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## The Growth of The Educational Program In Kansas For Handicapped Children

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THE GROWTH OF THE EDUCATIONAL PROGRAM  
IN KANSAS FOR HANDICAPPED CHILDREN

being

A thesis presented to the Graduate Faculty  
of the Fort Hays Kansas State College in  
partial fulfillment of the requirements for  
the Degree of Master of Science

by

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Date

May 17, 1950.

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THE GROWTH OF THE EDUCATIONAL PROGRAM  
IN KANSAS FOR HANDICAPPED CHILDREN

CHAPTER I

INTRODUCTION

Kansas, as well as the other forty-seven states, assisted by the Federal Government, has long recognized the need for the caring of the physical well-being of its children. To this end monetary appropriations and various agencies have been set up by legislation to provide food, shelter, and clothing for children whose parents could not provide these essentials. This has also been done for those who needed medical care and other physical corrections as well as for those whose mentality has not developed to an extent to permit them to make their way among normal people.

However, "Man shall not live by bread alone," While physical and mental health are paramount, the mind as well as the body needs to be trained so that an individual may live a fuller life. The old idea that a warped body must house a warped mind has been discarded. The real crux to the situation is that too frequently an excellent mind has been cudgeled and frustrated because its encasing clay has not permitted it to take part in the normal activities of living.

What has been done to assist children handicapped in such a way as to prevent their attending regular public schools and securing

a normal education? The purpose of this thesis is to trace The Growth of the Educational Program in Kansas for Handicapped Children.

The thesis proposes to trace legal provisions covering the education of handicapped children as found in legislation, both territorial and state, in Kansas up to the present time. Furthermore, the thesis will explore what state institutions and other agencies have done to assist in the education of handicapped children.

There are many **types** of handicaps such as broken homes, delinquency, race, and poverty. Some of these are more or less social in nature and do not necessarily prevent a child's being able to derive benefit from the public school should he thus be exposed to it. On the other hand, physical handicaps such as speech defects, blindness, deafness, deformities, excessively low or high mentality are handicaps which prevent a child's taking a normal active part in school and receiving commensurate benefit. It is the second group that this study will explore.

Source materials used in this thesis were Statutes of the Territory of Kansas, 1859, General Laws of the State of Kansas from 1861 to date, General Statutes of Kansas, Revised, 1935, the 1947 Supplement of the Revised General Statutes of Kansas, various session laws, Hand Book of Kansas Social Resources and other bulletins and pamphlets of the State Department of Social Welfare, Biennial Reports of the School for the Blind, the School for the Deaf, Kansas Vocational School, The State Training School, as well as bulletins, minutes of meetings, and other printed material distributed to the general public to acquaint it with the work of these institutions. At a request by



letter the Kansas Council for Children, the Kansas Juvenile Code Commission, the Kansas Society for Exceptional Children, and the Institute of Logopedics sent materials containing information pertinent to the development of this thesis. The State Department of Education, especially Dr. John E. Jacobs who heads the new division for the training of exceptional children, has been very cooperative in furnishing materials. Other information has been obtained through personal interviews with persons who are leaders in the field of education for handicapped children and with those who assist some agency in discovering children who are so handicapped and need special assistance.

The Development of Public Protection of Children in Kansas is a study somewhat related to this study, The Growth of the Educational Program in Kansas for Handicapped Children. Nina Swanson, of Axtell, Kansas, submitted the study as a thesis to the Graduate School of the University of Kansas in partial fulfillment of the requirements for the degree of Master of Arts, June 1, 1922.<sup>1</sup>

Miss Swanson's thesis presents the facts with regard to the development of the movement to protect children by means of public regulations. It is basically a child-welfare study and deals with the problem purely from a sociological viewpoint. A section entitled "Education" deals with the development of Kansas schools from 1855 to 1922. Another part tells of legislation concerning "Mentally and Physically Defective Children."

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1. Nina Swanson, The Development of Public Protection of Children in Kansas. Thesis published by Kansas University, 1922. [Lawrence, 1922 ], 48 pp.

"Child Labor in Kansas" is an unpublished thesis written by William H. Cape and submitted to the Graduate School of Fort Hays Kansas State College January 23, 1948,<sup>2</sup> as partial fulfillment of requirements for the degree of Master of Science. This thesis traces the history of Kansas laws having any bearing on child labor.

A Preliminary Report of the Kansas Juvenile Code Commission which was submitted to the Governor of the State of Kansas July 29, 1948,<sup>3</sup> gives a summary of conditions and laws affecting children in Kansas with suggestions for legislation to correct the lack of preventative and rehabilitative action, and to bring such laws together under one central control.

"Report to the President of Fort Hays Kansas State College on the Activities of the Fort Hays Psychological Clinic for the Period Feb. 1, 1946,-to June 1, 1949,"<sup>4</sup> as compiled by Dr. H. B. Reed gives a brief history of the clinic, gives statistics on numbers served, and recommendations for improvement of the clinic.

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2. William H. Cape, "Child Labor in Kansas," Unpublished thesis, Fort Hays Kansas State College, January 23, 1948. 128 pp.

3. Mrs. Laura J. McClure, Secretary, Preliminary Report of the Kansas Juvenile Code Commission (Topeka: State Printer, July 29, 1948), 20 pp.

4. Dr. H. B. Reed, "Report to the President of Fort Hays Kansas State College on the Activities of the Fort Hays Psychological Clinic for the Period Feb. 1, 1946, to June 1, 1949." An unpublished report dated February 6, 1950.

## CHAPTER II

### LEGAL PROVISIONS FOR THE EDUCATION OF HANDICAPPED CHILDREN

#### Territorial Legislation

While the legislators of the Territorial Period in Kansas had to deal with many problems concerning an emerging state, they also realized the fact that all persons did not have equal physical, mental, or social opportunity for growth and development. Among these were children who were orphans or whose parents, for various reasons, could not or would not care for them. Such children could, according to the 1859 Laws of the Territory of Kansas, be apprenticed to a master until they became of age or until the master released them. The master, in addition to providing food, clothing, and shelter, was bound to do certain other things for the apprentice. Chapter VI, Section 8 of the 1859 laws reads as follows:

That every master to whom such child shall be bound, shall cause such child to be taught to read and write, and the compound rules and the rule of three, and, at the expiration of his time of service, shall give him a new Bible and two new suits of clothes, if a male, to be worth forty dollars, and if a female, to be worth twenty dollars, and ten dollars in current money of the United States.<sup>1</sup>

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1. Laws of the Territory of Kansas, 1859. Chapter VI, Section 8.



The rule of three mentioned in the above quotation referred to proportion and the method by which if three parts of a proportion are known the fourth can be found.

Color was considered a handicap for children so bound. Section 10 of the chapter quoted previously states:

When an apprentice is a negro or a mulatto, it shall not be the duty of the master to cause such colored apprentice to be taught to read or write, or a knowledge of arithmetic, but he shall be allowed, at the expiration of his term of service, a sum of money in lieu of education, to be assessed by the probate court.<sup>2</sup>

When it is pointed out that the Kansas Territorial Laws were copied quite generally from Missouri statutes such a differentiation is thereby rationalized. These sections concerning bound children were incorporated into our state laws and appear in the 1935 General Statutes of Kansas in Chapter V, Articles 101 to 124. However, the above quoted Section 10 of the Territorial Laws was not carried over.

Insanity was also considered a handicap by these early legislators. The laws of 1859 made no differentiation as to insanity whether or not the subject were child or adult. These laws provide for the physical care of persons afflicted with insanity and for the care of any property or chattels any such person might possess. A curious item appears in Chapter LXXXVII of the Territorial Laws of 1859. Section 5 of this chapter reads:

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2. Ibid, Chapter VI, Section 10.



If it be found by the jury that the subject of inquiry is of unsound mind, and incapable of managing his or her affairs, the court shall appoint a guardian of the person and estate of such insane person.<sup>3</sup>

The curiosity is that a "jury," presumably of lay people, shall decide whether or not the subject might be insane. This provision still holds over in our present laws in spite of the fact that psychiatry has developed into a distinct science and that only technically trained persons are in position to judge the vagaries of the human mind.

#### Constitutional Provision

Preceding the formal Constitution of the State of Kansas is an ordinance providing for the acceptance of the grant of United States lands by the state. In addition this ordinance specifies certain lands to be for the use of the common schools of the state and for a state university. Besides this, five per cent of the proceeds of the public lands in Kansas were to go into a state fund for the support of common schools.

Section 4 of this Ordinance provides:

4. Lands for benevolent institutions. That seventy-two sections shall be granted to the state for the erection and maintenance of charitable and benevolent institutions.<sup>4</sup>

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3. Ibid. Chapter LXXXVII, Section 5.

4. Constitution of the State of Kansas, General Statutes of Kansas, Revised 1935, p. xxxix.

Assurance of funds to aid in the creation of and support of schools and benevolent institutions meant that Kansas was early to develop some means for the care of both her normal and her handicapped population.

The composers of the Constitution of Kansas showed wisdom by encouraging the perpetuity of schools rather than hindering them by setting up legal limitations and regulations directly in the Constitution which might be cumbersome to change to meet changing conditions and needs of the educational program. This was accomplished by leaving to future legislatures the authority to make laws and regulations as the need might arise. This gave the state a flexible means to meet changing trends in education.

Article 6 of the Constitution of Kansas contains the direct provisions for education. This section provides for supervision of schools by state and county superintendents. Section 2 of this article is as follows:

2. Schools. The legislature shall encourage the promotion of the intellectual, moral, scientific and agricultural improvement, by establishing a uniform system of common schools, and schools of a higher grade, embracing normal, preparatory, collegiate and university departments.<sup>5</sup>

The remainder of the article deals with various school incomes, lands, and monies and the establishment of a state university.

Article 7 of the Constitution deals with "Public Institutions." Section 1 reads:

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5. Ibid., p. lx.

1. Benevolent institutions; trustees; appointment. Institutions for the benefit of the insane, blind, and deaf and dumb, and such benevolent institutions as the public good may require, shall be fostered and supported by the state, subject to such regulations as may be prescribed by law. Trustees of such benevolent institutions as may be hereafter created, shall be appointed by the governor, by and with the advice and consent of senate; and upon all nominations made by the governor, the question shall be taken in yeas and nays, and entered upon the journal.<sup>6</sup>

Here as in the case of the schools the real decision for what institutions should be supported, in addition to those specifically named, is left to the legislative body of the state with power to do what would be best to keep a fluid organization in meeting the needs of the people of the state. Thus Kansas has provided a way of or method for caring for its handicapped population from the very beginning of statehood.

The remainder of this article provides for a penitentiary. At the general election on November 3, 1938, amendments were adopted and added to this section providing for care for aged and infirm persons and unemployment compensation, and old-age benefits.

#### Legislation Since Statehood

There was no central authority for the control of agencies caring for children until 1873. The legislature of that year passed "An Act to Provide for the Appointment of Regents and Trustees for the control of public institutions."<sup>7</sup> This board became known

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6. Ibid., p. lxi.

7. Laws, 1873, ch. 135, sec. 1.



as the Board of Trustees of Charitable Institutions. The Board was composed of six persons appointed by the governor and approved by the Senate. In 1876 the number of members was changed to five.<sup>8</sup> Until 1901 the state did not do much as far as supervision of the institutions was concerned, but left most of the work to local communities, private organizations, and individuals. In 1901 a "Code of Charities and Corrections" was established. The Board of Trustees of Charitable Institutions was superceded by the State Board of Charities and Correction.<sup>9</sup>

The scope of this board was considerably widened to include:

Prescribe the course of study and necessary apparatus and means of instruction for school for the blind, and school for the deaf, for the soldier's and orphans' home, girls' industrial school, and boys' industrial school, and asylum for feeble minded.<sup>10</sup>

The law contained 84 sections giving detailed powers and duties of the board. This method lasted until 1905 and was replaced by the Board of Control of State Charitable Institutions.<sup>11</sup> The powers and duties of the Board remained the same but the number of the board members was reduced to three. A study of the institutions was to be made, and assistance could be asked from other state agencies such as the State Board of Health or the board could even hire an expert investigator to make the survey for them.

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8. Laws, 1876, ch. 130, sec. 1.

9. Laws, 1901, ch. 353, sec. 3.

10. Loc. cit.

11. Laws, 1901, ch. 353.

In 1909 all private charitable institutions receiving any state aid were placed under the control of the Board. The State Penitentiary and the Kansas Industrial Reformatory were not under this Board. They and finally the State Industrial School for Boys and the State Industrial School for Girls were placed under the State Board of Correction.

The lack of central control was further corrected in 1917 when control and management of all benevolent, educational and penal institutions were placed under the State Board of Administration.<sup>12</sup> The main purpose of the act passed at this time was to coordinate the management of these institutions under one manager for orderly and economical efficiency in administration.

In 1925 the state legislature passed an act Creating the State Board of Regents for Certain State Educational Institutions.<sup>13</sup> This act removed from the State Board of Administration all legal authority and power over the University of Kansas, Kansas State College of Agriculture, and all its branch experiment stations, and the Kansas State Teachers Colleges at Pittsburg, Emporia, and Hays. Said authority and power over these institutions was conferred upon the State Board of Regents which was to be composed of nine members with provision for staggering their terms of office to insure continuity of program.

Finally, in 1939, the Kansas Institution for the Education of the Deaf and Dumb, the Kansas Institution for the Education of the

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12. Laws, 1917, ch. 297, sec. 18.

13. Laws, 1925, ch. 259, sec. 1-10.

Blind, Kansas Vocational School at Topeka, and Western University of Quindaro were withdrawn from the control of the State Board of Administration and placed under the jurisdiction of the State Board of Regents.<sup>14</sup> Thus, today, the major educational facilities of the state other than the public schools are administered by the State Board of Regents. The same year the State Training School at Winfield, the Hospitals for the Insane at Topeka, Larned, and Osawatomie, the Sanitarium for Tuberculosis at Norton, the State Orphans' Home at Atchison, the Boys' Industrial School at Topeka, and the Girls' Industrial School at Beloit were placed under the jurisdiction of the State Department of Social Welfare.<sup>15</sup> That was the year the Board of Social Welfare was elevated to a state department.

The laws concerning apprenticeship were transferred from the territorial laws to the state laws almost intact. The exception, as mentioned in the first part of this chapter, was section 10, concerning negro or mulatto children. A later law<sup>16</sup> made it unlawful for anyone to induce an apprentice to leave his master. Another law<sup>17</sup> permitted the visiting agent for the Board of Charities and Corrections to apprentice pupils from the Industrial School or the

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14. Laws, 1939, ch. 289.

15. Laws, 1939, ch. 202, sec. 7.

16. Laws, 1901, ch. 106, sec. 10.

17. Laws, 1901, ch. 353, sec. 46.



Soldiers' Orphans' Home could he find suitable masters. In 1903 this law was further amended to include the Boys' Industrial School and the Girls' Industrial School; the superintendents of these Institutions were to find suitable indenture for their charges. In 1923 the law was again revised to meet the change in the controlling board of these institutions, as they were then under the Board of Administration. The Soldiers' Orphans' Home was replaced by the State Orphans' Home.

