columbus, Ind.		1	9	16	3,680	20	1	

<sup>41</sup>Includes both boys and girls.

<sup>42</sup>The following additional cities report special schools or classes for mentally gifted children but give no data on enrollment: Pasadena, Calif., Santa Rosa, Calif., Detroit, Mich., Niagara Falls, N.Y.

TABLE 12.—Pupils enrolled in State and private residential schools for exceptional children, 1930-31

State or outlying part	Blind	Deaf	Mentally deficient and epileptics	Delinquent	Total
1	2	3	4	5	6
Continental United States	5,530	14,800	13,786	33,418	67,524
Alabama	199	419	92	788	1,498
Arizona	18	70		105	193
Arkansas	148	310		181	639
California	108	255	654	929	1,946
Colorado	63	176	129	475	843
Connecticut	11	334	99	1,073	1,517
Delaware			42	221	263
District of Columbia		200	25	909	1,134
Florida	87	237	161	234	719
Georgia	102	244	46	238	630
Idaho	21	77	86	38	222
Illinois	258	664	715	2,720	4,357
Indiana	165	421	186	746	1,518
Iowa	158	355	761	725	1,999
Kansas	115	233	96	225	669
Kentucky	156	343	401	500	1,400
Louisiana	112	252	162	310	836
Maine		110	127	325	562
Maryland	100	276	20	1,395	1,791
Massachusetts	284	448	1,236	95	2,063
Michigan	166	443	890	912	2,411
Minnesota	102	294	509	545	1,540
Mississippi	64	200	151		415
Missouri	107	534	167	546	1,354
Montana	16	85	90	225	416
Nebraska	60	192	193	34	479
Nevada			191		191
New Jersey	78	342	617	790	1,827
New Mexico	108	99	18	167	392
New York	321	1,739	2,331	7,002	11,393
North Carolina	232	472	188	977	1,869
North Dakota	37	111	156	160	464
Ohio	224	621	608	1,108	2,561
Oklahoma	159	417		194	770
Oregon	43	126	197	101	467
Pennsylvania	471	1,201	795	3,472	5,939
Rhode Island		101	49	184	334
South Carolina	104	212	119	49	484
South Dakota	37	106	64	213	420
Tennessee	250	300	21	651	1,222
Texas	338	685	90	1,262	2,375
Utah	29	130	110		269
Vermont		56	59	151	266
Virginia	108	249	139	593	1,089
Washington	96	135	154	639	1,024
West Virginia	136	315		631	1,082
Wisconsin	139	301	681	497	1,618
Wyoming			71	88	159
Puerto Rico		48			48

EDUCATION OF EXCEPTIONAL CHILDREN

TABLE 13.—Number of teachers of exceptional children in State and private residential schools, 1930-31.

State or outlying part	Blind		Deaf		Mentally deficient and epileptics		Delinquent		Total
	State	Private	State	Private	State	Private	State	Private	
1	2	3	4	5	6	7	8	9	10
Continental United States	652	172	1,642	330	700	213½	1,072½	404½	5,186½
Alabama	18		41		2		36		97
Arizona	3		9						12
Arkansas	16		42				2		60
California	17		26	5	15	9	25	22½	119½
Colorado	20		35		4	1	32		92
Connecticut		3							
Delaware			13	29	8		34	7	94
District of Columbia				27	1		11	5	17
Florida	9		34		7	34	21		58½
Georgia	14		30		2		14		59
Idaho					2		7		53
Idaho	6		8		1		6		21
Illinois	30		62	8	21	17	59	36	233
Indiana	16		44		20	2	34		116
Iowa	22		56		26	3	11	8	126
Kansas	19		34		4	3	4		64
Kentucky	19		40		6	5	30		100
Louisiana	16		42		6	2	3		69
Maine			12		12		20		44
Maryland	31		23	17		6	19	81	147
Massachusetts		58	39	26	77	20	87	2	309
Michigan	22		53	4	46	7	35	22	189
Minnesota	18		43		33	10	20		124
Mississippi	10		28		7		17		62
Missouri	19		50	30	13	3	35		150
Montana	4		18		5		6½		33½
Nebraska	9		24		7	2	12		54
Nevada							3		3
New Hampshire					8		6		14
New Jersey		10	57		42	28	50	8	195
New Mexico	14		13		1		9		37
New York	19	31	221	38	145	23	73	178	728
North Carolina	34		59		9		32		134
North Dakota	6		16		9		9		40
Ohio	31		61	14	29	10	41		186
Oklahoma	20		48		3		19		90
Oregon	6		15		7		6		34
Pennsylvania		70	27	132	40	28	70	35	402
Rhode Island			16		6	2½	5		29½
South Carolina	10		17		6		12		45
South Dakota	8		16		8		5		37
Tennessee	27		28			2	26		83
Texas	57		90		12		34		193
Vah	5		17		5				27
Vermont			8		5				13
Virginia	15		35		3	6	26		85
Washington	13		17		7		17		54
West Virginia	24		42		1		9		76
Wisconsin	25		33		25	20	29		132
Wyoming					4		11		15
Porto Rico		6					16		22



TABLE 14.—Receipts of State and private residential schools for exceptional children, 1930-31

State or outlying part	Public funds						Private funds						Grand total
	Blind	Deaf	Mentally deficient and epileptics	Delinquent	Total	Blind	Deaf	Mentally deficient and epileptics	Delinquent	Total			
Continental United States	3	3	4	5	6	7	8	9	10	11	12		
Alabama	48,653	155,254	136,461	177,930	518,298	899,856	1,097,704	2,572	22,811	25,383	643,681		
Arizona	17,109	68,436		60,000	85,545	2,000	1,814			1,814	87,187		
Arkansas	58,020	199,569	1,080,913	1,080,917	3,18,120		12,000	50,000	101,956	14,000	332,120		
California	85,770	412,944	156,384	1,168,513	2,660,544		8,828	7,527	15,000	190,796	2,821,330		
Colorado	52,511	149,454	364,046	383,042	528,862		17,597		59,872	77,469	649,369		
Connecticut		224,256	116,086	141,912	971,346		14,015	24,249	27,201	41,001	1,048,815		
Delaware		149,250	194,322	91,690	267,948		14,015	3,650	3,337	27,201	285,149		
District of Columbia	42,807	115,721		241,860	694,724						262,341		
Florida	43,906	85,000		100,000	228,906						698,374		
Georgia											228,906		
Idaho	14,513	58,052	76,522	113,870	262,957	707	2,830	3,654	39,088	45,229	308,186		
Illinois	237,075	339,320	1,617,066	1,247,876	3,441,946		21,043	65,001	18,960	105,894	3,547,840		
Indiana	247,811	188,500		328,346	762,657	278	2,027	4,800	39,672	7,705	770,362		
Iowa	115,415	286,369	813,083	301,080	1,515,967						1,555,569		
Kansas	89,749	168,203	214,898	301,080	472,940	7,286	2,394	19,323		27,942	500,783		
Kentucky	74,500	178,000	122,098	524,536	900,084	363			12,292	13,655	913,689		
Louisiana	164,000	260,060	180,000	76,294	680,344				7,610	20,372	700,716		
Maine		60,500	254,450	67,000	381,950		2,403	6,396	42	8,811	890,761		
Maryland	79,461	131,720	466,035	466,035	1,088,110	8,991	24,115	19,000	61,217	111,093	799,218		
Massachusetts	115,594	147,106	2,872,512	482,662	9,617,834	372,172	410,528	190,878	17,043	960,621	4,008,455		
Michigan	92,339	375,121	2,837,942	709,493	3,714,895		16,337	20,500	105,992	143,429	3,868,324		
Minnesota	65,500	152,510	925,897	511,264	1,304,941	6,194	7,852	133,058	3,665	150,769	1,506,710		
Mississippi	38,494	167,500	60,000	108,110	434,104						434,604		
Missouri	75,000	266,818	255,294	220,775	817,887		91,752	9,256	1,122	102,130	920,017		
Montana	82,100	73,461	24,156	51,581	231,301				18,072	18,072	249,373		

EDUCATION OF EXCEPTIONAL CHILDREN

Nevada.....	30,000	100,041	337,600	253,600	688,137	17,943	214,513	522,058	493,310	17,804	706,941
New Hampshire.....			184,770	72,500	22,500					3,817	22,500
New Jersey.....		303,700	1,562,025	75,000	253,779			436,585	70,071	530,619	3,374,454
New Mexico.....	139,074	68,000	30,000	47,500	284,574	17,943		350	17,902	18,282	3,302,828
North Carolina.....	230,726	1,004,254	4,937,305	1,850,200	8,033,579	359,535	214,513	522,058	493,310	1,589,416	9,672,966
North Dakota.....	87,431	215,267		308,496	612,294				600		612,894
Ohio.....	17,200	100,960	281,812	628,930	406,681	12,965	4,406	8,785	27,776		433,657
Oklahoma.....	160,625	320,455	838,905	120,000	1,852,915		100,931	31,510	138,401		2,091,376
Oregon.....	110,000	228,258	281,053		719,291						719,291
Pennsylvania.....	27,309	64,222	237,928	76,533	405,777		225			4,745	410,522
Rhode Island.....	256,950	598,799	2,304,555	862,959	4,053,571	88,777	64,724	198,118		331,619	4,385,190
South Carolina.....		87,530	166,187	142,500	309,217			4,800		4,800	404,017
South Dakota.....	46,200	66,800	135,062	120,000	300,592						360,592
Tennessee.....	34,500	55,000	265,299		354,799	9,352	14,957			20,930	375,738
Texas.....	76,621	122,420	266,761	266,761	457,802	1,759	3,153	12,990		17,872	475,674
Utah.....	140,806	292,571	380,610	203,532	1,023,718			3,500		6,300	1,030,018
Vermont.....	34,200	155,803			190,000				2,800		219,500
Virginia.....		78,338	77,500	126,000	230,838	5,310	24,190	13,427	12,255	36,434	270,272
Washington.....	44,634	102,145	419,080	219,563	785,372	5,744	13,096	34,040	7,325	60,090	845,452
West Virginia.....	56,290	76,510	262,500	138,650	533,950			20,820		20,820	554,770
Wisconsin.....	77,136	172,677	697,686	165,000	414,813				25,000	25,000	439,813
Wyoming.....	141,415	242,000		313,248	1,394,349			141,134	7,246	148,380	1,542,729
Puerto Rico.....		4,833		64,820	44,531		3,991				44,531
					70,653					6,447	77,100

Where a school is for 2 types of pupils the receipts have been prorated.

TABLE 15.—Expenditures for instruction, teachers' salaries, books, etc., in State and private residential schools for exceptional children, 1930-31

State or outlying part	State						Private						Total
	Blind	Deaf	Mentally deficient and epileptics	Delinquent	Total	Total	Blind	Deaf	Mentally deficient and epileptics	Delinquent	Total	Total	
Continental United States.....	\$849,708	\$2,270,431	\$505,574	\$1,704,763	\$5,501,566	\$222,854	\$490,013	\$149,147	\$240,222	\$1,102,236	\$6,003,802		
Alabama.....	21,390	60,867	2,100	6,220	90,577						90,577		
Arizona.....	3,528	14,062			17,615						17,615		
Arkansas.....	39,000	20,000		21,000	101,000						101,000		
California.....	16,457	60,854	22,422	288,149	387,882		853	20,673	-2,855	24,381	412,268		
Colorado.....	16,516	47,000	3,700	55,338	123,559						123,559		
Connecticut.....		15,543	9,121	20,908	45,602		55,000		8,513	55,000	100,602		
Delaware.....			600		600						600		
District of Columbia.....			4,967	6,890	11,847		65,114	1,633		66,749	78,593		
Florida.....	11,770	31,824	2,638	25,019	71,251		5,234			5,234	76,485		
Georgia.....	9,425	30,400		5,022	44,847						44,847		
Idaho.....	4,896	19,826	1,010	5,819	31,310						31,310		
Illinois.....	165,077	107,564	18,876	38,500	270,000			4,632	2,209	6,841	276,860		
Indiana.....	15,642	72,200	30,000	42,120	140,001			450		450	140,511		
Iowa.....	28,854	85,911	19,881	22,712	167,358				199	199	167,527		
Kansas.....	17,255	63,500	16,861		97,616			450		450	98,066		
Kentucky.....	28,273	53,400	4,149	40,880	126,702						126,702		
Louisiana.....	34,000	48,000	4,000		86,000						86,000		
Maine.....		17,690	8,942	4,775	31,316						31,316		
Maryland.....	28,280	51,600		58,543	138,363		7,015		24,043	31,058	164,460		
Massachusetts.....		17,277	60,267	138,832	216,428		54,298	11,871	1,600	148,335	364,761		
Michigan.....	23,600	69,657	68,718	68,090	230,065		9,008	3,172	29,721	41,901	261,966		
Minnesota.....	22,760	55,680	31,491	16,035	125,946						125,946		
Mississippi.....	10,327	25,000	3,600	20,691	60,118						60,118		
Missouri.....	34,848	61,091	5,153	41,190	132,242		23,373	1,550		24,923	157,170		
Montana.....	34,742	31,056	5,849	10,707	82,394						82,394		

EDUCATION OF EXCEPTIONAL CHILDREN

Nevada.....	21,185	5,000	109,110	90,000	23,415	109,110	90,000	21,185	5,000	6,621	28,836	21,380	17,229	55,633	75,180
New Hampshire.....	3,825	6,135	109,110	90,000	38,741	307,389	307,389	3,825	6,135	54,516	28,836	21,380	158,883	209,015	3,825
New Jersey.....	12,760	47,968	20,400	20,400	8,378	36,769	36,769	12,760	47,968	80,161	228,649	24,446	333,146	440,822	18,945
New Mexico.....	196,698	9,900	20,400	20,400	8,300	34,432	34,432	196,698	9,900	80,161	228,649	24,446	333,146	440,822	404,430
New York.....	56,050	16,700	68,477	68,477	56,050	103,000	103,000	56,050	16,700	54,516	28,836	21,380	158,883	209,015	54,081
North Carolina.....	24,683	5,600	68,477	68,477	5,600	19,045	19,045	24,683	5,600	54,516	28,836	21,380	158,883	209,015	817,062
North Dakota.....	8,300	8,300	34,432	34,432	8,300	34,432	34,432	8,300	8,300	54,516	28,836	21,380	158,883	209,015	98,263
Ohio.....	18,705	18,705	16,170	16,170	18,705	16,170	16,170	18,705	18,705	54,516	28,836	21,380	158,883	209,015	81,260
South Carolina.....	15,997	15,997	18,188	18,188	15,997	18,188	18,188	15,997	15,997	54,516	28,836	21,380	158,883	209,015	232,708
South Dakota.....	14,837	14,837	18,188	18,188	14,837	18,188	18,188	14,837	14,837	54,516	28,836	21,380	158,883	209,015	157,157
Tennessee.....	33,945	33,945	28,700	28,700	33,945	28,700	28,700	33,945	33,945	54,516	28,836	21,380	158,883	209,015	46,539
Texas.....	6,300	6,300	17,685	17,685	6,300	17,685	17,685	6,300	6,300	54,516	28,836	21,380	158,883	209,015	440,822
Utah.....	15,226	15,226	36,138	36,138	15,226	36,138	36,138	15,226	15,226	54,516	28,836	21,380	158,883	209,015	36,124
Vermont.....	14,073	14,073	21,113	21,113	14,073	21,113	21,113	14,073	14,073	54,516	28,836	21,380	158,883	209,015	49,907
Virginia.....	32,750	32,750	74,750	74,750	32,750	74,750	74,750	32,750	32,750	54,516	28,836	21,380	158,883	209,015	38,955
Washington.....	28,000	28,000	42,000	42,000	28,000	42,000	42,000	28,000	28,000	54,516	28,836	21,380	158,883	209,015	213,021
West Virginia.....	14,073	14,073	21,113	21,113	14,073	21,113	21,113	14,073	14,073	54,516	28,836	21,380	158,883	209,015	179,687
Wisconsin.....	18,954	18,954	34,722	34,722	18,954	34,722	34,722	18,954	18,954	54,516	28,836	21,380	158,883	209,015	35,000
Wyoming.....	3,650	3,650	10,725	10,725	3,650	10,725	10,725	3,650	3,650	54,516	28,836	21,380	158,883	209,015	27,180
Puerto Rico.....	11,189	11,189	11,189	11,189	11,189	11,189	11,189	11,189	11,189	54,516	28,836	21,380	158,883	209,015	67,988
										259					11,448