Kansas early took an interest in the care of her mentally deficient population as was indicated by the provisions quoted from the Territorial Laws and from the Constitution concerning them. These provisions and the acts of 1863 provided for a commission to locate the first state asylum. This was done two years later and the asylum was located at Osawatomie. The same law drew up methods for the management of this asylum.<sup>18</sup> This asylum and those established later—Topeka, Parsons, and Larned—were applicable generally to adults and little was done as far as education was concerned.

The first real interest in defective children was evidenced in 1868 when an order was issued to have the county assessors enumerate all idiots, together with the deaf and dumb and blind, telling whether or not they had ever attended school.<sup>19</sup> However, nothing was done towards educating those children thus enumerated until the legislature of 1881 passed an act "to establish an asylum for the

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18. Laws, 1869, ch. 69.

19. Laws, 1868, ch. 25, art. 5, sec. 81.



for the education of the feeble-minded and imbecile youth and making an appropriation for the maintenance of same."<sup>20</sup> This asylum, named the Kansas State Asylum for Idiotic and Imbecile Youth, was first located temporarily at Lawrence and was to give instruction in agriculture and other mechanical training suitable to assist the child to be happy and to be better fitted to care for and support himself. The age limit for admission was not over 15, and the child had to be a legal resident of the state for 6 months prior to his admission. Later a better name for this institution was selected, and it was called the State Training School and its own buildings were erected at Winfield.<sup>21</sup> This institution continued much this way until it was placed under the State Department of Social Welfare in 1939.

A statute was enacted in 1927 causing the school boards, superintendents, and attendance officers to ascertain the number in each public school who were retarded three years or more in the school program. In schools having 15 or more such retardations, special classes could be arranged to provide instruction adapted to the special needs of these children.<sup>22</sup> Not too many schools could or did create such special classes and in 1943 the statute was repealed.<sup>23</sup>

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20. Laws, 1881, ch. 35.

21. Laws, 1885, ch. 26.

22. Laws, 1927, ch. 274.

23. Laws, 1943, ch. 248, sec. 42.

Provisions for the education of physically defective children have been very insufficient. The earliest legislation for actual education of physically defective children was "An Act Making An Appropriation for Educating the Deaf and Dumb Children of the State of Kansas." To quote:

An Act making an appropriation for Educating the Deaf and Dumb Children of the State of Kansas, for the year 1862.

Sec. 1. That the sum of five hundred dollars, or so much thereof as may be necessary, is hereby appropriated out of any moneys in the treasury not otherwise appropriated, for the purpose of assisting Prof. P. A. Emery as teacher of the deaf and dumb.

Sec. 2. That the said Emery is allowed twenty-five cents per day for each and every deaf, mute scholar receiving instruction from him or his assistant, over and above that which he may receive per contract from the parent or guardians of the mute children of this state.

Sec. 3. That said Emery or his assistant must produce to the Auditor of State a written certification stating the number of scholars and the number of days each scholar has attended his school, which certificate must be subscribed and sworn to before a justice of the peace.

Sec. 4. The Auditor of State is hereby authorized to issue warrants upon the Treasurer of the State for the purpose and amount specified in the above mentioned certificate.

Sec. 5. This act shall take effect and be in force from and after its passage.<sup>24</sup>

The State made a similar agreement with Professor Emery in 1863, with slight changes to the effect that he would be allowed board and tuition for every deaf-mute child from 8 to 21 years of

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24. Laws, 1862, ch. 10.

age, and he was required to make a more detailed report to the auditor.<sup>25</sup>

A year or so later plans were begun to establish at Olathe an institution for the education of the deaf and dumb. Meanwhile a building was erected at Baldwin City for this purpose. Baldwin City furnished the building and the State paid the board and tuition of the pupils.

In 1866 a change in organization was made. The control of the Asylum for the Deaf and Dumb was placed in the hands of a board of five trustees appointed by the governor. This board was to secure competent teachers and report regularly to the governor. Industrial training was the dominant type of instruction given.<sup>26</sup> In 1877 the name of the institution was changed to "Kansas Institution for the Education of the Deaf and Dumb."<sup>27</sup>

Education for the blind was not developed so gradually. In 1864 commissioners were appointed to locate a State Saylum for the Blind within Wyandotte County,<sup>28</sup> but no appropriation was made until 1867. By 1868 its control was set up under a board of three trustees. It, too, in 1877, had its name changed to "Kansas Institution for the Education of the Blind." The main portion of the law regulating the

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25. Laws, 1863, ch. 7.

26. Laws, 1867, ch. 55, sec. 1.

27. Laws, 1877, ch. 130, sec. 1.

28. Laws, 1864, ch. 35, sec. 1.



education of the blind as found in present statutes reads:

Deaf, dumb or blind children: training of certain; admission of deaf or blind to state schools; reports by county superintendent. That every parent, guardian, company, corporation, association, person or persons having control or charge of any deaf, dumb or blind child, physically and mentally qualified, between seven and twenty-one years of age inclusive, shall be required to send such child to some suitable school where the blind and deaf are educated, until completion of the prescribed course of study or until the student has reached the age of twenty-one years. The instruction given the deaf shall be conducted orally, manually or both, for a period of at least nine months in each year: Provided further, Deaf and blind persons between the ages of five and seven years may be admitted to the state school for the deaf or the state school for the blind, respectively at the discretion of the State board of regents. It shall be the duty of the county superintendent of public instruction on or before August 1 of each year, to report to the superintendent of the state school for the deaf and to the superintendent of the state school for the blind, respectively, the name, age, residence, and post-office address of every person resident in the county, seven to twenty-one years of age, so deaf or blind as to be unable to acquire an education in the public schools of the state. 'G.S. 1935, ch. 72-5301; L. 1945, ch. 340, sec. 1; June 28'.<sup>29</sup>

As early as 1915 a blind person attending a college, a university, or a technical school could have a "reader" provided for him to read from textbooks and pamphlets as needed to help him get his assignments. \$240 was the limit allowed for such a reader for one blind student.<sup>30</sup> In 1947 that part of the statute was amended to include junior colleges and increased to \$300 per person the amount that might be paid by the Board of Regents for such purpose.<sup>31</sup>

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29. Laws, 1947, ch. 72, Art. 53, sec. 1.

30. Laws, 1915, ch. 320.

31. Laws, G. S., 1947 Supplement, 76-157.

Kansas did nothing for crippled children until 1907. Then those with sound minds could be admitted to a special cottage of the Soldiers' Orphans' Home at Atchison. This home was under the Board of Control of Charitable Institutions. Later hospital care was arranged for those who could benefit from such treatment. In 1931 a more comprehensive law was passed which provided for better care of crippled children and created a Crippled Childrens' Commission. This law finally stated that the:

Duty of Commission to Cooperate with other departments and agencies; recommendations to legislature. That it shall be the duty of the commission to cooperate with the state department of agriculture, education, and health, and with any and all other departments and boards of the state hereafter created for the same or analagous purposes and endeavor to coordinate the efforts of all persons and agencies interested in the discovery, care and education of the crippled children of the state, and to present proposals to the legislature from time to time which it believes will, if adopted, improve the administration of this act and promote the interests of crippled children, to the end that the physically handicapped and crippled children of the state may as far as possible, be made self-supporting and independent citizens; and if there at any time be created in the state a federal-state vocational rehabilitation service, the commission shall endeavor to work out and recommend to the legislature a plan of cooperation therewith whereby crippled children of the state after arriving at child labor age may be provided with vocational training, guardianship, and employment.<sup>32</sup>

The laws having to do with the education of handicapped children have finally culminated in one comprehensive law which was passed by the 1949 session of the state legislature. It was introduced as House Bill 440 and is commonly known as the "Exceptional

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32. Laws, 1931, ch. 283, sec. 12.

Children" law. This law not only provides for the education of physically or mentally handicapped children but also provides for special education for "gifted" children. A complete statement of this law and something of its progression to date can be found in Chapter V of this thesis.



### CHAPTER III

#### STATE INSTITUTIONS PROVIDING EDUCATION FOR HANDICAPPED CHILDREN

##### Kansas State School for the Blind

The town of Wyandotte, now Kansas City, in 1863 offered to the State of Kansas a plot of ground on which to erect a state asylum for the blind. The offer was accepted by the legislature of 1864. Not, however, until 1866 was an appropriation made for the erection of buildings. The school was organized October 7, 1876, and the name was changed from the Asylum for the Blind to Kansas Institution for Education of the Blind. That same year instruction for the education of the blind was made compulsory for blind persons between the ages of seven and twenty-one. The 1913 legislature listed the Kansas School for the Blind as one of the state schools instead of a charitable institution. Thus, today, the Kansas State School for the Blind is under the control of the State Board of Regents the same as all the other state schools.

The State School for the Blind is the only school in the State where visually handicapped children are educated on a basis parallel to that given to the normal children in the public schools of the State. It is a modern residential school and it is supported by state funds.



The school is fully accredited and the graduates of its four-year high school course are eligible to enter any of the state colleges or university without taking an entrance examination. Besides the four-year high school course the school has a full eight-year elementary course. The students showing special aptitudes are given a post-graduate year of study. Boys and girls between the ages of five and twenty-one are eligible to enroll if their parents are legal residents of Kansas. In fact, the compulsory education law applies to blind children. Thus they must be sent to the School for the Blind when they are of school age, or be given private instruction of comparable quality.

The only cost to the parent is transportation to and from the school, clothing, a \$10 entrance fee, and incidental expenses for hair cuts, shoe repair, stamps, and what spending money the parent wishes the child to have. If the parents are not able to afford this cost, then they should apply to their local county social welfare department for aid. The state furnishes nine months of the best education from kindergarten through high school, plus room, board, laundry, nursing service, and infirmary care for blind children.<sup>1</sup> The capacity of the school is 125 students.

The school follows the state courses of study as far as possible. High school subjects are offered in the literary, commercial, music and vocational fields: algebra, geometry, general

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1. Thirty-Sixth Biennial Report of the Kansas State School for the Blind (Topeka: State Printer, 1948), 8 pp.

mathematics, three units of English, three units of history, general science, physics, Spanish, American Way of Life, psysiology, psychology, typewriting, music, clothing, shop, sociology, script, cooking, and vocations. The school also meets the state requirements for length of term, equipment, teacher qualifications, and units required for graduation. The graduates of the Kansas State School for the Blind who have gone on to college have in every case done above average work.

One of the prime purposes of the school is to make its students self-sufficient. The pupils must be trained for jobs or they cannot get them. The school has not been able to meet the demand for piano tuners; so, the school offers courses in piano tuning and repair, knowing that its graduates will have no difficulty in making a livelihood. The upholstering and mattress making graduates have also been very successful. Other courses are in the field of wood-working and cabinet making. Of course, broom making is an outstanding business of the school. This work has given the boys a way to earn spending money while in school as well as a means to earn a living when they graduate.

The music department not only teaches appreciation of music but also teaches vocal and instrumental music. The pupils are given private instruction on these instruments and they gain much pleasure from hearing and playing good music.

Home economics are taught to both the boys and girls. While the boys do not go into the field as deeply as the girls, they do take a year's work in foods, nutrition, diets, buying, and the like.

The general public probably thinks of this school as being for the instruction of the totally blind. However, it now has a sight-saving department with materials and rooms that meet the highest standards. Almost two-thirds<sup>2</sup> of the pupils have partial vision. By using the specially lighted and equipped rooms they are able to study and carry on in a normal classroom situation.

The pupils here have the ordinary activities of other youth of their age. They roller skate, debate, have athletics, hikes, clubs, go to circuses, and participate in dramatics as do all school pupils. They have a library of some 6,500 brailled books and talking book records.<sup>3</sup> Incidentally, the adult blind of Kansas may borrow from this library.

The school does not operate for children during the summer months. This is the time given for education of the adult blind. Through this summer school many adults find new purpose in life. Besides gaining new optimism, they learn something useful and something they can carry over into their own homes to provide gainful employment. Some of the subjects taught in the summer are: English, typing, dictaphone, sewing, cooking, upholstering, mattress making, broommaking, rug weaving, basketry, chair caning, current events, mat making, and leathercraft.

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2. Ibid., p. 4.

3. Ibid., p. 5.



The children's being away from the school for the summer months is an aid to their self-adjustment to living with those who can see.

Since most of the students have partial sight, the Thirty-sixth Biennial Report contains the suggestion that the name of the school should be changed from The Kansas State School for the Blind to The Kansas Braille and Sight Saving School. This would remove any stigma a parent might feel attached to a child who attends a school for the blind, if the child is not totally blind.

#### Kansas State School for the Deaf

As indicated in another portion of this thesis, the Kansas School for the Deaf was established at Baldwin in 1861 and moved in 1868 to Olathe. This was the time when education of the deaf in Kansas really began.

The State School for the Deaf is a school, and only a school. It is not in any sense a charitable, custodial or hospitalization Institution. It was established and is conducted in accordance with the purpose of the state to give every child within its boundaries, capable of taking it, a common school education.<sup>4</sup>

The capacity of the school is about 230 pupils. All deaf persons, of sound mind and body, between the ages of five and twenty-one, and who are residents of the State of Kansas are eligible for admission. This includes any whose hearing is so impaired as to

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4. Kansas State School for the Deaf, Circular of Information (Olathe: School Print, April, 1945), p. 2.

prevent their obtaining full benefit from attendance at a public school. The cost is a fee of five dollars per year. As in the case of the School for the Blind, everything is furnished except clothing and transportation. If a parent is unable to furnish these items it is possible for the county through its welfare department to do so.

All new pupils are placed in classes especially to teach them speech and speech-reading. Those who have acquired speech before losing their hearing generally do very well with an oral method. Some learn lip-reading very well, and others who cannot receive instruction by lip-reading are taught by the "manual" method. This last is to the layman, "talking on their fingers." With the great improvement in hearing aids there are groups of children who are taught through the ear by amplification.

The course of study is very similar to that of the public schools. Because most of the pupils have to be taught both the language and speech, progress is much slower than that of the normal child. The first few years are given over almost entirely to teaching speech, speech-reading, and language.

Capable students are prepared to take the entrance examinations of Gallaudet College. This college is sometimes known as "Columbia Institution for the Deaf." It is located at Seventh Street and Florida Avenue, N. E., Washington, D. C. It is the only institution in the world offering advanced instruction for deaf students. While it is open to anyone in the world, United States residents are given

preference. The cost is \$700 per year.<sup>5</sup>

Other courses taught in the State School for the Deaf are: For boys, sloyd and cabinet making, printing, shoe repairing, cleaning and pressing, printing and baking. For girls, domestic art and science, laundry, and such general housework as is involved in the care of their own rooms. Some of the older girls are offered a course in the fundamentals of metalcraft.<sup>6</sup>

The boys and girls enrolled in this school are helped to lead as normal lives as possible and to take part in all kinds of recreation. Even the smallest children have gymnasium work, while the older ones have their basketball, football, and track teams the same as in any school. This year, 1950, there was a "silent basketball tournament" held in Kansas City. The pupils also have motion pictures, parties, and other social affairs. Everything is done to help the child live a happy normal life, and to relieve routinization as much as possible.