1 Where a school is for 2 types of pupils the expenditures have been prorated.

TABLE 16.—Statistics of State and private residential schools for exceptional children, 1930-31

## A.—RESIDENTIAL SCHOOLS FOR THE BLIND

Institution	Number of teachers	Pupils <sup>1</sup>			Receipts from public funds, State, county, or city	Expenditures for instruction, teachers' salaries, books, etc.	Total expenditures
		Kindergarten	Elementary	High school			
1	2	3	4	5	6	7	8
Alabama Institute for Deaf and Blind, Talladega, Ala.	16	40	84	34	\$41,545	\$18,599	\$41,545
Alabama Institute for Deaf and Blind (Negro), Talladega, Ala.	2		41		18,708	7,844	18,708
Arizona State School for the Deaf and the Blind, Tucson, Ariz.	3	4	12	2	85,545	17,615	85,545
Arkansas School for the Blind (Negro), Little Rock, Ark.	13	4	54	61	58,020	30,000	50,020
Arkansas School for the Blind, Little Rock, Ark.	3		19	10			
California School for the Blind, Berkeley, Calif.	17	8	53	47	85,770	16,457	81,714
Colorado School for Deaf and Blind, Colorado Springs, Colo.	20	7	35	17	201,965	63,522	182,157
Connecticut Nursery for the Blind, Farmington, Conn.	3		11				
Connecticut Institute for the Blind (School Department), Hartford, Conn. <sup>2</sup>							
Florida School for the Deaf and the Blind, St. Augustine, Fla. <sup>3</sup>	9		77	10	158,522		158,522
Georgia Academy for the Blind, Macon, Ga. <sup>4</sup>	14		91	11	43,905	9,425	42,800
Idaho State School for Deaf, Gooding, Idaho	6		14	7	14,513	4,896	14,500
Illinois School for the Blind, Jacksonville, Ill.	30	17	182	59	237,076	108,070	237,076
Indiana School for the Blind, Indianapolis, Ind.	16		94	71	247,811	15,642	235,707
Iowa School for the Blind, Vinton, Iowa	22	6	92	60	115,415		115,415
Kansas State School for the Blind, Kansas City, Kans.	19		83	32	89,749	17,255	72,273
Kentucky School for the Blind, Louisville, Ky. <sup>5</sup>	19	12	113	31	74,500	28,273	74,500
Louisiana State School for the Blind, Baton Rouge, La.	12		54	22	155,000	30,000	174,000
Louisiana State School for the Negro Blind, Scotlandville, La.	4		28	8	9,000	4,000	9,000
Maryland School for the Blind, Overlea, Md.	27	2	50	20	108,880	31,860	108,880
Maryland School for the Colored Blind and Deaf, Overlea, Md.	4	4	16	8			
Perkins Institution and Massachusetts School for the Blind, Watertown, Mass.	58	28	194	56	115,564	80,566	500,140
Michigan School for the Blind, Lansing, Mich.	22	17	86	49	92,339	23,000	92,339
Minnesota State School for the Blind, Faribault, Minn.	18	10	54	23	65,500	22,760	75,500
Mississippi School for the Blind, Jackson, Miss.	10	10	40	14	38,494	10,327	38,494
Missouri School for the Blind, St. Louis, Mo.	19	14	71	22	78,000	24,848	78,000
Montana State School for the Deaf and the Blind and Training School for Feeble-minded, Boulder, Mont.	4		14	2	169,383	71,677	169,383
Nebraska School for the Blind, Nebraska City, Nebr.	9		48	12	30,000	17,000	47,000
Institute for Blind, Sisters of St. Joseph of Peace, Jersey City, N.J.	6	1	18	3			
Arthur Sunshine Home and Kindergarten for Blind Babies, Summit, N.J.	4	9	14		27,468		45,470
New Mexico School for the Blind, Alamogordo, N. Mex.	14	14	78	16		23,415	140,000
New York State School for the Blind, Batavia, N.Y.	19	32	73	40	140,423	38,741	140,423
Dyker Heights Home for Blind Children, Brooklyn, N.Y.	1		7				15,800
Catholic Institute for the Blind, New York (East 221 Street and Paulding Avenue), N.Y.	5	1	29	6	13,292	5,053	168,000
New York Institute for the Education of the Blind, New York (999 Pelham Parkway, N.Y.) <sup>6</sup>	25		94	36	77,010	48,093	409,550
State School for the Blind, Raleigh, N.C.	26	32	97	25	128,711	12,719	350,470
State School for the Blind and the Deaf (Negro), Raleigh, N.C.	8	19	43	16			
North Dakota School for the Blind, Bathgate, N. Dak.	6		23	13	17,200	8,200	29,000
Ohio State School for the Blind, Columbus, Ohio	31	13	151	60	166,625	56,050	158,510
Oklahoma School for the Blind, Muskogee, Okla.	20	10	103	46	110,000	26,683	110,000
Oregon State School for the Blind, Salem, Oreg.	6		30	13	27,399	5,500	27,399
Royer-Graeves School for the Blind, King of Prussia, Pa.	6	2	10	8	3,354	5,340	13,300
St. Mary's Institution for Blind, Lansdale, Pa.	3	1	12	3			
Pennsylvania Institution for the Instruction of the Blind, Philadelphia, Pa.	36	11	182	88	151,007	47,018	225,700

<sup>1</sup> Does not include pupils taking vocational courses only.<sup>2</sup> Includes school for the deaf.<sup>3</sup> Includes 3 who teach both deaf and blind.<sup>4</sup> Available data were incomplete.<sup>5</sup> Includes Negro department.<sup>6</sup> Includes schools for the deaf and the feeble-minded.

EDUCATION OF EXCEPTIONAL CHILDREN

77

TABLE 16.—Statistics of State and private residential schools for exceptional children, 1930-31—Continued

A.—RESIDENTIAL SCHOOLS FOR THE BLIND

Institution	Number of teachers	Pupils			Receipts from public funds, State, county or city	Expenditures for instruction, teachers' salaries, books, etc.	Total expenditures
		Kindergarten	Elementary	High school			
1	2	3	4	5	6	7	8
Western Pennsylvania School for the Blind, Pittsburgh, Pa.	25	26	99	29	\$102,589	\$27,793	\$106,304
North Carolina School for Deaf and Blind, Cedar Spring, N.C.	10				105,000		105,000
North Dakota School for the Blind, Gary, S. Dak.	8	13	16	7	34,800	15,997	40,851
Tennessee School for the Blind, Nashville, Tenn.	21		147	56	76,621	14,837	80,843
Tennessee School for the Blind (Negro), Nashville, Tenn.	6		42	5			
Texas Deaf, Dumb, and Blind Institution for Colored Youths, Austin, Tex.	26	16	65	28		51,000	134,000
Texas School for the Blind, Austin, Tex.	31	26	148	55	85,165		89,000
Utah School for the Deaf and the Blind, Ogden, Utah	5		25	4	190,000	35,000	190,000
Virginia State School for Colored Deaf and Blind, Children, Newport News, Va.	3		27		41,359	6,640	41,369
Virginia School for the Deaf and the Blind, Staunton, Va.	12		67	14	105,420	44,726	119,750
Washington State School for the Blind, Vancouver, Wash.	13	12	60	24	56,290		56,290
West Virginia School for Colored Deaf and Blind, Institute, W. Va.	5		9	9	54,813	12,500	54,813
West Virginia Schools for the Deaf and the Blind, Ramney, W. Va.	19	8	74	36	195,000	95,000	195,000
Wisconsin School for the Blind, Janesville, Wis.	25	4	92	43	141,415	28,000	141,415

B.—RESIDENTIAL SCHOOLS FOR THE DEAF

Alabama Institute for Deaf and Blind, Talladega, Ala.	36		256	95	\$143,656	\$56,314	\$143,656
Alabama Institute for Deaf and Blind (Negro), Talladega, Ala.	5		68		18,706	7,844	18,706
Arizona State School for the Deaf and the Blind, Tucson, Ariz.	9	6	56	8	85,545	17,615	85,545
Kansas School for the Deaf, Little Rock, Ark.	42		214	96	199,500	50,000	211,500
California School for the Deaf, Berkeley, Calif.	26		214	9	405,591	60,854	215,722
Josephs Home for Deaf Mutes, Oakland, Calif.	5		32		7,353	833	8,408
Colorado School for Deaf and Blind, Colorado Springs, Colo.	35	17	135	17	201,955	63,522	182,157
Cystic Oral School for the Deaf, Mystic, Conn.	13	11	82	1	111,987	15,543	111,987
American School for the Deaf, West Hartford, Conn.	29	14	202		112,269	55,000	127,136
Columbia Institution for the Deaf, Washington, D.C.: Gallaudet College	17			130	149,250	68,114	160,782
Kendall School	10	7	53	10			
Florida School for the Deaf and the Blind, St. Augustine, Fla.	34		233	3	158,522		158,522
Georgia School for the Deaf, Cave Springs, Ga.	30		244			30,400	85,000
Idaho State School for Deaf and Blind, Gooding, Idaho	8	11	58	8	58,052	19,585	50,541
Alpha Epsilon School for the Deaf, Chicago, Ill.	8		118				20,936
Illinois School for the Deaf, Jacksonville, Ill.	62	6	468	72	339,329	107,564	339,329
Indiana State School for the Deaf, Indianapolis, Ind.	44	52	294	75	188,500	62,299	186,955
Iowa School for the Deaf, Council Bluffs, Iowa	56		355		286,369		286,369
Kansas School for the Deaf, Olathe, Kans.	34	14	172	47	168,203	63,500	168,379
Kentucky School for the Deaf, Danville, Ky.	40		343		178,000		178,000
Louisiana State School for Deaf, Baton Rouge, La.	30		166	35	260,050	48,000	260,050
Archbishop Institute for the Deaf, Chinchuba, La.	12		51				
Maine School for the Deaf, Portland, Maine	12	12	98		60,500	17,599	58,572
Francis Xavier School for the Deaf, Baltimore, Md.	5		40				
Maryland State School for the Deaf, Frederick, Md.	23	23	141	16	102,340	43,000	168,500
Harhart School for Deaf Children, Kensington, Md.	5	8	11			7,015	16,488
Maryland School for the Colored Blind and Deaf, Verle, Md.	7	3	27	7	106,860	31,850	106,381
Beverly School for the Deaf, Beverly, Mass.	10	6	72		46,728	17,277	56,147
Boston School for the Deaf, Boston, Mass.	26		198				
Northampton School for the Deaf, Northampton, Mass.	26	6	145		100,378	54,298	445,794

Includes school for the deaf.  
Includes school for the blind.  
Includes 3 who teach both deaf and blind.  
Includes Negro department.  
College students.  
Total pupils, all grades.

TABLE 16.—Statistics of State and private residential schools for exceptional children, 1930-31—Continued

## B—RESIDENTIAL SCHOOLS FOR THE DEAF—Continued

Institution	Number of teachers			Pupils			Receipts from public funds, State, county, or city	Expenditures or in-struction, teachers' salaries, books, etc.	Total expenditures
	Kindergarten	Elementary <sup>a</sup>	High school	Kindergarten	Elementary <sup>a</sup>	High school			
1	2	3	4	5	6	7	8	9	
Sarah Fuller Home for Young Deaf Children, Roxbury, Mass.	3	1	21						
Evangelical Lutheran Deaf-Mute Institute, Detroit, Mich.	4	3	28				\$9,008	\$116,379	
Michigan School for the Deaf, Flint, Mich.	53	11	282	118	\$375,121	59,657	94,730		
W. Roby Allen School for the Deaf, Fairbault, Minn.	4		12						
Minnesota School for the Deaf, Fairbault, Minn.	39		246	36	152,510	55,500	150,720		
Mississippi School for the Deaf, Jackson, Miss. <sup>1</sup>	28		183	4	167,500	25,500	167,500		
Missouri School for the Deaf, Fulton, Mo.	44		325		266,818	61,081	361,944		
Central Institute for the Deaf, St. Louis, Mo.	30	35	61				93,516		
St. Joseph Institute for Deaf-Mutes, St. Louis, Mo.	6		40						
Montana State School for the Deaf and the Blind and Training School for Feeble-Minded, Boulder, Mont. <sup>2</sup>	18	10	71	4	169,383	71,677	169,383		
Nebraska School for the Deaf, Omaha, Nebr.	24	17	138	37	166,941	30,000	166,941		
New Jersey School for the Deaf, West Trenton, N.J.	57		342		363,941		363,941		
New Mexico School for the Deaf, Santa Fe, N. Mex.	13		99		68,000		68,000		
Le Contoux St. Mary's Institution for the Improved Instruction of Deaf Mutes, Buffalo, N.Y.	38	22	171	21	111,255	28,836	111,700		
Clary Oral School for the Deaf, Brooklyn, N.Y.	5		12						
Northern New York Institution for Deaf-Mutes, Malone, N.Y.	18	17	84	7	67,849	30,961	68,760		
Association for the Improved Instruction of Deaf-Mutes, New York (904 Lexington Avenue), N.Y.	38	50	200	2	138,653	59,825	188,000		
New York Institution for the Instruction of the Deaf and the Dumb, New York (99 Fort Washington Avenue), N.Y.	41	68	255	33		284,000	277,600		
St. Joseph's Institute for the Improved Instruction of Deaf-Mutes, New York (Eastern Boulevard and One Hundred and Seventy-seventh Street), N.Y.	60	23	371	7	214,241	68,488	231,600		
Wright Oral School, New York (1 West One Hundred and Twentieth Street), N.Y.	16			7					
Rochester School for the Deaf, Rochester, N.Y.	25	23	171	11	117,435	46,154	221,620		
The Central New York Institute for the Deaf, Rome, N.Y.	17	14	99		17,823	18,610	74,700		
North Carolina School for the Deaf, Morganton, N.C.	43		334	25	176,087		176,087		
State School for the Blind and the Deaf (Negro), Raleigh, N.C.	16		104	2	126,711	12,719	350,400		
North Dakota School for the Deaf, Devils Lake, N. Dak.	16	8	27	60	105,869	34,432	169,000		
State School for the Deaf, Columbus, Ohio.	61		452	67	320,455	103,000	270,400		
St. Rita School for the Deaf, Lockland, Ohio.	14	6	81	15		12,728	108,900		
Home Oral School, Sand Springs, Okla.	1		5	3					
Oklahoma State School for the Deaf, Sulphur, Okla.	44		394		148,382		148,382		
Deaf, Blind, and Orphans' Institute, Taft, Okla.	3		15		82,876		82,876		
Oregon State School for the Deaf, Salem, Oreg.	15		115	11	64,222	19,045	64,222		
The Sanatorium School, Lansdowne, Pa.	4	1	3	1					
Archbishop Ryan Memorial Institute for Deaf-Mutes, Philadelphia (3509 Spring Garden Street), Pa.	7	9	41						
Home for Training in Speech of Deaf Children, Philadelphia, Pa.	10	26	24						
Pennsylvania Institution for the Deaf, Philadelphia (Mount Airy), Pa.	78	45	473	25	341,263	145,756	377,600		
De Paul Institute for the Deaf, Pittsburgh (Brookline), Pa.	15	12	129				41,000		
Western Pennsylvania School for the Deaf, Pittsburgh (Edgewood), Pa.	35		300		189,917	72,518	197,100		
Pennsylvania State Oral School for the Deaf, Scranton, Pa.	10	11	91		67,630	18,572	67,630		
St. Gabriel's School for the Deaf, Santurce, P.R.	6	9	36		4,833	259	7,000		
Rhode Island School for the Deaf, Providence, R.I.	16	18	83		87,580	28,636	87,580		
South Carolina School for Deaf and Blind, Cedar Spring, S.C. <sup>3</sup>	17		212		105,000		105,000		
South Dakota School for the Deaf, Sioux Falls, S. Dak.	16	8	93	5	55,000	18,186	65,000		
Tennessee School for the Deaf, Knoxville, Tenn.	26	49	214	14	122,420	42,189	115,000		
Tennessee School for the Deaf (Negro), Knoxville, Tenn.	2		23						
Texas Deaf, Dumb, and Blind Institution for Colored Youths, Austin, Tex.	26	37	48	22	184,000	51,000	134,000		

<sup>a</sup> Includes school for the blind.<sup>1</sup> Includes 3 who teach both deaf and blind.<sup>2</sup> Includes Negro department.<sup>3</sup> Total pupils, all grades.<sup>4</sup> Includes school for the blind and the feeble-minded.