The School is in session only nine months of the year. The pupils spend their summers at home or wherever their parents want to take them. This is their chance to live with people of normal hearing and to help adjust themselves to such a life.

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5. "Kansas Handbook of Social Resources, 1949." Compiled and mimeographed by the State Department of Social Welfare, 1949, Section VI, p. 18.

6. Kansas State School for the Deaf, op. cit., p. 5.



### Kansas Vocational School

As the name implies this is a vocational school offering courses to young men and women in the eleventh and twelfth years of senior high school and the first and second years of college. It has a vocational-technical and commercial curriculum. While it is not for handicapped youth in particular, there is nothing in the admission policies which would not permit a mentally normal youth, handicapped in some way, to learn a vocation there. Of course, he would have to be able to get around by himself and have vision and hearing as this is a regular state school under the State Board of Regents. Probably he could not be handicapped to the extent that he could not receive benefit from instruction of the ordinary public school and still be admitted.

At one time the Kansas Vocational School accepted children who were seventh graders and on through high school. This school is located in Topeka.

### Western University (Quindaro)

Western University was a vocational school which secured part of its support from the African Methodist Episcopal Church and the rest from the state. It was founded as Friends University in 1860 and became Western University in 1874. This institution was for Negro education.<sup>7</sup>

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7. Handbook of Kansas Social Resources, 1932, Kansas Council of Social Work (Topeka: State Printer, 1932), p. 184.



Interest in this school lagged to the extent that by 1943 it was abandoned and the state transferred its equipment, apparatus, and supplies to the Vocational School at Topeka.

### The State Training School

The State Training School is organized for the care of persons who are mentally deficient. It has a training program, but very few of its patients ever become self-supporting. Originally the school was intended for youth. Now it has become an institution for both children and adult imbeciles and idiots. Relatives are to pay \$5.00 per week plus extras, if possible. If not, the county commissioners of the county of residence are responsible.

A letter from Mr. L. C. Tune, Superintendent of the State Training School, states that there are 1,410 patients there at present, ranging in age from eight months to eighty years. About 250 are seriously physically handicapped and 160 of these are bedfast.

Mr. Tune also states that some new departments have been added to the educational program this past year. He believes they have been trying to accomplish more through the use of regular Kansas textbooks in their school program than the patients were capable of learning. The institution now stresses more hand work which is proving more beneficial. It is apparent that the institution is working under severe handicap with so many patients and such an extreme age and ability range among these patients.

### The Kansas Receiving Home for Children

The Kansas Receiving Home for Children was established by legislative act in 1945. Its chief purpose is for diagnosis and study of children with behavior problems. Referrals are made to it by the Child Welfare Division of the State Department of Social Welfare, county welfare departments, and juvenile courts. Parents or guardians of children may obtain admission for those children by application.

Since the capacity of this Receiving Home at Atchison is only 20 children for temporary residence plus perhaps a few on a one-day clinic basis<sup>8</sup> much cannot be accomplished as far as numbers of children aided are concerned. Educational training is not given here as such, but only recommendations for training are given.

### Kansas University

The colleges of Kansas are primarily for the education and training of persons desiring advanced training. For this reason none of these colleges does much direct work with the handicapped children of the state. The important contribution of these colleges is in the training of personnel to do such work. The latest bulletin of Kansas University shows it offers such courses as: Occupational

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8. "Kansas Handbook of Social Resources, 1949," op. cit., Sec. IV, p. 33.

Therapy, Occupational Therapy Theory, Occupational Theory Hospital Training, Organic Speech Disorders, Seminar in Speech Pathology, Independent Study in Problems of Speech and Hearing, Advanced Clinical Practice, and various phases of psychology and social work.<sup>9</sup> Students may obtain a major in Physical Therapy and Occupational Therapy. An advanced course in Clinical Psychiatry gives the students practical training by their working in the Psychiatric Receiving Ward of the University Medical Center at Kansas City, and in the State Hospitals at Topeka, Osawatomie, and Larned.

The legislature of 1921 established a Bureau of Child Research at Kansas University for the purpose of studying the child life of the state, including studies as to the

...diagnosis, treatment and prevention of delinquency, defectiveness, and dependency; studies in normal inheritance, development and training; studies of family and community life in their relation to child life. 'L. 1921, Ch. 281, Sec. 1; May 25, R. S. 1923, Sec. 76-316'.<sup>10</sup>

This Bureau of Research was under the supervision of a director appointed by the Board of Regents upon recommendation of the Chancellor of the University. Evidently this bureau no longer functions since no appropriations for its support have been made since 1932,<sup>11</sup> even though the statute remains on the law books.

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9. Bulletin of the University of Kansas, Vol. 50, No. 19, Oct. 1, 1949 (Topeka: State Printer, 1949), pp. 67, 182, 191, 262, 272, 330, 331, 340, 341, 394.

10. Laws of Kansas, R. S. 1935, 76-316.

11. Governmental Agencies of the State of Kansas, 1861-1946. Bureau of Government Research, University of Kansas, 1946 (Topeka: State Printer, 1946), pp. 121-122.



In 1930 Paul A. Witty made A Study of One Hundred Gifted Children,<sup>12</sup> in connection with the Bureau of School Service and Research of Kansas University. Pupils in this study were tested and had to have an intelligence quotient of 140 before being made a part of the study. In this study, Mr. Witty describes gifted children, gives their records, and compares them with normal children, describes their patterns of growth, health and intelligence.

Kansas University has had an Educational Clinic. However, a letter written by Mr. Henry P. Smith, Director Reading Laboratory, states:

... Since Dr. Nash's death no extensive work has been done in the Educational Clinic. We hope this may be resumed when a replacement can be made in our staff with someone of Dr. Nash's ability and training.<sup>13</sup>

The University has a Department of Hearing and Speech Correction at the University of Kansas Medical Center in Kansas City. Some speech correction is done by the staff and students on the campus at Lawrence.

#### Fort Hays Kansas State College

The Education Curriculum of the Fort Hays Kansas State College, as that of the other colleges in the state, is geared to meet the needs of normal children in a normal school situation. The Division of

12. University of Kansas Studies in Education, Nos. 1-28, 1923-1935. Bureau of Research, University of Kansas (Topeka: State Printer, 1923-1935), Study No. 23.

13. Henry P. Smith, Director Reading Laboratory, Kansas University, "Correspondence," March 28, 1950.

Guidance is slowly developing something of a course in the field of training persons who can give individual assistance to the youth of the state in solving his problems. The courses listed in the 1949-1951 Catalog are: Occupational Information, Elements of Measurement and Guidance, Tests and Measurements, and Guidance and Counseling.<sup>14</sup>

The Psychology Department has probably done more to aid handicapped children than any other department in the college. Besides giving courses which will aid students in social and political science, education, business, social welfare, law and medicine, much emphasis has been given to clinical psychology which has for its direct aim the development of skill in correcting the maladjustments of individuals. Through this department a Fort Hays Psychological Clinic has been created. Dr. H. B. Reed has told of the work of this clinic in his report to the president of the college. This report gives the following information:

The Ft. Hays Psychological Clinic was started in Feb., 1932, by Dr. George A. Kelly, who directed it until December, 1943, when he left Ft. Hays Kansas State College for military 'service'. In February, 1932, Dr. Kelly offered in this college the first course in clinical psychology. During the first two years, the activities of the clinic were somewhat varied. Besides individual clinical work Dr. Kelly did some group and survey testing, but in 1934, this was discontinued as part of the work of the Clinic and was taken over by the head of the department of psychology as part of his work in connection with courses in tests and measurements. In March, 1935, the Clinic became an official state agency for doing psychological work. The law passed by the Kansas legislature in that year reads in part as follows:

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14. Fort Hays Kansas State College, Biennial Catalogue for 1949-1951 (Topeka: State Printer, 1950), 193 pp.

## Chapter 295

Providing for clinical facilities for unusual and abnormal children of school age and making appropriation to Fort Hays Kansas State College therefore.

Section 1. The president of the Fort Hays Kansas State College, Hays, Kansas, with the consent of the State Board of Regents, is hereby authorized to provide local and traveling clinics, and to provide adequate psychological clinical facilities for unusual or abnormal children of school age. Said president is hereby authorized to make such rules and regulations as are necessary for carrying out the provisions of this act.

The legislature appropriated \$2,000 for the clinic for the biennium 1936-37 and has reappropriated the same amount each biennium until June 20, 1949. The president of the college did not ask for a special appropriation for the Clinic for the biennium, 1950-51, probably because there was still a considerable unused portion in the Clinic fund accumulated during the war period. For the present, the Clinic is continuing to perform its activities in accordance with the law of 1935, which the college accepted.

The Clinic was closed during the war period from December, 1943, to February, 1946. At that time, the writer of this report opened the Clinic, undertook its directorship, and has continued to manage it since that time, except for the fall semester of 1947, when Dr. Ivan Birrer had charge of it.

#### The Purposes of the Clinic

The purposes of the Clinic may be stated as follows:

1. To aid in educating the people of Kansas in the idea that mental health can be acquired and maintained.
2. To aid in educating the people of Kansas in the idea that mental and physical handicaps are not permanent barriers to success and happiness and that even those having very serious deficiencies can be improved in their adjustments to life situations.



3. To aid communities in finding and using their own resources for remedying the maladjustments of their children.
4. To assist the persons in meeting problems of individual adjustments which cannot be met in ordinary routine of the schools.
5. To assist the schools of the state in educating handicapped children.
6. To provide a laboratory in which students may learn specialized work of a clinical psychologist so that such specialists may be available for employment in the schools of the state.
7. To assist in bringing mental health to large numbers of Kansas school children who will be able to enjoy life better if certain psychological handicaps are removed.
8. To strike at the source of crime and mental disease in the state of Kansas by familiarizing parents and teachers with the principles of social adjustment and mental hygiene.<sup>15</sup>

The Clinic has limited its admissions to cases of psychological or functional disorders in behavior. Organic disorders are referred to a physician and that correction is made before any psychological treatment is begun. According to Dr. Reed's report the types of cases most generally admitted to the Clinic are:

1. Mental deficiency.
2. Disabilities in symbolic expression such as speech, spelling, and writing.
3. Disabilities in learning school subjects.
4. Disabilities in perception.
5. Personal maladjustment to social and occupational situations.<sup>16</sup>

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15. Dr. H. B. Reed, "Report to the President of Ft. Hays Kansas State College on the Activities of the Ft. Hays Psychological Clinic for the period Feb. 1, 1946 to June 1, 1949," an unpublished report.

16. Ibid., p. 3.

The scope of the work of this Clinic is shown by a report of the number of cases handled by it. These figures are for only the years since the Clinic was reopened after the War, February, 1946 to June, 1949.<sup>17</sup>

No. of Individual cases . . . .	462
No. of Extension trips. . . . .	35
No. of Cases in surveys . . . .	<u>2732</u>
Grand Total . . . . .	3229

In 1946-47 the Clinic did a special study by request of the State Hospital at Parsons to discover the number of patients in that hospital who could benefit from further education and training. Since, then, most of the cases have been brought to the Clinic by public schools and other such cases which would be useful in training students in Clinical work. This last meets one of the requirements of the Clinic, that the work be useful to both the client and to the student trainee.

As a result of a survey made in 171 schools distributed over 52 counties during 1946, Dr. H. B. Reed drew up an exceptional children's law which was submitted to the legislature by Senator Harkness. Although this law did not come out of the committee, its main provisions were embodied in the law for the "Education of Exceptional Children" which was passed in 1949 on the recommendation of the Juvenile Code Commission which used the aforesaid mentioned survey as part of its findings for recommendation for the law.

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17. Loc. cit.

Lack of time is one of the major problems of the Clinic. This could be remedied if the services of a full-time man for the Clinic alone could be obtained. This would be in keeping with the expected demand for this type of work because of the record the Clinic has already achieved and because of the stressing of such by the organization of the program for the education of exceptional children under the 1949 law.

Also on the campus of Fort Hays Kansas State College is a Speech Field-Center supported by state funds and staffed and supervised by the Institute of Logopedics located in Wichita, Kansas. Mrs. L. D. Wooster is the clinician at the Hays speech center. At present Mrs. Wooster has thirty children to whom she gives individual instruction, training, and therapy. Her training and the work she does meet the standards as prescribed by the American Speech and Hearing Association.

Dr. Geneva Herndon is also doing some speech correction on the campus. Dr. Herndon does for college students what Mrs. Wooster does for speech defective children. Dr. Herndon is also a member of the American Speech and Hearing Association. She has a class in "Voice and Diction" and plans to add another course, "The Defective Child in the Public School."

Kansas State College  
of Agriculture and Applied Science

The 1949 bulletin of this college indicates that it offers a course called "Psychology of Exceptional Children." The catalogue further describes the course:



Major forms of exceptionality such as feeble-mindedness, giftedness, subject disabilities, speech disorders, behavior problems, and delinquency. Emphasis on understanding any behavior adjustment.<sup>18</sup>

Dr. H. Leigh Baker, Head, Department of Education and Psychology of Kansas State College is also president of the Kansas Advisory Council on Teacher Education. In a letter dated April 21, 1950, he states that in his capacity as president he has appointed a subcommittee of the Council to develop recommendations to the State Department of Public Instruction for teachers' certificates in the education of exceptional children.<sup>19</sup> No specific recommendations have been made so far.

The college has much extension work in the fields of 4-H, Farm Bureau, etc. for the rural areas of Kansas. No doubt some handicapped children may belong to some of these organizations and receive help from the college.

#### Kansas State Teachers College at Pittsburg

Miss Ruth R. Fleischaker, Assistant Professor of Education and Psychology, writes concerning the program of the college at Pittsburg to aid in the education of handicapped children:

Kansas State Teachers College at Pittsburg has offered courses concerned with Exceptional Education for some time, however, not on a very large program. These courses include:

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18. Kansas State Bulletin, General Catalog, 1949-1950, Kansas State College of Agriculture and Applied Science (Topeka: State Printer, 1949), p. 143.

19. Dr. H. Leigh Baker, "Correspondence," April 21, 1950.

Educational Guidance  
 Education for International Understanding  
 and Cooperation. (Workshop)  
 Educational Measurements  
 Guidance in the Secondary School  
 Problems in Teaching of Reading  
 Practicum in Personnel Work  
 Abnormal Psychology  
 Mental Hygiene  
 Moral Values  
 Psychology of Personality  
 Mental Tests and Measurements  
 Psychology of Emotions  
 Psychology of Exceptional Children  
 Clinical Psychology  
 Examinations and Corrective Physical Ed.  
 Various Art and Industrial Art Courses  
 Speech Correction

Courses added last summer and to be added this summer:

Overview of Exceptional Education  
 Techniques of Exceptional Education  
 Advanced Techniques of Exceptional Education  
 One Day Conference on Exceptional Education

Whenever a demand is sufficient I am qualified to prepare teachers for Sight Saving Classes (Partially seeing group) and for Beginning Lip Reading (for Hard of Hearing.)

As soon as space is available and equipment, etc. can be installed special provision will be made for Exceptional Children in the Laboratory Schools (in the Elementary and when possible in the Secondary) in as many areas as can be provided with qualified supervision for the benefit of the children as well as the training of teachers.

Since Kansas is mainly a Rural population it is well that insofar as possible the regular classroom teacher be trained to recognize and to teach the deviate children who are educable. Of course she (or he) needs to know where to seek assistance and refer the severe or extreme cases to the agency concerned.

We have a Speech Clinic on the Campus supervised by the Institute of Logopedics. Probably its facilities might be utilized in the future even though there are no immediate plans.<sup>20</sup>

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20. Miss Ruth R. Fleischaker, "Correspondence," March 9, 1950.

Miss Fleischaker suggests that perhaps the word "handicapped" in the title of this thesis might have the word "exceptional" put in its place. She believes that perhaps there is a stigma attached to the word handicapped.

#### Kansas State Teachers College of Emporia

A letter from Mr. Nathan P. Budd, Registrar of the Kansas State Teachers College at Emporia nicely summarizes the work for the education of handicapped children done by that institution.

Our own work for handicapped children takes the form in most cases of teacher education. We have one course which is offered on the graduate level--"Psychology of the Problem Child" which is actually a study of the special problems and ways of handling exceptional children of any type. We also offer three courses in speech correction. One of these courses, "Introduction to Speech Correction," is a required course for those people who plan to teach in the elementary schools. We do organize several speech clinics during the year, and those are usually conducted under the Direction of Dr. George R. R. Pflaum, head of our Speech Department.

Other courses which do provide some training for teachers and for others in the matter of dealing with handicapped children include several of our guidance and counseling courses and a course in reading and the educative process. Remedial reading is a major part of this latter course.<sup>21</sup>

Dr. John E. Jacobs, head of the Teacher Education Department of the Kansas State Teachers College of Emporia, is now Director of Special Education in Kansas and is organizing the program under the 1949 law providing for the creating a division for education of exceptional children in the State Department of Education. Dr. Jacobs now spends half his time in Topeka on this work.

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21. Nathan P. Budd, Registrar, "Correspondence," March 7, 1950.



## Public Schools

Generally speaking, the public schools of the State of Kansas have in no way been equipped nor have the teachers been trained in the education of deviate children. Most schools have accepted such children as long as they caused no great amount of work for the teacher or were not disturbing to the other pupils.

Another part of this thesis has described the law passed in 1927 providing for the setting up of special classes to meet the needs of pupils retarded three years or more. During the time that law was in force six cities complied with the act. Three hundred twenty-four such children were found and 280 of them were enrolled in special classes. After the law was repealed in 1943 such classes were dropped and now not one of those cities provide such special classes. However, Wichita, Topeka, and Kansas City have "opportunity" rooms which do some work for such children.<sup>22</sup>

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22. McClure, op. cit., p. 9.

## CHAPTER IV

### SOCIAL AGENCIES ASSISTING IN EDUCATING HANDICAPPED CHILDREN

#### Kansas Council for Children

The Kansas Council for Children was established shortly after and as a result of the 1940 White House Conference for Children. Under the leadership of the late William Allen White, the group of representatives to the White House Conference for Children was formally organized as the Kansas Council for Children. On October 23, 1942, some 50 agencies and institutions interested in the health, education, religion, recreation and social welfare of Kansas Children and young people completed the final organization. The Membership Committee now reports 456 persons as members of which 117 are agencies, organizations and institutions.<sup>1</sup> This is a voluntary organization whose purpose is to collect information and distribute this information with recommendations to the legislature and to other groups concerning desirable action for the children residing in Kansas. Thus the Council is interested in every movement for the improvement of the conditions of children of Kansas in health, welfare, education, and minority interests.

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1. The Kansas Council for Children, "Membership Committee's Report" in the "Minutes of the Annual Business Meeting of the Kansas Council for Children," November 12, 1949.

The Kansas Council for Children has aided in making possible:

1. The establishment of a State Receiving Home for children.
2. The provision by the legislature for a Juvenile Code Commission.
3. The administration of the children's institutions by the State Board of Social Welfare.
4. The modernization of the Kansas marital laws.
5. The expanding of provisions for exceptional children.
6. The improvement of the Kansas schools.<sup>2</sup>

Establishment of a Children's Center, devoted to the examination of Kansas children suffering from mental, social, and emotional maladjustments, is the goal of the Kansas Council for Children, according to a resolution passed by the Executive Committee of the Council at its September meeting held in Topeka.<sup>3</sup>

Through the results of the investigations of the various committees of this organization many good suggestions for legislative action to improve the conditions of child welfare have been made. The present officers are: Dr. Edward Greenwood, Chairman; Mrs. Dorothy H. Jackson, Vice-chairman; Rev. Robert H. Mize, Jr., Secretary-Treasurer; and Mr. B. W. Tucker, Community Service Consultant. The organization is financed by voluntary contributions of individuals and agencies. The salary of the executive is met through the Division of Child Welfare, Kansas State Department of Social Welfare, from funds provided by the U. S. Children's Bureau. The present Executive Secretary and Community Service Consultant

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2. Kansas Council for Children, "Minutes of the Annual Business Meeting of the Kansas Council for Children," November 12, 1949.

3. Kansas Council for Children, "The K. C. C. Newsletter," September, 1949.



is Mr. B. W. Tucker who can be reached by addressing communications to him through the Headquarters of the Kansas Council for Children, Masonic Temple Building, Topeka, Kansas.

#### The Southard School

Dr. Edward Greenwood who is Chairman of the Kansas Council for Children is the Director of the Southard School. The Southard School is a re-educational center for children and is a section of the Children's Division of the Menninger Foundation at Topeka, Kansas. The Menninger Foundation, through its Children's Division, provides for examination and care of emotionally disturbed children. The study includes a complete social history, obtained from parents and referring doctor, as well as a complete psychiatric, psychological, neurological, and physical examination. On the basis of the information thus obtained the professional staff makes a careful consideration, after which recommendations are made to parents or the agency requesting the study.<sup>4</sup>

Only children of average or above average intelligence are accepted for treatment in the Southard School. They come within the ages of five and fifteen years and must be able to benefit from treatment. Neurotic children generally resist all ordinary treatment that can be given in the public school or the home, are difficult to manage, and are disturbing to teachers, parents, and other pupils. A pupil may be enrolled at any time because the plan of instruction and

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4. The Menninger Foundation Bulletin, The Southard School, a Re-educational Center for Children. (Topeka: The Southard School), [Not dated or paged].

treatment is flexible and individualized. The school is in session the year round so that the psychiatric treatment will not be interrupted.

The school provides an environment suitable to its students with the aid of a highly professionalized staff of psychologists, child analysts, psychiatrists, and other teachers. "Southard School attempts to make every experience therapeutic for the child."<sup>5</sup>

The enrollment of the Southard School is limited to twenty-five. The cost is beyond the means of the average family budget. Tuition is \$300 per month. C. O. P. D. examination is required prior to admission and this costs from \$100 to \$250. Cost of special psychotherapy is not included in the tuition fee. Annual rates approximate \$6000.<sup>6</sup>

#### Kansas Society for Exceptional Children

This organization grew out of a meeting held in Topeka on April 9 and 10, 1947. Agencies sponsoring the first program were: Kansas Colleges, Kansas State Teachers Association, State Board of Social Welfare, Kansas Council for Children, State Board of Health, Kansas Conference of Social Work, Kansas Society for Crippled Children, and the State Board for Vocational Education.

The purposes of this society, as set forth in Article II of its constitution, are as follows:

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5. Loc. cit.

6. "Kansas Handbook of Social Resources, 1949," compiled and mimeographed by the State Department of Social Welfare, 1949, Section II, p. 40.

1. To develop a wider general awareness of exceptional children in the State of Kansas.
2. To develop a mutual general awareness professionally of the need for the possibility of pooling present Kansas resources to meet the needs of these children.
3. To develop local resources for meeting the needs of exceptional children in the various local communities.
4. To study the possibilities for desirable projects for exceptional children in this state for which state and federal funds might be used.
5. To stimulate and develop research on the problems of exceptional children, both in the direction of case findings and basic research on cause and remediation.
6. To stimulate and develop training programs for the skilled personnel needed to deal with all types of exceptional children, both in the general field and and the special field of exceptional children.
7. To promote cooperation in all efforts designed to meet the needs of exceptional children throughout the state to the end that the talents of handicapped and gifted children can be brought to the point where these same children shall have full opportunity to develop and lead happy effective lives.<sup>7</sup>

Individual dues in this organization are \$1.00 per year and Institutional dues are \$5.00 per year. One of the recommendations of the group has culminated in the 1949 law establishing an educational program for exceptional children. This organization is cooperating fully with this new division in the State Department of Education. Information or help may be applied for by writing

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7. Kansas Society for Exceptional Children, "President's Report Kansas Society for Exceptional Children," October 19, 1949, pp. 1-2.



the secretary of the Kansas Society for Exceptional Children in care of the Director of Special Education, State Department of Education, State House, Topeka, Kansas.

#### Capper Foundation Center

The Capper Foundation Center is a part of the Capper Foundation for Crippled Children. This last was organized by Senator Arthur Capper in 1920 and was later incorporated. It is supported by voluntary donations including legacies and memorial gifts. The Foundation has for its purpose the remedial treatment of handicapped children whose parents cannot afford treatment and who are not cared for by any other agency. A letter written by Miss Ruth McKinnis, Director, gives some of the details of the work.

The Capper Foundation Center was established in 1947 for the rehabilitation of the crippled child. This rehabilitation includes physical therapy, occupational therapy and speech therapy.

The educational program has included only the grades and Junior High school subjects. We have had some high school students here for rehabilitation, but they have taken extension work while they were here while one of the staff has helped to organize and motivate this work. But essentially the educational program includes only elementary and Junior high subjects. The children entered in this Center have, without exception, been denied entrance into the public schools because of physical handicaps or speech handicaps. They were not denied entrance into the public schools because their mental level was low. All of them fall into the range of mental ability that enables them to learn the school subjects.

We have two teachers for 25 children who take school work. No teacher handles more than 7 pupils at one time, because

the schedule is operated in such a way that the children are with one of the therapists sometime during each day so that the teachers never have more than 7 at a time. There is much individual attention given to the children. The teacher has her B. A. degree and has graduate work in special education. The assistant is also a B. A. but she does not have any work in special education. She works in close cooperation with the teacher. A second assistant teacher helps in the morning, but is not certificated.

The children that we have returned to their homes have seemingly been ready to enter the grade in the public school system that they were ready for when they left here. If there are any more questions you may write me.<sup>8</sup>

The address of the Capper Foundation Center is 234 Fillmore Street, Topeka, Kansas.

#### Institute of Logopedics

Some of the most dramatic work of any work done with and for children is that done by the Institute of Logopedics located at Wichita, Kansas. The Institute was founded in 1934 by Dr. Martin F. Palmer of Wichita University. The purpose was for the study and correction of speech defects. The work grew to the extent that in 1945 it was chartered as a charitable, nonprofit corporation in the State of Kansas. This institution is unique in the nation and is expanding its facilities to be unequalled anywhere in the world. During 1948 the Institute was started on a \$2,000,000 speech correction center which was completed in 1949. Besides the Institute at Wichita,

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8. Miss Ruth McKinnis, Director Capper Foundation Center, "Correspondence," April 12, 1950.

there are 16 field centers which have materially increased the number of cases which could be handled. In Kansas such centers are at: Pittsburg, Kansas City, Lawrence, Manhattan, Hays, Emporia, El Dorado, Garden City, Topeka, Concordia, Liberal, McPherson, and Hutchinson. Branches outside the state are at Bartlesville, Oklahoma, Bedford, New York, and Cockeyville, Maryland.

The program of the Institute of Logopedics is of a three-fold nature:

1. The retraining and rehabilitation of the speech handicapped.
2. The training of teachers in the profession of logopedics.
3. Conducting research into the causes of speech defects and the development of new and improved techniques for their prevention and correction.<sup>9</sup>

The teacher-training phase of the program is done in collaboration with Wichita University. Through the Department of Logopedics more than seventy semester hours of work are accepted by Wichita University towards the A. B. or M. A. degree. When one considers that one out of twenty, that is, five per cent of the population of the United States, is handicapped with defective speech,<sup>10</sup> he readily sees the need for a great number of people to take training

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9. Speech Correction at the Institute of Logopedics, Institute of Logopedics [Wichita, not dated], p. 4.

10. Loc. cit.



in the field of speech correction, not only for the opportunities in a wide-open field but also for the great service he could give his fellow-man. Representatives of the Institute estimate the need in this country of speech correctionists is 20,000 and that at the present time there are about only 500 persons fully qualified to do unsupervised teaching.<sup>11</sup>

The types of cases taken in the clinic for retraining and rehabilitation include articulation defects which are the most common kind; cleft palates; deaf and hard of hearing; stutterers; endocrine cases; voice quality; aphasia; cerebral palsy; and other general defects. The Institute has many of the most modern instruments and machines to help in the clinical work. It has a kymograph, an instrument which accurately graphs breathing patterns; various types of voice recorders; tremograph, a device to measure and record tremors of the arms, fingers and hands and is used in research work on cerebral palsy; a spirometer to test vital capacity; nasal olives, a device to test nasal leaks; ravox, a desk-type hearing aid; an audiometer to test hearing; an electroencephalograph to measure brain impulses; and others such as dynamometers; ergographs, vocational tests, color perception tests, and so forth. One of the finest libraries on the field of logopedics is in this institution. The library was made possible by a generous grant from the Rockefeller Foundation.<sup>12</sup>

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11. William E. Miller, Supervisor of Instruction, Institute of Logopedics, "Personal Interview," April 3, 1950.

12. Speech Correction at the Institute of Logopedics, op. cit., pp. 13-15.

All parts of the program meet the requirements of the American Speech and Hearing Association. To meet qualifications for employment to teach under supervision, graduates from the Institute must have over 2,100 clock hours of clinical experience under supervision. An additional three years of supervised experience is required for teaching without supervision. This is because speech rehabilitation is a very complex problem.

According to Mr. William E. Miller, Supervisor at the Institute of Logopedics and Instructor in the Department of Logopedics, the Institute has about 700 cases in training. About 275 are at the Institute and the rest are in the various field centers. Even with its improved facilities, the Institute is unable to keep up with the demands on it and has a continuous waiting list.<sup>13</sup>

The cerebral palsied cases are among the most difficult to treat and train. Because the client may lack neuro-muscular coordination in some part of his body or in all of it, as well as in his speech structures, physical therapy must be done in addition to teaching the child to speak. Children who require special services in addition to speech training usually find it more convenient to live on the Institute campus. Often families have moved to Wichita so one of its members might have access to the training and rehabilitation given by the Institute. A child may be placed under full boarding care under a carefully selected housemother. One housemother usually cares for three children in an apartment which gives

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13. William E. Miller, op. cit.

a pleasant home atmosphere. There are many more requests for field centers than the Institute can possibly fulfill at the present time because of the lack of trained personnel.