EDUCATION OF EXCEPTIONAL CHILDREN

79

TABLE 16.—Statistics of State and private residential schools for exceptional children, 1930-31—Continued

B—RESIDENTIAL SCHOOLS FOR THE DEAF—Continued

Institution	Number of teachers	Pupils			Receipts from public funds, State, county, or city	Expenditures for instruction, teachers' salaries, books, etc.	Total expenditures
		Kindergarten	Elementary	High school			
1	2	3	4	5	6	7	8
Texas School for the Deaf, Austin, Tex.	84		442	73	\$220,211	282,963	\$216,967
Utah School for the Deaf and the Blind, Ogden, Utah	17		91	30	190,000	35,000	\$190,000
The Austins School, Brattleboro, Vt.	8		58		28,338	17,685	42,214
Virginia State School for Colored Deaf and Blind Children, Newport News, Va.	4	9	44		41,389	6,640	41,389
Virginia School for the Deaf and the Blind, Staunton, Va.	31	10	183	3	105,429	44,728	119,780
Washington State School for the Deaf, Vancouver, Wash.	17	25	91	19	78,510	21,113	76,510
West Virginia Schools for the Colored Deaf and Blind, Institute, W. Va.	7		34	1	54,813	12,500	54,813
The West Virginia Schools for the Deaf and the Blind, Romney, W. Va.	25		290		195,000	95,000	195,000
Wisconsin School for the Deaf, DeJavan, Wis.	23	29	130	45	242,000	42,000	134,000
St. John's Institute for the Deaf, St. Francis, Wis.	17		60				

C.—RESIDENTIAL SCHOOLS FOR MENTALLY DEFICIENT AND EPILEPTICS

Institution	Number of inmates	Number of teachers	Pupils		Receipts from public funds (State, county, and city)	Expenditures for instruction (teachers' salaries, books, etc.)	Total expenditures
			Kindergarten	Elementary			
1	2	3	4	5	6	7	8
<b>Public</b>							
Farlow State School, Tuscaloosa, Ala.	538	2	38	54	\$128,461	\$2,100	\$114,267
Ionoma State Home, Eldridge, Calif.	2,264	10	20	261	815,879	18,249	515,579
Pacific Colony, Spadra, Calif.	646	5	112	170	265,334	6,173	266,500
State Home and Training School for Mental Defectives: Grand Junction, Colo.	288	3	18	44	102,394	3,209	102,394
Ridge, Colo.	178	1	12	49	54,000	500	54,419
Mansfield State Training School and Hospital, Mansfield, Conn.	955	8	22	77	364,098	9,121	612,396
Delaware Commission for Feeble-minded, Stockley, Del.	278	3	25	35	175,036	3,000	116,036
District Training School, Annapolis Junction, Md. <sup>a</sup>	212	7					245,319
Florida Farm Colony, Gainesville, Fla.	465	2	68	95	194,322		131,692
Georgia Training School for Mental Defectives, Gracewood, Ga. <sup>b</sup>	237	2	20	26			71,129
State School and Colony, Nampa, Idaho.	444	1	54	32	70,522	1,010	516,745
Dixon State Hospital, Dixon, Ill.	2,904	3	73	115	846,646	3,192	784,728
Lincoln State School and Colony, Lincoln, Ill.	2,882	18	45	372	771,020	15,683	65,328
Lucasatuck Colony, Butlerville, Ind.	451						474,618
Fort Wayne State School, Fort Wayne, Ind.	1,722	20	40	140		20,000	271,718
Indiana Village for Epileptics, Newcastle, Ind. <sup>c</sup>	856						
Institution for Feeble-minded Children, Glenwood, Iowa.	1,674	20	52	496	517,203	15,021	472,721
Hospital for Epileptics and School for Feeble-minded, Woodward, Iowa. <sup>d</sup>	916	6	49	129	295,890	4,800	265,700
State Hospital for Epileptics, Parsons, Kans.	666	3	9	27			243,042
State Training School, Winfield, Kans.	1,057	3	19	36	214,888	2,000	218,968

<sup>a</sup> Includes school for the blind.

<sup>b</sup> This is the official training school of the District of Columbia.

<sup>c</sup> Incomplete data supplemented by report of the Bureau of the Census, 1928.



TABLE 16.—Statistics of State and private residential schools for exceptional children, 1930-31—Continued

## C.—RESIDENTIAL SCHOOLS FOR MENTALLY DEFICIENT AND EPILEPTICS—Con.

Institution	Number of inmates	Number of teachers	Pupils		Receipts from public funds (State, county, and city)	Expenditures for instruction (teachers' salaries, books, etc.)	Total expenditures
			Kindergarten	Elementary			
1	2	3	4	5	6	7	8
<i>Public—Continued</i>							
State Institution for the Feeble-minded, Frankfort, Ky.	700	6	—	341	\$122,998	\$4,149	\$127,147
State Colony and Training School, Alexandria, La.	599	6	40	82	190,000	4,000	194,000
Pownal State School, Pownal, Maine.	723	12	11	116	254,450	8,942	263,392
Rosewood State Training School, Owings Mills, Md. <sup>11</sup>	911	—	—	—	—	—	—
Belchertown State School, Belchertown, Mass.	1,059	14	30	117	877,768	14,561	892,329
Manson State Hospital for Epileptics, Palmer, Mass. <sup>12</sup>	1,528	3	—	—	—	—	—
Walter B. Fernald State School, Waverly, Mass.	1,734	34	46	242	913,950	23,022	936,972
Wrentham State School, Wrentham, Mass. <sup>13</sup>	1,692	26	225	458	—	—	—
Michigan Home and Training School, Lapeer, Mich.	2,657	21	64	310	1,419,804	20,588	1,440,392
Wayne County Training School, Northville, Mich.	894	25	34	436	1,118,198	68,160	1,186,358
Michigan Farm Colony for Epileptics, Wahjamega, Mich. <sup>14</sup>	920	—	—	—	—	—	—
Minnesota Colony for Epileptics, Cambridge, Minn.	410	5	10	71	491,450	4,298	495,748
Minnesota School for Feeble-minded and Colony for Epileptics, Faribault, Minn.	2,378	28	66	447	434,217	27,193	461,410
Ellisville State School, Ellisville, Miss.	319	7	90	61	60,000	3,600	63,600
Missouri State School for Feeble-minded, Marshall, Mo.	1,106	13	70	92	255,294	—	255,294
Montana State Training School for Feeble-minded, Boulder, Mont.	332	5	42	48	—	—	—
Nebraska Institution for Feeble-minded, Beatrice, Nebr.	1,006	7	60	133	—	5,000	5,000
Laconia State School, Laconia, N.H.	633	8	40	142	188,779	6,135	194,914
North Jersey Training School, Little Falls, N.J.	556	14	23	129	208,299	16,791	225,090
State Colony for Feeble-minded Males, New Lisbon, N.J. <sup>15</sup>	445	4	—	—	—	—	—
New Jersey State Village for Epileptics, Skillman, N.J.	1,114	13	33	59	458,097	16,057	474,154
Vineland State School, Vineland, N.J.	1,431	8	25	31	522,318	13,776	536,094
Woodbine Colony for Feeble-minded Males, Woodbine, N.J.	451	3	40	—	108,358	1,890	110,248
New Mexico Home and Training School for Mental Defectives, Los Lunas, N.Mex.	49	1	—	18	30,000	900	30,900
Albion State Training School, Albion, N.Y. <sup>16</sup>	333	9	—	215	129,187	9,558	138,745
Institution for Male Defective Delinquents, Napasoch, N.Y.	1,102	1	—	140	484,881	2,594	487,475
Newark State School, Newark, N.Y.	1,458	13	43	111	521,415	12,472	533,887
New York City Children's Hospital (Randalls Island), N.Y. <sup>17</sup>	1,439	37	78	181	—	—	—
Rome State School, Rome, N.Y.	3,545	26	213	152	1,090,998	—	1,090,998
Craig Colony for Epileptics, Sonoma, N.Y. <sup>18</sup>	1,890	7	175	—	937,158	13,180	950,338
Syracuse State School, Syracuse, N.Y.	1,321	41	40	408	664,707	20,356	685,063
Letchworth Village, Thiells, N.Y.	2,680	21	69	261	1,110,394	38,927	1,149,321
Wassaic State School, Wassaic, N.Y. (no data)	—	—	—	—	—	—	—
Oswell Training School, Kinston, N.C. <sup>19</sup>	648	9	121	67	—	—	—
State Colony for Epileptics, Raleigh, N.C. (no data)	—	—	—	—	—	—	—
Institution for Feeble-minded, Grafton, N.Dak.	643	9	55	101	281,812	8,887	290,699
Institution for Feeble-minded, Apple Creek, Ohio (no data)	—	—	—	—	—	—	—
Institution for Feeble-minded, Columbus, Ohio	2,088	19	41	311	428,679	12,951	441,630
State Hospital for Epileptics, Gallipolis, Ohio <sup>20</sup>	2,208	2	—	—	—	—	—
Institution for Feeble-minded, Orient, Ohio	2,478	7	38	182	413,296	3,749	417,045
Institution for Feeble-minded, Enid, Okla. <sup>21</sup>	820	3	—	—	261,023	—	261,023
State Institution for Feeble-minded, Salem, Oreg.	850	7	51	146	237,628	5,000	242,628
Lawreton State Village, Lawreton, Pa.	664	4	—	124	251,794	2,318	254,112