Besides individual speech lessons, special classrooms provide regular school work for the deaf and hard-of-hearing children and for some cerebral palsied children who are unable to benefit from the training offered in public schools. Children from preschool age through the sixth grade are accepted for these classes.

The Institute obtains its funds in a number of ways. Some come from gifts and contributions of individuals and organizations. Some sororities have taken the Institute as their National Project and give it all the aid they can. Families who are able pay part or all of the cost of training their children. One bulletin estimated that about one-third of the clients are able to pay in full, another one-third pay part of their expenses, and the last one-third receive treatment free. Dr. Palmer, head of the Institute, believes that no child should be refused speech training because of his inability to pay. The Wichita Community Chest helps a great deal. Sedgwick County gives some help. Wichita University helps in the financing of the teacher-training division. The State Legislature in 1947 appropriated funds to be taken from the "retail sales tax fund" for the purpose of the prevention of blindness, the restoration of sight and rehabilitation of the blind; funds for the Crippled Childrens Commission and:



Third, the sum of \$35,000 on the first day of May, 1947, and \$35,000 on the first day of May of each year thereafter for additional social welfare purposes for rehabilitation of speech-defective children under such regulations as the state board of social welfare may prescribe.<sup>14</sup>

The Institute was asked to set up and administer a speech correction program available to individuals under 21 years of age living in Kansas. With these funds it was possible to establish the first six field centers. Results of a two-year program were so satisfactory that in 1949 a permanent appropriation was made and further centers were opened.

The rehabilitated cases themselves are the Institution's best advertisement. Some of them are retained by the Institute to work there in whatever capacity they are fitted—some have become teachers to pass on their knowledge and experience to others who come to them in conditions in which they had once found themselves. Dr. Palmer and his associates are definitely making a great contribution to the world through this Institute of Logopedics.

#### American Red Cross

The American Red Cross operates under a charter granted by congress in 1905. It cannot be considered an educational agency. It functions best in times of disaster and when special emergency assistance is needed. Financial assistance thus given is always in the form of a grant.

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14. Laws of Kansas, 1947 Supplement to 1935 G. S., 79-3621.

The program is extended to children through the Junior Red Cross organization. The prominent portion of the Junior Red Cross work is its Safety Program. This program consists of three parts: first aid, water safety, and accident prevention. Members of the Junior Red Cross are urged to help in preparing gift boxes and albums to be sent to children over seas and in the making of useful articles for veterans' and children's hospitals. No doubt it would be possible for this organization to furnish materials for the use of handicapped children in therapy work and many of them could make useful articles for Junior Red Cross projects.

#### American Legion and Legion Auxiliary

As in the case of the Red Cross, the American Legion and the American Legion Auxiliary limit their work to financial aid to children of veterans of World War I and/ or II. It has a Child Welfare Division located in Topeka, Kansas. Most of its services are on a temporary basis and for those for whom there is no other responsible agency to care for them. It has no program for education of any kind.

#### Kansas Crippled Children's Commission

The Kansas Crippled Children's Commission was created by legislative act in 1931. The commission consists of five members appointed by the governor. No salary is paid to the commission but their actual expenses are paid. The duties of the commission are stated by law to be:

...That it shall be the duty of the commission to cooperate with the state departments of agriculture, education and health, and with any and all other departments of and boards of the state hereafter created for the same or analagous purposes and endeavor to coordinate the efforts of all persons and agencies interested in the discovery, care and education of crippled children of the state and to present proposals to the legislature from time to time which it believes will, if adopted, improve the administration of this act and promote the interests of the crippled children, to the end that the physically handicapped and crippled children of the state may, as far as possible, be made self supporting and independent citizens; and if at any time there is created in the state a federal-state vocational rehabilitation service, the commission shall endeavor to work out and recommend to the legislature a plan of cooperation therewith whereby crippled children of the state after arriving at child-labor age may be provided with vocational training, guardianship, and employment.<sup>15</sup>

Application for help from the commission should be made to the probate court in the county of residence. Only legal residents are eligible for such aid. The court will also determine the financial participation of the family according to the family's ability to pay. The commission conducts diagnostic clinics; maintains a state-wide register of crippled children; provides orthopedic public health nursing service for education, case finding and follow-up work.<sup>16</sup>

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15. Laws, 1931, ch. 283, sec. 12.

16. "Kansas Handbook of Social Resources, 1949", op. cit., Section VI, p. 6.



## State Department of Social Welfare

The State Department of Social Welfare was established by the legislature in 1937 as an administrative agency for the social welfare program in Kansas. It supervises the public welfare program in every county in Kansas in conformity with the laws of Kansas and the Social Security Act. Appropriations by the legislature and tax-collected funds provide for this program, in addition to federal money which is available for designated assistance and related programs.

The department consists of a three-member State Board of Social Welfare appointed by the Governor for overlapping terms, a state director appointed by the State Board, and the director's staff. For operation purposes the staff is organized into ten divisions. The department supervises the administration of the programs for old-age assistance, aid to dependent children, aid to the blind, and general assistance. In addition to financial assistance, several types of social services are available to children, to the blind, and to veterans. The distribution of surplus food commodities is also a responsibility of the department.

The Division of Services for the Blind is part of the Welfare division. It has a field consultant with services to help plan for problems with which the blind are confronted, some medical care, and a State Rehabilitation Center for prevocational training. The division provides vocational training, an employment service, home teaching services, talking book machines, and a variety of recorded literature, and has advisory and informational services for parents of blind

children. It helps in prevention of blindness through educational activities of special groups and the general public. It gives consultation service on the conservation of vision to local organizations; and gives special educational aids to partially sighted children to assist them with their work in regular schools, and local boards of education are given advice in setting up special classes for partially sighted children.

The 1947 legislature appropriated additional funds for the rehabilitation of certain types of handicapped children. The State Board of Social Welfare prescribes their use. The law as stated:

There shall be transferred out of said "retail sales tax fund":

First, a sum not to exceed \$6,600,000 per annum beginning May 1, 1947, for social welfare purposes, which shall include \$125,000 in the year 1947 and \$100,000 each year thereafter for the prevention of blindness, restoration of sight and rehabilitation of the blind.

Second, a sum not to exceed \$200,000 on July 1, each year for additional social welfare purposes for use with the crippled children's commission in lieu of funds raised by ad valorem tax, under such regulations as the state board of social welfare shall prescribe.

Third, the sum of \$35,000 on the first day of May, 1947, and \$35,000 on the first day of May of each year thereafter for additional social welfare purposes for rehabilitation of speech-defective children under such regulations as the state board of social welfare may prescribe.<sup>17</sup>

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17. Laws of Kansas, 1947 Supplement to 1935 G. S., 79-3621.

The State Hospital for Epileptics at Parsons, Kansas, is under the auspices of the State Department of Social Welfare. This institution was founded in 1903. While it is primarily a hospital for treatment and custodial care for epileptics it is organized to give academic and vocational training for exceptional children.

#### Kansas Juvenile Code Commission

The Kansas Juvenile Code Commission was created by legislative act in 1947. This act defines the purpose of the commission to be:

An act creating a temporary juvenile code commission to make a survey, report and recommendations concerning the problems of children, the laws of this state relating to children and other matters relating to juveniles prescribing the powers and duties of said commission, and making an appropriation therefore.<sup>18</sup>

The Commission made a preliminary report of its findings in July, 1948, and submitted such findings to the Governor. Part of the introduction to this report reads:

A preliminary examination of state laws and practices, county activities and city policies, shows an appalling lack of preventive and rehabilitative action; great emphasis exists throughout on "locking the barn door after the horse has been stolen." We have thought of our problem children as juvenile delinquents. We have drafted statutes to provide punishment, custodial care and rehabilitation after the child has become delinquent. We even wait until a child has been declared dependent and neglected before we set the machinery of the community into action. We have failed to implement the knowledge of preventative technique available to us in every community in the state.<sup>19</sup>

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18. Laws, 1947, ch. 263, sec. 1.

19. McClure, op. cit., p. 6.



The report further charges that the State Training School is misnamed because it is nothing more than a custodial institution for idiots and imbeciles, and that our laws do not provide anything for those children which might be classified a grade higher than feeble minded children, yet they are subnormal in mentality. Again the report states that state and local facilities for caring for handicapped children of all kinds are very meager.

The final report of the Juvenile Code Commission was submitted to the Governor and the legislature in January, 1949. This report is in two parts. Part I tells of the work of the Commission, how data was obtained, and a description of the present conditions in various agencies having to do with children and their welfare. It also contains recommendations as to what should be done or could be done with existing facilities as well as suggestions for increasing such facilities. Statistical information is given in charts, tables, and graphs in the appendix of the report.<sup>20</sup>

Part II of the final report of the Juvenile Code Commission contains the bills submitted to the 1949 legislature in accordance with the provisions of the law which created the commission.<sup>21</sup>

The Kansas Juvenile Code Commission did a worthy work. The particular part of their efforts with which this thesis is concerned was House Bill No. 440 which provides for the special education of exceptional children.

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20. Mrs. Laura J. McClure, Secretary, Report and Recommendations of the Kansas Juvenile Code Commission, Part I (Topeka: State Printer, 1948), 109 pp.

21. Ibid, Part II, 127 pp.

## CHAPTER V

### IMPLICATIONS OF THE 1949 KANSAS LEGISLATIVE LAW PROVIDING FOR THE ESTABLISHMENT OF AN EDUCATIONAL PROGRAM FOR EXCEPTIONAL CHILDREN

#### Statement of the Law

An Act relating to schools, providing for special education of exceptional children, creating a division of special education within the state department of public instruction, enabling school districts to establish and maintain classes and schools for exceptional children, providing tax levies, prescribing certain powers and duties, and making appropriations for the fiscal years ending June 30, 1949, June 30, 1950, and June 30, 1951.

Be it enacted by the Legislature of the State of Kansas:

Section 1. Definitions. As used in this act unless the context otherwise indicates:

(1) "Exceptional children" means children under twenty-one years of age who (a) are crippled; or (b) have defective sight; or (c) are hard of hearing; or (d) have an impediment in speech; or (e) have heart disease; or (f) have tuberculosis; or (g) have cerebral palsy; or (h) by reason of emotional and social maladjustment or intellectual inferiority or superiority do not profit from ordinary instructional methods; or (i) are unable to attend the regular public school classes with normal children by reason of any physical or mental defect.

(2) "Governing body" means and includes (a) the district board of any common-school district; (b) the board of education of any city of the first or second class; (c) the district board of any rural high-school district; and (d) the board of trustees of any community high-school district.

(3) "School district" means and includes any: (a) Common-school district; (b) city school district; and (c) rural high-school district; and (d) community high-school district.

(4) "Special education" includes the giving of special instruction to exceptional children as defined in this section.

Sec. 2. State Division of special education; establishment. There is created within the state department of public instruction a state division of special education for the promotion, direction and supervision of special education for exceptional children in the schools under the supervision and control of the state superintendent of public instruction. Said superintendent, subject to the approval of the state board of education, may employ a director and other necessary personnel adequately qualified by training and experience to direct and supervise the types of instruction provided for in this act, and fix the salary of the director who shall be head of such division.

Sec. 3. Powers and duties of division. The state division of special education under supervision and control of the state superintendent, subject to the approval of the state board of education, shall have the following powers and duties:

(a) To aid school districts in the organization of special schools, classes and instructional facilities for exceptional children, and to supervise the system of special education for exceptional children in the several school districts of the state.

(b) To establish standards for teachers to be employed under the provisions of this act, and to recommend for certificates teachers who qualify for such teaching.

(c) To adopt plans for the establishment and maintenance of day classes, schools, home instruction, and other methods of special education for exceptional children.

(d) To prescribe courses of study, and curricula for special schools, special classes and special instruction of exceptional children, including physical and psychological examinations, and to prescribe minimum requirements for exceptional children to be admitted to any such special schools, classes or instruction.

(e) To encourage school districts through consultation and guidance to make provision for gifted children by adapting



school work to their needs, and to waive restrictions which interfere with the development of such children.

(f) To initiate the establishment of classes for exceptional children in hospitals and convalescent homes, in cooperation with the management thereof and local school districts.

(g) To cooperate with school districts in arranging for any exceptional child to attend school in a district other than the one in which he resides when there is no available special school, class or instruction in the district in which he resides.

(h) To cooperate with existing agencies such as the state department of social welfare, the state board of health, the receiving home for children, the Kansas institution for education of the deaf, the Kansas institution for the education of the blind, the Kansas sanatorium for tubercular patients, the crippled children's commission or other agencies concerned with the welfare and health of exceptional children in the coordination of their educational activities for such children.

(i) To investigate and study the subject of special education for exceptional children.

(j) To make rules and regulations to carry out the foregoing powers and duties.

Sec. 4. Powers and duties of governing bodies of school districts. The governing body of any school district may provide transportation and may establish and organize one or more suitable special classes, or provide for instruction in regular classes or in the home, and may provide special facilities and equipment for special classes and special schools or home instruction as a part of the school system for such exceptional children as required for their effective education. In the event that there are not enough children of any special type in any school district to warrant the establishment of a special class, such children may be instructed in any nearby school district in which such special classes have been established, by mutual agreement of the governing bodies of the school districts affected, and by payment of tuition. The governing body of a school district may prescribe the use of such other aids to special education or therapy, corrective gymnastics, rest periods, warm lunches, social counseling, and vocational counseling and training. The governing body of each school

district providing for exceptional children shall employ qualified teachers certified by the authority provided by law as teachers for children requiring such special education.

Sec. 5. Reports by school districts and crippled children's commission. It shall be the duty of the clerk of each school district in connection with the annual school census to file a report with the county superintendent of public instruction each year on or before July first on blanks prepared for that purpose by the state division of special education listing the name, sex, age, post-office address, and disability or gift of every exceptional child of school age together with the name and post-office address of his parents or guardian, and such other pertinent information as said division may require. The state crippled children's commission shall from time to time as required furnish to the state division of special education the name, address, and disability of all children of their register. It shall be the duty of the school census takers to report to the county superintendent all exceptional children not enrolled in the public schools, giving the name, age, and nature of handicap of each physically or mentally handicapped child, and the name and address of the parent, guardian or other person having control and custody of said child.

Sec. 6. Enrollment by parent or guardian; exception; truancy law. When a school district has provided special educational facilities as provided in this act for any exceptional child, either by admission to a special class or by special instruction, it shall be the duty of the parent or guardian to enroll said child for instruction as may be established, except in the event a doctor's certificate is filed with the clerk of the school district showing that it is inadvisable for the exceptional child to receive the special education provided; all the provisions and conditions of article 48 of chapter 72 of the General Statutes of 1935, and any amendments thereto, shall be applicable to this section and any violations shall be punishable as provided in said article.