<sup>11</sup> Includes school for the blind.<sup>12</sup> Incomplete data supplemented by report of the Bureau of the Census, 1928.<sup>13</sup> Incomplete data supplemented by report of the Bureau of the Census, 1931.<sup>14</sup> Figures given are for the Montana State School for the Deaf and Blind and the Montana State Training School for Feeble-minded.<sup>15</sup> Title and function of this institution was changed by act of legislature, effective July 1, 1931. It was formerly a reformatory but is now the Institution for Mentally Defective Delinquent Women.<sup>16</sup> Data for 1926-27.<sup>17</sup> Expenditures for 9 months ending September 1931.

EDUCATION OF EXCEPTIONAL CHILDREN

TABLE 16.—Statistics of State and private residential schools for exceptional children, 1930-31—Continued

C—RESIDENTIAL SCHOOLS FOR MENTALLY DEFICIENT AND EPILEPTICS—Con.

Institution	Number of inmates	Number of teachers	Pupils		Receipts from public funds (State, county, and city)	Expenditures for instruction (teachers' salaries, books, etc.)	Total expenditures	
			Kindergarten	Elementary				
	1	2	3	4	5	6	7	8
<i>Public—Continued</i>								
Pennhurst State School, Pennhurst, Pa.	1,474	16	50	97	\$944,290	\$18,813	\$944,290	
Polk State School, Polk, Pa.	2,730	20	39	183	838,000		818,000	
Salinsgrove State Colony for Epileptics, Salinsgrove, Pa.	223							
Exeter School, Lafayette, R.I.	530	6		45	160,187	1,584	163,000	
State Training School, Clinton, S.C.	486	6	7	112	135,092	6,412	137,000	
State School and Home for Feeble-minded, Redfield, S. Dak. <sup>1</sup>	671	8	12	52	265,200		265,200	
Home and Training School for Feeble-minded, Donelson, Tenn. <sup>2</sup>	487							
Abilene State Hospital for Epileptics, Abilene, Tex.	1,150	2	55	35	380,810	1,620	336,000	
Austin State School, Austin, Tex. <sup>1</sup>	740	10					236,700	
Utah State Training School, American Fork, Utah	157	5	32	78				
Brandon State School, Brandon, Vt.	204	5	20	30	77,500	2,498	90,000	
State Colony for Epileptics and Feeble-minded, Colony, Va. <sup>2</sup>	1,004	3		98	419,630	2,230	363,000	
State Custodial School, Medical Lake, Wash. <sup>1</sup>	1,217	7	58	96	262,860		322,700	
Huntington State Hospital, Huntington, W. Va. <sup>1</sup>	920	1					146,300	
Northern Wisconsin Colony and Training School, Chippewa Falls, Wis.	1,306	18	101	252	429,012	15,841	412,000	
Southern Wisconsin Colony and Training School, Union Grove, Wis. <sup>1</sup>	718	7	16	87	268,673		155,000	
Wyoming State Training School, Lander, Wyo.	253	4	15	56		3,650	74,000	
<i>Private</i>								
Miss Allen's School, Los Angeles, Calif.	22	3				10,723	18,000	
Sunny Crest School, Los Angeles, Calif. <sup>1</sup>	50		5	31			15,000	
Wittman Home, Mar Vista, Calif.	60							
The Williams School for Handicapped Children, Pasadena, Calif.	12	2	3	9				
The Cedars, Ross, Calif.	36	4	10	21		8,600	28,000	
Meeker Home, Denver, Colo.	12	1	4	2		626	5,500	
M. Gertrude's School of Arts and Crafts, Brookland, D.C.	29	3 <sup>1</sup>	5	20		1,635	24,000	
Daughters of St. Mary of Providence Institute, Chicago, Ill.	85	10	7	50				
Leverly Farm Home and School for Nervous Backward Children, Godfrey, Ill.	72	4	11	28			51,000	
The Mary E. Fogus Sanitarium, Wheaton, Ill.	41	3	7	7				
The Indianapolis Home Training School, Indianapolis, Ind.	6	2	3	3			4,000	
Well School for Backward and Mentally Deficient Children, Red Oak, Iowa	61	3	17	15				
The Southard School, Topeka, Kans.	6	3		6			5,000	
Edward Home Training School, Frankfort, Ky.	112	5	30	80				
Philip Gumbel School, New Orleans, La.	40	2	5	35	17,500	4,500	16,000	
Ill Top School, Jessup, Md.	20	6	8	12				
The Fraser School, Arlington Heights, Mass.	10	4	1	7		1,970	5,000	
The Hospital Cottages for Children, Baldwinville, Mass.	71	2	25	46		1,169	70,000	
Andish Manor School, Halifax, Mass.	12	5				2,835	9,775	
Arkins School of Adjustment, Lancaster, Mass.	30	9	13	26		5,897	60,200	
Anthony's School for Backward Children, Comstock, Mich.	38	3	13	23		975	18,500	
The Reed School, Inc., Detroit, Mich.	12	1	10	1		2,197	6,000	
The Wilbur Home, Kalamazoo, Mich.	24	3						
The Laura Baker School, Inc., Northfield, Minn.	44	10						
Miss Compton's School for Girls of Retarded Mentality, St. Louis, Mo.	5	3		5		1,550	1,800	

<sup>1</sup> Incomplete data supplemented by report of the Bureau of the Census, 1928.

<sup>2</sup> Incomplete data supplemented by report of the Bureau of the Census, 1931.

<sup>3</sup> A private school working in conjunction with the Los Angeles Board of Education. The board of education has a fully equipped development school on the grounds and is in full charge of the educational program. The private agency furnishes maintenance only.

<sup>4</sup> The school program in this home is maintained by the New Orleans public-school system.

TABLE 16.—Statistics of State and private residential schools for exceptional children, 1930-31—Continued

C.—RESIDENTIAL SCHOOLS FOR MENTALLY DEFICIENT AND EPILEPTICS—Con

Institution	Number of inmates	Number of teachers	Pupils		Receipts from public funds (State, county, and city)	Expenditures for instruction (teachers' salaries, books, etc.)	Total expenditures
			Kindergarten	Elementary			
1	2	3	4	5	6	7	8
<i>Private—Continued</i>							
Bethpage Inner Mission Association, Axtell, Nebr.	140	2	1	0			
Dorothy-Hall School, Belmar, N.J.	9	3					
The Bancroft School, Haddonfield, N.J.	108	9	26	67			
McGono Home, Riverside, N.J.	12					\$15,305	\$100,000
The Training School at Vineland, N.J.	589	16	50	144	\$174,971	10,578	7,000
Evergreens Sanatorium School, Albany, N.Y.	6	1	3	2			450,507
Brunswick Home, Amityville, N.Y.	78	1	29	11			8,000
Binghamton Training School for Nervous, Backward, and Mental Defectives, Binghamton, N.Y.	33	1	4	0			
Florence Nightingale School, Katonah, N.Y.	30	6	9	12		12,630	65,000
Gary de Vabre Academy, Lake Ronkonkoma, N.Y.	8	6		5		2,040	8,000
The Francis School, Pittsford, N.Y.	6	2					
Brookly Home for Blind, Crippled, and Defective Children, Port Jefferson, N.Y.	78	7		66	18,000	5,000	63,000
Sandalphon School, Inc., Cleveland, Ohio	22	3	14	4		6,113	13,000
Wilson School, Dayton, Ohio	20	7	4	16		3,000	20,000
Rosehill, Chester Heights, Pa.	17	4	7	10		3,100	10,000
Elwyn Training School, Elwyn, Pa.	1,004	17	44	186	292,889	18,718	367,330
The Hedley School, Greenside, Pa.	19	3	5	11			
Marydell School, Langhorne, Pa.	11	1	5	6		700	6,100
Brookwood School, Lansdowne, Pa.	16	3	3	12		4,888	14,000
Narragansett School, Providence, R.I.	4	2 <sup>1</sup> / <sub>2</sub>		4			4,000
The Bristol-Nelson Physiological School, Murfreesboro, Tenn.	24	2	8	13		5,651	12,500
Scharmerhorn Home School, Ashland, Va.	7	3		7			
The Grundy Home and Training School for Feeble-minded, Falls Church, Va.	81	3	6	28		2,500	28,000
St. Coletta School, Jefferson, Wis.	229	15	20	112			
Bethesda Lutheran Home, Watertown, Wis.	361	5	35	56		8,784	81,100

D.—RESIDENTIAL SCHOOLS FOR DELINQUENT CHILDREN

Institution	Total number of inmates on roll during year	Total number of inmates on roll at given date (or estimated where not given)	Number teachers	Number enrolled in school work	Receipts from public funds, State, county, or city	Expenditures for instruction, teachers' salaries, books, etc.	Total expenditures including capital outlay
1	2	3	4	5	6	7	8
<i>Public</i>							
Alabama Boys Industrial School, Birmingham, Ala.		450	10	433	\$123,000		\$140,000
Alabama Reform School, Mount Meigs, Ala.	355	300	23	355	64,000	84,230	45,100
Arkansas Boys Industrial School, Pine Bluff, Ark.		547	2	181	60,000	21,000	65,000
Preston School of Industry (for boys), Waterman, Calif.		335	11	178	519,177	162,137	518,000
Whittier State School (for boys), Whittier, Calif.			7	360	540,688	128,012	500,000

<sup>1</sup> Does not include pupils taking vocational courses only.

<sup>2</sup> Tuitions paid by State for State pupils.

<sup>3</sup> School opened August 1930; expenditures cover period from August 1930 to January 1931.

TABLE 16.—Statistics of State and private residential schools for exceptional children, 1930-31—Continued.

D.—RESIDENTIAL SCHOOLS FOR DELINQUENT CHILDREN—Continued

Institution	Total number of inmates on roll during year	Total number of inmates on roll at given date (or estimated where not given)	Number teachers	Number enrolled in school work	Receipts from public funds, State, county, or city	Expenditures for instruction, teachers' salaries, books, etc.	Total expenditures including capital outlay
1	2	3	4	5	6	7	8
Public—Continued							
State Industrial School for Boys, Golden, Colo.	308	300	25	290	\$111,000	\$80,000	\$126,000
State Industrial School for Girls, Mount Morrison, Colo.	216	186	7	215	57,513	6,238	57,513
Lang Lane Farm (for girls), Middletown, Conn.	385	293	22	321	383,043	20,038	383,043
Industrial School for Colored Girls, Marshallton, Del.	67	58	4	53	91,200		103,288
National Training School for Girls, Washington, D.C.	156	109	13	155	91,690	6,880	92,584
Florida Industrial School for Boys, Marianna, Fla.	892	411	6	145	218,785	8,000	300,768
Dade County Home, Miami, Fla.	392	72	5		75,000		75,000
Industrial School for Girls, Ocala, Fla.	133	91	3	89	48,115	3,300	50,585
Georgia Training School for Girls, Atlanta, Ga.		156	3	156	65,000	2,929	42,863
Georgia Training School for Boys, Milledgeville, Ga.	173	166	3		53,000	2,100	51,860
Idaho Industrial Training School, St. Anthony, Idaho	603	291	6	35	113,870	5,819	132,848
State Training School for Girls, Geneva, Ill.	556	300	16	208	265,538	13,500	249,365
St. Charles School for Boys, St. Charles, Ill.	1,776	619	20	677	972,109	25,000	384,870
Indiana Girls School, Indianapolis, Ind.		378	9	322	131,911	5,915	157,209
Indiana Boys School, Plainfield, Ind.	530	300	25	434	194,435	36,205	194,435
Iowa Training School for Boys, Eldora, Iowa	790	590	11	544	192,408	14,692	200,883
Training School for Girls, Mitchellville, Iowa	180	100		106	107,687	8,013	98,308
Kentuckyville and Jefferson County Children's Home, Anchorage, Ky.	2,081	1,536	30	500	524,536	60,880	452,682
Louisiana Training Institute (for boys), Monroe, La.	310	149	3	310	78,294		80,431
Maine State School for Boys, South Portland, Maine	180	134	15	134	67,000	4,775	71,775
Maryland Training School for Boys, Loch Raven, Md.	695	274	6	232	144,710		144,710
Montrose School for Girls, Reisterstown, Md.	161	81	7	54	67,850	33,941	70,266
Hampton County Training School (for boys), Feeding Hills, Mass.		33	2	25			38,422
Industrial School for Girls, Lancaster, Mass.	577	330	17		152,157	15,633	152,157
Essex County Training School, Lawrence, Mass.		93	6		65,000		64,414
Essex County Training School (for boys), Oakdale, Mass.	42	32	3	42	25,395	1,035	26,434
Industrial School for Boys, Shirley, Mass.	836	400	60		240,100	81,527	259,996
Worcester County Training School, Westboro, Mass.	1,261	488					239,455
Michigan Training School, Adrian, Mich.		316	12	276	290,575	10,120	306,673
Michigan Vocational School, Lansing, Mich.		708	23	253	850,000		341,000
Wasegan County Home School for Boys, Glen Lake, Minn.	160	84	2	120			
State Training School (for boys), Red Wing, Minn.	746	365	7	190	211,204	16,085	186,961
Mississippi Industrial and Training School, Columbia, Miss.		427	17		108,110	20,691	168,610
Missouri Reformatory (for boys), Boonville, Mo.	450	396	8	250			
State Industrial Home for Girls, Chillicothe, Mo.		300	15	296	100,775	9,980	111,699
DeFontaine Farms (for boys), Florissant, Mo.	332	214	12	332	120,000	31,200	151,200
National School for Girls, Helena, Mont.	96	89	3				
State Industrial School (for boys), Miles City, Mont.		171	3	120	51,591	10,707	69,653
State Training School, Geneva, Nebr.	252	197	5	105	71,950	4,898	78,990
State Industrial School (for boys), Kearney, Nebr.	384	205	6	34	108,746	6,519	103,746
Nebraska Industrial Home (for girls), Milford, Nebr.	87	54	1		78,000	11,064	44,915
Nevada School of Industry, Elko, Nev.		3	3		23,500		22,500
State Industrial School, Manchester, N.H.	287	200	6		75,000		75,000
New Jersey State Home for Boys, Jamesburg, N.J.	664	637	22	256	510,499	41,000	510,402
State Home for Girls, Trenton, N.J.	257	259	12	267	202,981	78,698	202,981

Does not include pupils taking vocational courses only.