Sec. 7. Certification of exceptional children; examinations appeals. In order to render proper instructions to each exceptional child, the school districts shall certify exceptional children in accordance with the requirements set up by the state division of special education and shall provide examinations for children preliminary to making certification. The examinations necessary for the certification of exceptional children shall be conducted by a person certified by



by the state division of special education. The result of such examinations shall be furnished to the teacher who is responsible for the training of such child.

Sec. 8. Exception in certain cases; extension beyond twenty-one years of age. It shall not be incumbent upon any school district to keep an exceptional child in regular instruction when the child cannot sufficiently profit from the work of the regular classroom, nor to keep such exceptional child in the special class of instruction for exceptional children when it is determined that the child can no longer benefit therefrom, or needs more specialized instruction which is available in special state schools. In the case of any person, who by reason of congenital factors, accident or prolonged illness, has not been able to finish the special education by his or her twenty-first birthday, the period of special education may be continued by the school district for not exceeding three years thereafter.

Sec. 9. Tax levies by school districts authorized once. Any school district is hereby authorized to levy a tax not to exceed one (1) mill on all taxable tangible property in such district for the purpose of creating a fund to pay the cost of providing special education as authorized by this act. Such tax levy shall be in addition to all other tax levies authorized or limited by law and shall not be subject to or within any aggregate tax levy limit prescribed by article 19 of chapter 79 of the General Statutes Supplement of 1947 or any amendments thereto or by any other statute. All moneys collected from such tax levy shall be placed in a special education fund and shall only be used for the purpose for which the levy was made. In the year 1949 any common-school district or rural high-school district may make such tax levy even though the expenditures to be made from the proceeds of such levy were not included in the budget of such school district, if the governing body of such district shall certify to the county clerk on or before August 25, 1949, the amount necessary to be levied for the special education fund. Upon such certification, the county clerk shall extend a tax levy sufficient to produce the amount so certified but the rate of tax levy shall not exceed the rate hereinbefore limited.

Sec. 10. State special education fund. There is hereby created in the state treasury a fund to be known as the "state special education fund" to which shall be credited all moneys appropriated or transferred by law thereto.



Such fund shall be used for the expenses and maintenance of the state division of special education as provided in this act.

Sec. 11. Appropriations. There is hereby appropriated out of any moneys in the state treasury, not otherwise appropriated, the sum of two thousand dollars (\$2,000) for the fiscal year ending June 30, 1949, the sum of fifteen thousand dollars (\$15,000) for the fiscal year ending June 30, 1950, and the sum of fifteen thousand dollars (\$15,000) for the fiscal year ending June 30, 1951, to the state superintendent of public instruction for the use and purposes specified in section 10 of this act, the same to be credited by the treasurer of state to the state special education fund created by section 10 of this act, and any unencumbered and unexpended balances remaining in said fund at the close of the fiscal year ending June 30, 1949, and June 30, 1950, are hereby reappropriated for the same use and purposes for the fiscal years ending June 30, 1950, and June 30, 1951, respectively.

Sec. 12. Vouchers and warrants. The auditor of state is hereby authorized and directed to draw his warrants upon the treasurer of state and against the state special education fund for the use and purposes prescribed in section 10 of this act, upon duly authorized vouchers on the form required by law, filed in his office and approved by the state superintendent of public instruction.

Sec. 13. This act shall take effect and be in force from and after its publication in the official state paper.<sup>1</sup>

#### Organization of the Program to Date

Dr. John E. Jacobs, head of the Department of Education at Kansas State Teachers College, Emporia, was named Director of the new State Division of Special Education. He was appointed on Saturday, June 25, 1949, by Mr. Adel F. Throckmorton, State Superintendent of Public Instruction.

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1. Laws of 1949, ch. 400.

During this first year Dr. Jacobs has been able to give only half-time to this work as Director of the State Division of Special Education. He has still kept his position at the Kansas State Teachers College at Emporia and has spent three days of each week at Emporia and three days at Topeka. When the organization of the department is complete a full-time director will be needed.

On October 19, 1949, the Kansas Society for Exceptional Children sponsored the "Third Annual Conference on Exceptional Children." At this conference, which was held in Topeka, were the Director of Special Education of Missouri, Richard S. Dabney; the Director of Special Education of Colorado, Carey J. Downing; and the Director of Special Education of Nebraska, Raymond M. Taibl. This group conducted a symposium entitled "The Education of Exceptional Children as a State Program." At their noon luncheon, the guest speaker was Dr. Arthur S. Hill, President of International Council of Exceptional Children and Director of Department of Pupil Adjustment, Des Moines Public Schools. His topic was "Looking into the Future of Special Education." Dr. Jacobs was chairman of the panel discussion held in the afternoon. This panel discussed the "Kansas Program for Exceptional Children."

Dr. Jacobs and his assistant, Miss Vernita Rich, have spent some time in setting up the new department and in helping local areas to set up exceptional children's programs. They have, and are still, making a survey of the state to discover where, how many, name, age, sex, address, type, school attendance, and other statistics on the

exceptional children of the state. Dr. Jacobs visited some of the special education departments of other states to get ideas and information for beginning the Kansas program and for certification of teachers and their training. The department has made a survey of the resources of the state that could be used in the program and has named various agencies to assist in the program. The Fort Hays Psychological Clinic has been approved as an agency for examining exceptional children.

The staff of the Special Education Department have gone to schools that requested help, has referred children to the Kansas University Clinic and to the Kansas Children's Receiving Home at Atchison, has done some testing, and supplied much material to the public telling of the program.<sup>2</sup>

The 1950 school budget forms as prepared and distributed by the State Auditor contain a section for the use of the local districts in making a local levy for use in a special education program in their districts.

The department is still in its formative stage; so there is not a great deal of information concerning the program available. However, a slow, thorough inception of the program will help give it strength and permanency. These initial studies and actions will also furnish a testing ground for the law itself, showing where it can be improved.

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2. Miss Vernita Rich, Assistant Director, Special Education Department, "Personal Interview," May 11, 1950.



## Expectations for Operation of the Law

The general expectation, of course, is that the maladjusted child will have opportunity to become better adjusted to the American way of life and be trained to be able to support himself and make his own contribution to society.

The gifted child who has been particularly neglected in the past will have a chance to develop his full capacity and amply repay society for its investment in him by his returning contributions to that society.

A general coordination of all the agencies interested in exceptional children will greatly improve the efficacy of the total program.

No doubt many of the methods and materials found for use with exceptional children will prove to be beneficial for those students in the normal classroom situation.

The state level of participation in the program will probably remain as promotion, regulation, and supervision. It will also furnish materials for the use of teachers.

The "Special Education" law does not provide for appropriations beyond the fiscal year ending June 30, 1951. However, by the time the next legislature meets more will be known about actual costs and other recommendations can be made for improvement in the law to produce a more efficacious program.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

Chapter II of this thesis traced the legal provisions of the state to provide care and training for handicapped children. Chapter III and Chapter IV told what the existing state institutions and agencies as well as some private agencies have done. The data here indicates that Kansas has done some work to improve the condition of her handicapped children but not nearly enough. If such resources were coordinated and others accounted for, Kansas would have sufficient resources to extend help to the children of the state without making such support a burden on anyone. This lack of coordination or centralization of the work of the institutions and agencies interested in children has prevented the state from giving the local communities the leadership for such problems and made what work was done to be limited to quite an extent.

While "mental-hygiene" has not become the problem in Kansas to the extent that it has in other states, research shows that there are sufficient numbers of children in Kansas to warrant the setting up of a program for their welfare and education. Dr. Reed's report and the report of the Juvenile Code Commission bear this out as well as indicating much preventative work could be done.

The 1949 law for Special Education is an immense step in the direction for positive application of principles to care for the problems of handicapped children. Under this law school districts are not necessarily required to set up special classes, as this section of the law reads "may" and is hence only permissive. A district must report every exceptional child residing in that district to the county superintendent in connection with the school census. This will give a closer check on such children and permit the State Division of Special Education to do more for them.

The general public of the state needs to have all possible information given them concerning exceptional children. This public also needs to be educated to understand what the resources of the state are and how they may use them in their communities.

Last, it can be said that Kansas has now recognized its obligation to the children of the state and has begun a program which has every prospect of becoming a very fine one.

#### Recommendations

The state colleges and university should extend and enlarge their present programs for training students to do psychological and special education work. The extent of their work and showing their limitations were described in Chapter III of the body of this thesis. The enlargement of their programs is needed to meet the demands for certified teachers of special education as will be



required to set the program of special education in the state in notion, and to provide other trained personnel.

The clinical services of these colleges should also be made available to the public without the hindrance of much red tape.

As the special education program is developed, many of the borderline cases, that is, those above feeble mindedness, should be removed from state institutions and given training in these special education classes. Mr. L. C. Tune, Superintendent of the State Training School, heartily endorses this recommendation.

The present agencies having to do with the welfare of children should be better coordinated to the extent that their work would not overlap and would give greater impetus to the whole program.

The special education departments of the schools should be affiliated with the guidance program of the school. It might include the guidance program as part of its duties.

The state should furnish the largest proportion of the funds for supporting a program of special education. This would assure a more continuous and efficient program. The savings in institutional care, reduction of juvenile delinquency, and the contributions of the rehabilitated students would eventually offset any original cost, to say nothing of increased social, physical, and mental well-being of the citizens of the State of Kansas as a whole.

**APPENDIX**

SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN

A BIBLIOGRAPHY OF SOURCE MATERIALS

FOR

CLASSROOM TEACHERS

Prepared and Issued by the Division of Special Education  
Kansas State Department of Public Instruction  
Topeka, Kansas



A BIBLIOGRAPHY OF SOURCE MATERIALS FOR CLASSROOM TEACHERS

ON

SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN

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Compiled by

Dr. John E. Jacobs, Director  
and  
Vernita Rich, Assistant

The Division of Special Education  
State Department of Public Instruction

---

Issued by

Adel F. Throckmorton  
State Superintendent of Public Instruction

A BIBLIOGRAPHY OF SOURCE MATERIALS FOR CLASSROOM TEACHERS

ON

SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN

B O O K S

Forty-Ninth Yearbook of the National Society for the Study of Education, Part II, The Education of Exceptional Children. The University of Chicago Press, 5750 Ellis Avenue, Chicago 37, Illinois. \$3.50.

A book designed to give the basic facts and principles underlying Special Education. A major purpose of this book is to acquaint the regular classroom teacher with the needs of exceptional children, the attempts of our democratic society to meet these needs, and the procedures employed by the various specialists in the field.

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Baker, H. J. Introduction to Exceptional Children. New York: Macmillan Co., 1941. 496 p. \$3.50.

A book designed to serve as a reference for all elementary school workers concerned with children. The author discusses deviations in all areas, mental, physical, and behavior problems, together with the diagnosis and treatment of the several handicaps.

Fernald, G. M. Remedial Techniques in Basic School Subjects. New York: McGraw-Hill Book Co., 1943. 349 p. \$2.75.

A detailed discussion of clinical procedures valuable in diagnosing serious disability cases in the major school subjects, together with techniques used in Dr. Fernald's clinic which were effective in remedying specific disabilities.

Hathaway, W. P. Education and the Health of the Partially Seeing Child. National Society for the Prevention of Blindness. New York: Columbia University Press, 1943. 216 p. \$2.50.

Material presented is intended for the use of administrators, supervisors, teachers, nurses and social workers. The following areas are discussed: historical background, administrative responsibilities, educational responsibilities, and community social services responsibilities in the education of partially seeing children.

Heck, Arch O. The Education of Exceptional Children. New York: McGraw-Hill Book Company, 1940. 536 p. \$3.75.

A book which aims at doing five things: (1) it sets a challenge which educators face in properly educating exceptional children; (2) it develops basic principles to be observed in the education of exceptional children; (3) it considers the problems encountered in educating these children; (4) it presents accounts of how these problems are handled in various states, and cities, and (5) it outlines

the responsibilities of parents and educators in preventing mental, physical, and social handicaps.

Wendell Johnson, Spencer Brown, James Curtis, Clarence Edney, and Jacqueline Kea. Speech Handicapped School Children. New York: Harper and Brothers, Publishers. 1948. 464 p. \$3.00.

This book was written to tell teachers, parents, administrators, physician psychologists, and social workers what to do for the child with defective speech when no trained clinician is available—or how to supplement the work of the correctionist, if one is available, in the school and home.

Kirk, Samuel A. Teaching Reading to Slow-Learning Children. Boston: Houghton Mifflin Co., 1940. 225 p. \$1.50.

A practical discussion of special methods and procedures in helping slow-learning children develop maximum ability in reading. The book contains many suggestions for classroom procedure.

C. Van Riper. Speech Correction. Principles and Methods. (Second Edition) New York: Prentice-Hall, Inc., 1947. 470 p.

This book endeavors to help classroom teachers and parents to gain a knowledge of speech defects and causes in order that the work of the specialist may be supplemented more intelligently and effectively.

J. E. Wallace Wallin. Personality Maladjustments and Mental Hygiene. McGraw-Hill Book Co., 1949. 581 p. \$5.00.

This book describes the outstanding types of personality maladjustments, with detailed, practical suggestions for preventing and overcoming mental conflict and for developing normal personalities.

#### INEXPENSIVE BOOKLETS OR BULLETINS

Hackie, Romaine P., "Crippled Children in School", U. S. Office of Education, Bulletin No. 5, Government Printing Office, Washington, D.C., 1948. 37p. 15¢.

Matson, Charlotte and Wurtsburg, Dorothy. "Books for Tired Eyes". A List of Books in Large Print. American Library Association, Chicago, Ill. 1945. 63 p. 50¢.

University of Illinois Press, "If You Have A Deaf Child". The Division of Service for Crippled Children, 1105 South Sixth St., Springfield, Illinois, 1949.



"Journal of Speech and Hearing Disorders". The American Speech and Hearing Association. c/o Speech Clinic, Wayne University, Detroit, Michigan. Four issues \$3.50 (Quarterly)

-----

"Volta Review", 1537 Thirty-Fifth Street, N.Y., Washington 7, D.C. \$2.00 a year. (Monthly).

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"The Child", U. S. Children's Bureau, Washington 25, D. C. \$1.00 a year. (Order from the U. S. Superintendent of Documents) Monthly.

-----

"Hygeia." American Medical Association, 535 N. Dearborn Street, Chicago 10, Ill. \$2.50 a year. Monthly.

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COMPANIES WHO PRINT LARGE TYPE BOOKS FOR SIGHT SAVING:

American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky.

-----

Clear Type Publishing Committee, 36 Elston Road, Montclair, New Jersey.

-----

Harcourt, Brace and Company, 383 Madison Avenue, New York 17, New York.

-----

Stanwix House, 336 Fourth Avenue, Pittsburgh 22, Pennsylvania.

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John C. Winston Company 1010 Arch Street, Philadelphia 7, Pennsylvania.