TABLE 16.—Statistics of State and private residential schools for exceptional children, 1930-31—Continued

## D.—RESIDENTIAL SCHOOLS FOR DELINQUENT CHILDREN—Continued

Institution	Total number of inmates on roll during year	Total number of inmates on roll at given date (or estimated where not given)	Number teachers	Number enrolled in school work	Receipts from public funds, State, county, or city	Expenditures for instruction, teachers' salaries, books, etc.	Total expenditures including capital outlay
1	2	3	4	5	6	7	8
<i>Public—Continued</i>							
Newark City Home (for boys), Verona, N.J.	305	254	16	177	\$149,000	\$78,000	\$149,000
Girls Welfare Home, Albuquerque, N. Mex.		70	1	70	25,000		25,000
New Mexico Industrial School (for boys), Springer, N. Mex.	94	90	4	55	22,500	5,116	41,800
New York State Training School for Girls, Hudson, N.Y.	506	501	27	459	296,205	29,872	353,780
State Agricultural and Industrial School (for boys), Industry, N.Y.	1,320	618	20	705	400,073		512,150
Stonewall Jackson Training School for Boys, Concord, N.C.	688	499	7	496	136,233	7,925	134,800
Morrison Training School (for boys), Hoffman, N.C.	200	200	7	200	36,221	10,200	36,800
Eastern Carolina Training School (for boys), Rocky Mount, N.C.	136	87	8		37,823	4,957	37,700
State Home and Industrial School for Girls, Samarcand, N.C.	368	281	10	281	99,219	9,635	99,200
Girls Industrial School, Delaware, Ohio		425	19	200	215,350	16,977	214,000
Boys Industrial School, Lancaster, Ohio	1,186		20	834	413,080	18,193	412,700
State Training School for White Boys, Pauls Valley, Okla.	214	209	4	194	120,000	7,254	119,000
State Industrial School for White Girls, Tecumseh, Okla.	362	230	15	362	100,780	49,528	100,780
Oregon State Industrial School for Girls, Salem, Oreg.	124	77	3		38,853	15,214	35,400
Oregon State Training School (for boys), Woodburn, Oreg.		132	3	101	37,680	1,780	32,400
Luzerne County Industrial School for Boys, Kisllyn, Pa.	450	298	5	450	89,000		89,000
Pennsylvania Training School, Morgantown, Pa.	1,361	855	28	855	607,000	23,580	599,100
Allegheny County Industrial and Training School for Boys, Warrendale, Pa.	486	372	7	161	196,069	12,963	161,000
Industrial Reform School of Puerto Rico (for boys), Mayaguez, P.R.	312	<sup>21</sup> 250	16	250	65,820	65,820	65,820
Oaklawn School for Girls, Howard, R.I.	84	39	1	84	32,700	1,004	28,500
Sockanosset School for Boys, Howard, R.I.	538	219	4	100	169,800		167,000
State Industrial School for Girls, Columbia, S.C.	68	68	1	4	38,000		
State Reformatory for Negro Boys, Columbia, S.C.	150	150	2	45	27,500		27,500
South Carolina Industrial School for Boys, Florence, S.C.	370	200	9		60,000	10,000	60,000
Bonny Oaks Industrial School, East Chattanooga, Tenn.	237	165	4	234	32,000	3,600	30,000
State Training and Agricultural School for Boys, Nashville, Tenn. <sup>22</sup>		830	10		226,781	142,276	221,000
Tennessee Vocational School for Girls, Tullahoma, Tenn.		<sup>21</sup> 75	6	137		4,498	63,000
Harris County School for Girls, Bellaire, Tex.	216	<sup>21</sup> 150	11	216	87,822	15,090	57,500
Girls Training School, Gainesville, Tex.	383	230	10	230	98,710	11,214	81,000
State Juvenile Training School (for boys), Gatesville, Tex.	786	752	12	786			
Bexar County Training School for Girls, San Antonio, Tex.	60	25	1	30	17,000		17,000
Vermont Industrial School, Vergennes, Vt.	347	254		151	125,000	7,009	137,000
Virginia Home and Industrial School for Girls, Bon Air, Va.	190	73	4	54	48,930	1,780	25,000
Virginia Manual Labor School (for boys), Hanover, Va.		288	14	288	67,108	1,950	67,100
Virginia Industrial School for Boys, Maidens, Va.	301	<sup>21</sup> 90	5	159	70,420	6,060	89,000
Industrial Home School for Colored Girls, Peaks Turmont, Va.	125	108	3	125	33,110	1,772	34,000
State Training School (for boys), Chehalis, Wash.		216	5	97	128,650		144,000

<sup>21</sup> Estimated.<sup>22</sup> Includes department for Negro boys located at Pikesville, Tenn.

EDUCATION OF 'EXCEPTIONAL CHILDREN

TABLE 16.—Statistics of State and private residential schools for exceptional children, 1930-31—Continued

D.—RESIDENTIAL SCHOOLS FOR DELINQUENT CHILDREN—Continued

Institution	Total number of inmates on roll during year	Total number of inmates on roll at given date (or estimated where not given)	Number teachers	Number enrolled in school work	Receipts from public funds, State, county, or city	Expenditures for instruction, teachers' salaries, books, etc.	Total expenditures including capital outlay
1	2	3	4	5	6	7	8
<i>Public—Continued</i>							
West Virginia Industrial School for Boys, Grafton, W. Va.		350	5	350	\$107,500	\$3,000	\$132,500
West Virginia Industrial Home for Girls, Industrial, W. Va.	281	177	4	281	57,500	3,048	54,452
Wisconsin Industrial School for Girls, Milwaukee, Wis.	370	" 100	13	117	138,200	14,128	133,970
Wisconsin Industrial School for Boys, Waukesha, Wis.	390	" 100	16	380	174,988	20,594	180,428
Girls Industrial Institute, Sheridan, Wyo.	48	" 30	2	48	44,531		63,148
<i>Private</i>							
California Girls Training School, Alameda, Calif.	66	32	1 1/4	47			12,243
Convent of the Good Shepherd, Los Angeles, Calif.	346	143	10	100	11,842	2,855	97,664
St. Catherine's Home and Training School (for girls), San Francisco, Calif.	147	84	11	89			
Connecticut Junior Republic (for boys), Litchfield, Conn.	122	78	7	20			51,639
Delaware Industrial School for Girls, Claymont, Del.	134	82	5	18	50,652	8,513	63,823
Home of the Good Shepherd (for girls), Peoria, Ill.	88	" 50	6	40	10,229	2,209	28,094
Convent of the Good Shepherd, Sioux City, Iowa.	101	67	8	75	875	169	32,838
House of the Good Shepherd (for girls), Baltimore, Md.	335	214	22	84	28,735		51,175
House of the Good Shepherd for Colored Girls, Baltimore, Md.	112	" 60	8	40	20,396		56,122
St. Mary's Industrial School (for boys), Baltimore, Md.	703	662	51	703			211,010
House of Reformation for Colored Boys, Cheltenham, Md.	710	576		174	204,844	218,578	196,420
Summer Farm School (for boys), Salem, Mass.		25	2	28		1,600	12,862
House of the Good Shepherd (for girls), Detroit, Mich.		385	16	364	44,000	23,000	114,000
Convent of the Good Shepherd, Grand Rapids, Mich.	213	164	6	19	15,918	6,721	51,559
Madison County Catholic Protectory (for boys), Arlington, N. J.	222	165	8	90	18,172	17,229	93,658
Brooklyn Training School and Home for Young Girls, Brooklyn, N. Y.	104	65	3	104	22,539	151	28,639
House of the Good Shepherd (for girls), Brooklyn, N. Y.	232	142	13	74			
Philomena's Training School (for girls), Brooklyn, N. Y.	177	110	12	107	66,687	7,663	165,490
Whitshire Industrial Farm (for boys), Brooklyn, N. Y.	174	122	8	81	24,765	21,166	171,586
New York Catholic Protectory, New York (15-17 Broome St.), N. Y.	2,964	1,515	65	2,964	631,601	64,282	639,658
Society for the Reformation of Juvenile Delinquents (boys), New York (Randalls Island), N. Y.	1,040	" 500	44	467	348,320	60,621	347,090
Wrighton Farm School for Girls, Darling, Pa.	663	423	22				

Estimated.

A corporation under whose jurisdiction there are 3 schools: New York Catholic Protectory (boys), East Tremont Ave., Bronx; Holy Angels School (girls), 1495 Unionport Road, Bronx; Lincoln Agricultural School, Lincolndale, N. Y.  
Privately controlled, State-supported and under State inspection and financial control. Inmates listed on court commitment.