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PROCEDURE FOR SECURING SIGHT-SAVING EQUIPMENT IN KANSAS

The Division of Services for the Blind (Prevention of Blindness Department) is interested and concerned in the meeting of the needs of visually handicapped children. The Division will be glad to lend assistance in working out a program for an individual child in a school or for the establishment of a Sight-Saving Class. Some aid can be lent in making the necessary equipment available. Clear-type books are provided on a loan basis when and if the parents are unable to purchase same. Parents or the school are requested to purchase other materials such as pencils, paper, chalk, etc. Address all inquiries to:

Miss Marguerite Blase, Medical Social Eye Consultant  
Division of Services for the Blind  
801 Harrison Street  
Topeka, Kansas

James L. Hymes, Jr. "A Pound of Prevention". (How Teachers Can Meet the Emotional Needs of Young Children). The New York Committee on Mental Hygiene of the State Charities Aid Association. 25¢

Gertrude Boyd. "Remedial Techniques for Reading Difficulties". The Bureau of Educational Research and Service, College of Education, University of Wyoming, Laramie, Wyoming. 1949. 50¢.

Romaine P. Mackie and Margaret Fitzgerald. "School in the Hospital". Supt. of Documents, United States Government Printing Office, Washington 25, D. C. Bulletin 1949, No. 3. 20¢.

James F. Rogers, M. D. "What Every Teacher Should Know About the Physical Condition of Her Pupils". Supt. of Documents, U. S. Government Printing Office, Washington D. C. 15¢ (Pamphlet No. 60).

"About Children, How They Learn, Feel and Grow". Compiled from 1944-45 issues of Childhood Education by The Association for Childhood Education, 1201 Sixteenth Street, N.W., Washington 6, D. C. 25¢.

Elise H. Martens, "Needs of Exceptional Children", U. S. Office of Education, Leaflet No. 74, Government Printing Office, Washington, D. C., 1944. 20 p. 10¢

Elise H. Martens, "Curriculum Adjustments for Gifted Children". Bulletin 1946, No. 1. Superintendent of Documents, U. S. Government Printing Office, Washington D. C. 25¢

Laura Eads and William H. Bristow, "The Education of Superior Children." Board of Education of the City of New York. 110 Livingston Street, Brooklyn 2, New York.

#### PERIODICALS

"Journal of Exceptional Children," International Council for Exceptional Children, Saranac, Michigan. Eight issues, \$2.00.

"The Crippled Child." National Society for Crippled Children and Adults, Inc., 11 South La Salle Street, Chicago, Ill. 24 issues, \$2.00 (bi-monthly).



## OTHER SIGHT-SAVING EQUIPMENT

### CHALK:

Use large alphasite chalk, a yellow lead-free chalk recommended for sight saving. This can be ordered from Roberts & Meck Company; Bellvue Road; Harrisburg, Pennsylvania.

### PAPER:

A wide-lined or plain, dull finished buff paper may be obtained from Diem & Wing Paper Company; Gilbert Avenue Viaduct; Cincinnati, Ohio, or #56 Sight Conservation Paper--J. L. Hammatt Company; 380 Jellif Avenue; Newark, New Jersey.

### DESK:

If a movable desk is used the child can be near the board when necessary and yet take advantage of the best available light from desk work. The "Posture Pal" desk is recommended and can be obtained at the American Universal Furniture Company, Manufacturers of Better-Sight Desk; Grand Rapids, Michigan.

### PENCILS:

Pencils with soft, black lead will make writing more visible. Can order Eagle Auditor, #286 J. S. Stardtlers, #612 Deadline, or Weatherproof Faber #6639.

## SOURCES OF FILMS

A selected list of catalogs, bulletins, and distributing centers for films pertaining to children and youth include:

Kansas University Bureau of Visual Instruction, University Extension, Lawrence, Kansas. "Audio-Visual Aids."

U. S. Children's Bureau, Federal Security Agency, Washington 25, D.C. "Motion Picture Films," mimeographed bulletin.

New York University Film Library, 26 Washington Place, New York 3, N.Y. Catalogue of selected 16 mm. Educational motion pictures. 1945.

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The National Society for Crippled Children and Adults, Inc., 11 South La Salle Street, Chicago 3, Illinois. Motion Picture Loan Service.



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"Journal of Speech and Hearing Disorders". The American Speech and Hearing Association. c/o Speech Clinic, Wayne University, Detroit, Michigan. Four issues \$3.50 (Quarterly)

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"Sight Saving Review," National Society for the Prevention of Blindness, 179 Broadway, New York. Four issues, \$2.00.

-----

"American Annals of the Deaf," Gallaudet College, Washington, D.C. 5 issues \$2.00

-----

"American Journal of Mental Deficiency." American Association on Mental Deficiency, 172 Broadway Avenue, Albany, N. Y. Four issues, \$6.00 (Quarterly).



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New York University Film Library, 26 Washington Place, New York 3, N.Y. Catalogue of selected 16 mm. Educational motion pictures. 1945.

University of Iowa, Iowa City, Iowa. University of Iowa Extension Bulletin, "Catalogue of Visual Aids for Classroom Use." 1946-47.

University of Indiana, Bloomington, Indiana. "Fifty Films for Teacher Education".

The National Society for Crippled Children and Adults, Inc., 11 South La Salle Street, Chicago 3, Illinois. Motion Picture Loan Service.



BIBLIOGRAPHY FOR READING MATERIALS SUITABLE FOR MENTALLY RETARDED CHILDREN

Pre-Primer to Grade 5

Compiled by Miss Dorothy Warner, Advisor, Special Education  
Department of Public Instruction, Harrisburg, Pennsylvania

(Mimeographed by special permission—by the Division of Special Education,  
Department of Public Instruction, Topeka, Kansas)

Pre-Primer

- Beery, A. Seatwork Activities. Webster. 1942. Work Book.  
Johnson, E. M. Busy Brownies. Benjamin Sanborn. 1938. Diagnostic work book.  
Osswald, E. Frisky the Goat. D. C. Heath. 1941.  
Osswald, E. Hundreds of Turkeys. D. C. Heath. 1941.  
Osswald, E. Little White Rabbit. D. C. Heath. 1941.  
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Pratt, M. and Meighan, M. Fun for You. Benjamin Sanborn. 1938.  
Raffensperger, E. T. Animals and Birds and Their Babies. Continental Press. 1946.  
Coloring book with names of animals.  
Raffensperger, E. T. We Get Ready to Read. Continental Press. 1946. Work book.  
Sondergaard, A. Biddy and the Ducks. D. C. Heath. 1941.  
Sondergaard, A. Peanuts the Pony. D. C. Heath. 1941.  
Tippett, J. S. Henry and the Garden. World Book Co. 1939.

Primers

- Gates, A. I. Bruce and Barbara. Macmillan. 1939. Unit Readers.  
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Johnson, E. M. Mother Goose. Charles E. Merrill. Diagnostic work book.  
Huber and others. Ranch Book. Macmillan. 1943.  
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Merton, E. L. and McCall, W. A. Bob and Jane. Laidlaw. 1937.  
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Raffensperger, E. T. We Learn to Read. Continental Press. 1946. Work Book.  
Sondergaard, A. Fuzzy Tail. D. C. Heath. 1937.  
Tippett, J. S. Stories About Henry. World Book Co. 1939.

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- Brumbaugh, F. Donald Duck and His Nephews. D. C. Heath. 1940.  
Gates, A. I. Animal Parade. Macmillan. 1939. Unit Reader  
Gates, A. I. Elsie Elephant. Macmillan. 1939. Unit Reader.  
Gates, A. I. Mr. Joey and the Pig. Macmillan. 1939. Unit Reader.  
Gates, A. I. Mr. Tip. Macmillan. 1939. Unit Reader.  
Gates, A. I. Polly the Kid. Macmillan. 1939. Unit Reader.  
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- Merton, E. L. At Work and Play. Laidlaw. 1937.  
O'Donnell, M. I Know a Story. Row, Peterson. 1938  
Pratt, M. and Meigham, M. Long, Long Ago. Benjamin Sanborn. 1939.  
Tippett, J. S. Henry and His Friends. World Book Co. 1939.  
Tippett, J. S. Sniff. D. C. Heath. 1937.  
Wavle, A. Here They Are. D. C. Heath. 1940.

### Second Grade

- Baruch, D. et al. Three Friends. Scott Foresman. Health. 1944.  
Beauchamp, W. L. All Around Us. Scott Foresman. 1944. Science.  
Beery and Ousley. In Town and City. Webster. Social Science.  
Browne, G. Water Babies' Circus. D. C. Heath. 1940.  
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study content.  
Gates, A. I. Always Ready. Macmillan. 1940.  
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Gates, A. I. Friends and Workers. Macmillan. 1940.  
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Lent, Henry, B. Straight Down. Macmillan. 1944.  
Merton, E. L. and McCall, W. A. From Day to Day. Laidlaw. 1938.  
O'Donnell, M. It Happened One Day. Row, Peterson. 1938. Wonder Story Books.  
Walker, H. A. Shining Star, the Indian Boy. Beckley Cardy. Grades 2 and 3. 1941.  
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Gibbons, H. and Cook, C. We Read, Write, Speak and Spell. Book I.  
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Publishing Co.  
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Brown, M. W. Little Pig's Picnic. D. C. Heath. 1939.  
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Dearborn, B. J. City Friends. Macmillan. 1936.  
Emerson, C. D. School Days in Disneyville. D. C. Heath. 1939.  
Gates and Huber. Fifty Winters Ago. Macmillan. 1940.  
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LaRue, M. G. Little Indians. Macmillan. 1934.  
Merton, E. L. and McCall, W. A. Here and Away. Laidlaw. 1938.  
O'Donnell, M. After the Sun Sets. Row, Peterson. 1938. Wonder Story Books.  
Palmer, R. Mickey Never Fails. D. C. Heath. 1939.

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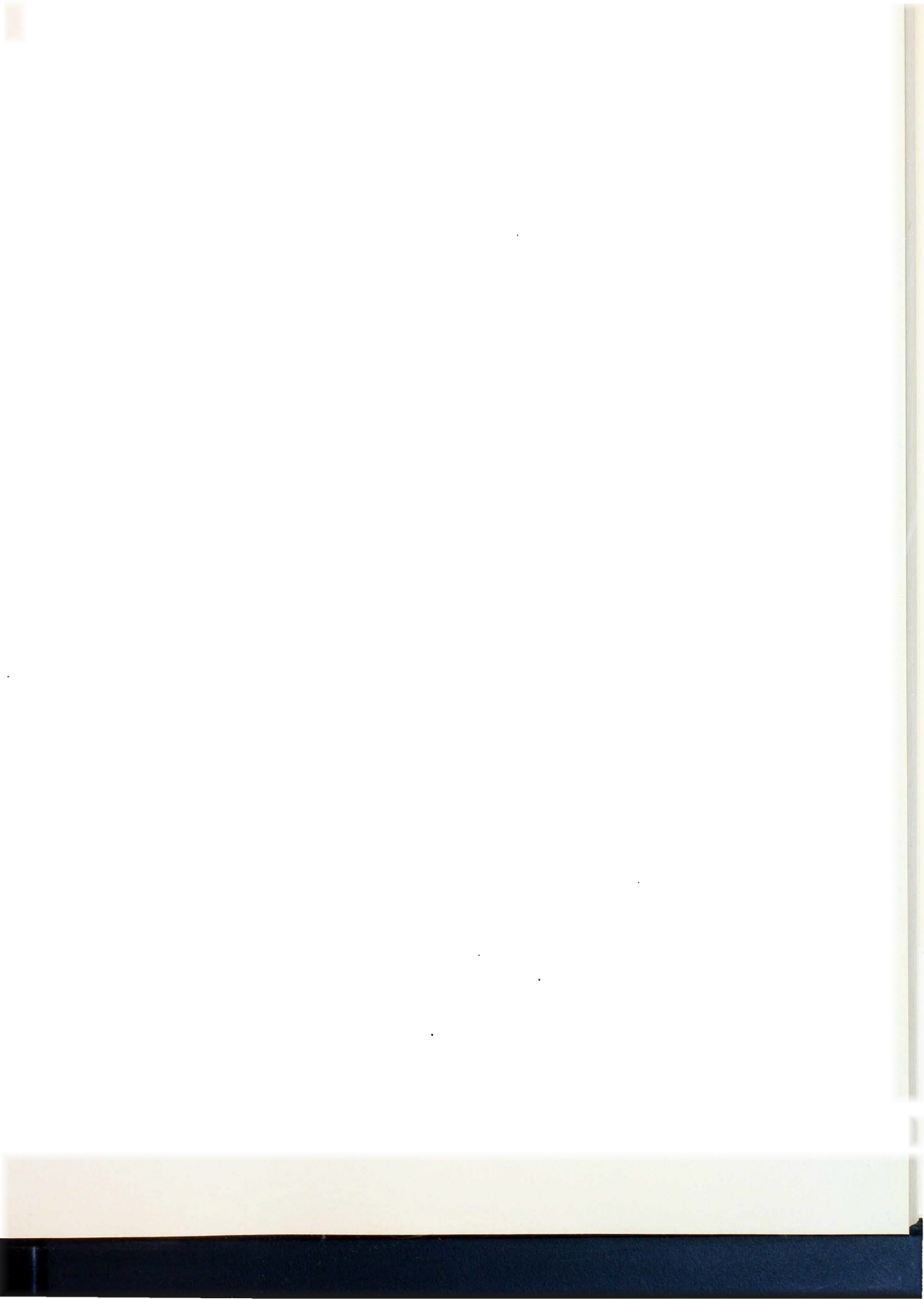
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Merton, E. L. Friends in Stories. Laidlaw. 1940. Work book type readers.  
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Charles E. Merrill and Company, 1780 Broadway, New York City 19, N. Y.  
William Morrow and Company, Inc., 425 Fourth Avenue, New York City 16, N. Y.  
N. E. A. (National Education Association), 1201 Sixteenth Street, N.W., Washington  
6, D. C.  
Thomas E. Nelson and Sons, 385 Madison Avenue, New York City 17, N. Y.  
Newson and Company, 72 Fifth Avenue, New York City 11, N. Y.  
F. A. Owen, Dansville, N. Y.  
Oxford University Press, 114 Fifth Avenue, New York City, N. Y.  
Page and Company, 52 Beacon Street, Boston, Mass.  
Pennsylvania Book Service, Cameron and Kelker, Harrisburg, Pa.  
Publishers Library Service, 103 North Cannon Avenue, Lansdale, Pa.  
Rand, McNally and Company, 111 Eighth Avenue, New York City 11, N. Y.  
Row, Peterson and Company, 140 West Twenty-Second, New York City, N. Y.  
B. H. Sanborn and Company, 221 East Twentieth Street, Chicago 16, Ill.  
W. B. Saunders Company, 218 West Washington Square, Philadelphia 5, Pa.  
Scott, Foresman and Company, 114 East Twenty-Third Street, New York 10, N.Y.  
William R. Scott, Inc., 72 Fifth Avenue, New York City 11, N. Y.  
Charles Scribner's Sons, 597 Fifth Avenue, New York City 17, N. Y.  
Silver-Burdette and Company, 45 East Seventeenth St., New York City 3, N. Y.  
L. W. Singer Company, Syracuse, N. Y.  
Stokes (See J. B. Lippincott)  
U. S. Printing Office, Washington, D. C.  
University Publishing Company, 239 Fourth Avenue, New York City 3, N. Y.  
Viking Press, 18 East Forty-Eighth Street, New York City, N. Y.  
P. F. Volland, 381 Fourth Avenue, New York City 16, N. Y.  
Webster Publishing Company, 1808 Washington Avenue, St. Louis, Mo.  
Theeler Publishing Company, 2831 South Parkway, Chicago 6, Ill.  
Albert Whitman and Company, 560 West Lake Street, Chicago 6, Ill.  
John C. Winston Company 1006-1016 Arch Street, Philadelphia 7, Pa.  
World Book Company, Yonkers-on-Hudson, N. Y.



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B I B L I O G R A P H Y

Of

R E A D I N G M A T E R I A L S

SUITABLE FOR THE MENTALLY RETARDED

(On the Secondary Level)

Issued by the Division of Special Education  
Kansas State Department of Public Instruction  
Topeka, Kansas





BIBLIOGRAPHY OF READING MATERIALS FOR THE  
MENTALLY RETARDED ON THE SECONDARY LEVEL

Compiled by Miss Dorothy Warner, Advisor, Special Education  
Department of Public Instruction, Harrisburg, Pennsylvania

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Department of Public Instruction, Topeka, Kansas)

THE CHILDHOOD OF FAMOUS AMERICANS SERIES

Fourth grade reading level with an interest level range of four through eight.  
The Bobbs-Merrill Company, Publishers, Indianapolis 7, Indiana

Stevenson, Augusta, Abe Lincoln: Frontier Boy  
Higgins, Helen Boyd, Alec Hamilton: The Little Lion  
Stevenson, Augusta, Andy Jackson: Boy Soldier  
Stevenson, Augusta, Ben Franklin: Printer's Boy  
Seymour, Flora Warren, Bird Girl: Sacagawea  
Monsell, Helen Albee, Boy of Old Virginia: Robert E. Lee  
Stevenson, Augusta, Clara Barton: Girl Nurse  
Stevenson, Augusta, Daniel Boone: Boy Hunter  
Monsell, Helen Albee, Dolly Madison: Quaker Girl  
Weil, Ann, Franklin Roosevelt: Boy of the Four Freedoms  
Stevenson, Augusta, George Carver: Boy Scientist  
Stevenson, Augusta, George Washington: Boy Leader  
Monsell, Helen Albee, Henry Clay: Mill Boy of the Slashes  
Mitchell, Minnie Belle, Hoosier Boy: James Whitcomb Riley  
Wagoner, Jean Brown, Jane Addams: Little Lame Girl  
Weil, Ann, John Quincy Adams: Boy Patriot  
Wagoner, Jean Brown, Julia Ward Howe: Girl of Old New York  
Stevenson, Augusta, Kit Carson: Boy Trapper  
Wagoner, Jean Brown, Louisa Alcott: Girl of Old Boston  
Mason, Miriam E., Mark Twain: Boy of Old Missouri  
Bebenroth, Charlotta M., Meriwether Lewis: Boy Explorer  
Stevenson, Augusta, Paul Revere: Boy of Old Boston  
Seymour, Flora Warren, Pocahontas: Brave Girl  
Henry, Marguerite, Robert Fulton: Boy Craftsman  
Stevenson, Augusta, Sam Houston: Boy Chieftain  
Higgins, Helen Boyd, Stephen Foster: Boy Minstrel  
Guthridge, Sue, Tom Edison: Boy Inventor  
Monsell, Helen Albee, Tom Jefferson: A Boy in Colonial Days  
Stevenson, Augusta, U. S. Grant: Young Horseman  
Widdemer, Mabel Cleland, Washington Irving: Boy of Old New York  
Mason, Miriam E., William Penn: Friendly Boy  
Mason, Miriam E., Young Audubon: Boy Naturalist  
Monsell, Helen Albee, Young Stonewall: Tom Jackson

THE AMERICAN ADVENTURE SERIES

The Wheeler Publishing Company, 2831-35 South Parkway, Chicago, Illinois  
Reading levels 2 to 6

Squanto and the Pilgrims	Wild Bill Hickok
Pilot Jack Knight	Davy Crockett
Chief Black Hawk	Daniel Boone
Cowboys and Cattle Trails	Fur Trappers of the Old West
Kit Carson	The Rush for Gold
Buffalo Bill	John Paul Jones

The Readers Digest, Educational Dept., 353 Fourth Avenue, New York 10,  
Book I & II

SCOTT FORESMAN'S SIMPLIFIED CLASSICS

Fourth and fifth grade vocabulary

Scott Foresman and Company, New York 10, New York

Tom Sawyer  
Moby Dick  
Lorna Doone

Treasure Island  
Six Great Stories  
When Washington Danced

EVERY READER LIBRARY

Fourth grade reading level

Webster Publishing Company, 1808 Washington Avenue, St. Louis 3, Missouri

Tale of Two Cities  
Ivanhoe

Simon Bolivar  
Sherlock Holmes

DeAngeli Series, Doubleday Doran  
Van Hichtam, Afkes' Ten, Lippincott  
Tousey, Ted and Trapper Joe, Sanford  
McCoskey, Lentil, Macmillan  
Wells, Pirates Apprentice, Winston Co.

Lofling, Dr. Doolittle, Lippincott  
McCulloch, Came Jack, Houghton Mifflin  
Means, Peter of the Mesa, Friendship Pr  
Whitney, A Star for Ginny, Houghton Mi

MACMILLAN COMPANY, 60 Fifth Avenue, New York 11, New York

(grade 6)

Huber, Straight Down, grade two

Arey, Aviation Science for Boys & Girls

Huber, Straight Up, grade one

Cohen, Men Who Gave Us Wings, grade 5

Huber, Planes for Bob and Andy, gr. 3

Whipple, Airplanes at Work, grade 4

McGuire, Glimpses Into the Long Ago

Little Wonder Books, Charles E. Merrill Co.

BOBBS-MERRILL COMPANY, 463 Fourth Avenue, New York City, New York

LeGrand, Augustus Helps the Army

LeGrand, Augustus Goes South

LeGrand, Augustus Flies

LeGrand, Augustus Drives a Jeep

LeGrand, Augustus and the Mountain

LeGrand, Augustus and His Family

NEA, Poetry—Personal Growth Leaflet

Johnson and Scott, Anthology of Children's Literature, Houghton Mifflin Co., N.Y.

Johnson and Penn, Popular Tools and Materials, Albright Whitman Co., Chicago, I

Nisenson and Kohl, A Picture Almanac for Boys and Girls, Garden City Publishing

Watters and Curtis, Picture Dictionary for Children, Grosset & Dunlop Co., N.Y.

Stimpson, Mary Stoyell, Childs Book of American Biography, Little Brown & Co.,

Hader, Berta A. Usher, Little Town, Macmillan Co., N.Y.

Boy Scouts of America, Merit Badge Series, New York

THE ALICE AND JERRY BOOKS

Row, Peterson and Company, 131 East 23rd Street, New York City 10, N.Y.

Day In and Day Out, level one

Through the Green Gate, level three

The Wishing Well, level one

The New If I Were Going, level three

The New Round About, level one

The Five-and-a-Half Club, level three

Anything Can Happen, level one

Singing Wheels, level four

Down the River Road, level two

Engine Whistles, level five

The New Friendly Village, level two

Runaway Home, level six

Neighbors on the Hill, level two



Wilkinson and Brown, Improving Your Reading, Noble and Noble, Publishers, Inc., N.Y.  
Stovall, You and Your Reading, level 5, 6, 7, Ginn and Co., 72 Fifth Ave., New York  
Walpole, You Can Read Better, Silver Burdett Co., New York  
Roberts, Let's Read, level 5, Henry Holt and Company, New York  
Wilson, Richer Ways of Living, level 4 and 5, American Book Company  
Smith, On the Long Road, level 4, Silver Burdett Company  
Spencer, Driving the Reading Road, level 5, Lyons & Carnahan  
Smith, Invitation to Reading, Harcourt Brace Co.  
Reading is Fun With Compton's, grade 6 to 8, F. E. Compton  
Learning the Letters, grade 2 to 8, Shady Hill Press  
Learning the Sounds, grade 2 to 8, Shady Hill Press

Stone, Practice Readers (workbook type), Webster Publishing Co., 1808 Washington Avenue, St. Louis 3, Missouri. Book I - grade 5; Book II - grade 6; Book III - grade 7; Book IV - grade 7-8

#### READING SKILLTEXTS for grades 1-12

Charles E. Merrill Co., Inc., 11 West 42nd Street, New York 18, N.Y.

Bibs, grade 1	Tom Trott, grade 5
Nicky, grade 2	Pat, the Pilot, grade 6
Uncle Funny Bunny, grade 3	Modern Reading, grades 7-12
Uncle Ben, grade 4	

PHONICS SKILLTEXTS, Book C for grade 3 or 4, Charles E. Merrill Co., Inc.

DIAGNOSTIC READING WORKBOOKS, Charles E. Merrill Co., Inc.

Nip, the Bear, grade 1	Adventure Trails, grade 4
Red Deer, the Indian Boy, grade 2	Exploring Today, grade 5
Scottie and his Friends, grade 3	Looking Ahead, grade 6

STUDY-PERIOD EXERCISES, Laidlaw Brothers, 221 Fourth Avenue, New York 3, N.Y.  
One book each for Grade Four, Five and Six

WE READ, WRITE, SPEAK, AND SPELL, Educational Test Bureau, Educational Publishers, Inc. 3433 Walnut Street, Philadelphia 4, Pa.  
Book I, Book II, Book III, grades 1-5

PUZZLE PAGES, The McCormick-Mathers Publishing Company, New York  
Book I, II, III, and IV - grades 1 to 5

#### MAGAZINES AND NEWSPAPERS

Senior Prom, 52 Vanderbilt Ave., New York 17, N.Y.  
American Girl. Girl Scouts of the U.S.A., 155 East 44th Street, New York 17, N.Y.  
Seventeen, 11 West 42nd Street, New York 18, N.Y.  
Life. Time, Inc., 540 North Michigan Avenue, Chicago 11, Illinois  
Boy's Life Magazine, 2 Park Avenue, New York 16, N.Y.  
Calling All Boys, Parents Magazine Press, Inc., 225 Lafayette St., New York 12  
True Comics. Parents Magazine Press, Inc., 225 Lafayette St., New York 12, N.Y.  
True Sport Picture Stories, Street and Smith Publishing, Inc.  
Classics Illustrated History, Gilberton Co.  
Young Citizen, Civic Education Service  
Junior Review, Civic Education Service  
The Grit, The Grit Publishing Co., Williamsport, Penna.  
My Weekly Reader, 400 South Front Street, Columbus, Ohio  
Young America, 32 East 57th Street, New York, N.Y.

EASY GROWTH IN READING SERIES

The John C. Winston Co., 1010 Arch Street, Philadelphia 7, Pa.

Faraway Ports, Third Reader Level I	Today and Tomorrow, Fourth Reader
Enchanting Stories, Third Reader	Looking Forward, Fifth Reader
Level II	Moving Ahead, Sixth Reader

THE CHILD DEVELOPMENT READERS

Houghton Mifflin Company, 432 Fourth Avenue, New York 16, N.Y.

Meeting Our Neighbors, 3rd reader	Tales and Travel, 5th reader
Exploring New Fields, 4th reader	Highways and Byways, 6th reader

LIDLAW BASIC READERS

Laidlaw Brothers, 221 Fourth Avenue, New York 3, N.Y.

On the Trail of Adventure, grade 4	From Every Land, grade 6
The World Around Us, grade 5	

GUIDANCE IN READING SERIES

Lyons & Carnahan, 460 Fourth Avenue, New York 16, N.Y.

Neighbors and Helpers, third reader	Widening Trails, fifth reader
Then and Now, fourth reader	Roads of Progress, sixth reader

TODAY'S WORK-PLAY BOOKS

The Macmillan Company, 60 Fifth Avenue, New York 11, N.Y.

On Longer Trails, third reader	Let's Travel On, fifth reader
Let's Look Around, fourth reader	Let's Go Ahead, sixth reader

BEACON LIGHTS OF LITERATURE SERIES

Iroquois Publishing Company, Inc., 366 Madison Avenue, New York 17, N.Y.

Gateway to Adventure, book 4	Toward Pleasant Shores, book 6
Roads to Anywhere, book 5	

SCOTT, FORESMAN BASIC READING MATERIALS

Scott, Foresman and Company, 114 East 23rd Street, New York 10, N.Y.

Streets and Roads, 3rd grade	Days and Deeds, 5th grade
More Streets and Roads, 3rd grade	People and Progress, 6th grade
Times and Places, 4th grade	

WINN BASIC READERS

Ginn and Company, 72 Fifth Avenue, New York 11, N.Y.

Finding New Neighbors, 3rd reader I	Roads to Everywhere, fourth reader
Friends Far and Near, 3rd reader II	Trails to Treasure, fifth reader

W. C. HEATH AND COMPANY, 160 Varick Street, New York 14, N.Y.

Howious, <u>Flying the Printways</u>	Howious & Shearer, <u>Wings for Reading</u>
Howious, <u>Following Printed Trails</u>	

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### Books

Garrison, Karl C., The Psychology of Exceptional Children. New York: The Ronald Press, [c1940]. 340 pp.

Tells of the type of training for exceptional children.

Pintner, Rudolph, Jon Eisenson, and Mildred Stanton, The Psychology of the Physically Handicapped. New York: F. S. Crofts & Co., 1941. 391 pp.

Tells how the physically handicapped feels about himself and his work.

Van Riper, C., Speech Correction Principles and Methods. New York: Prentice-Hall, Inc., 1946. 434 pp.

Information concerning the need for speech correction work and methods of treatment.

### Yearbooks

Martens, E. H., [and others], "Provision for Exceptional Children in the Regularly Organized School," The Forty-fourth Yearbook, Part II, Structural Reorganization. Chicago: The National Society for the Study of Education, 1945. Pp. 29-43.

This is a very practical book and will acquaint the teacher with some of the types of exceptionalism she might meet in a public school and what to do for him.



## Periodical

Anon., "Growing Logopedics Institute Brings World Fame to Kansas,"

Kansas Business Magazine, XVI (March, 1948), 6.

Publicizes the Institute of Logopedics and gives some good facts about the number of cases and type of work done.

## Documents

Fort Hays Kansas State College, Biennial Catalogue for 1949-1951.

Topeka: State Printer, 1950. 193 pp.

Lists courses and departments of the college.

Institute of Logopedics, Speech Correction at the Institute of

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This pamphlet gives the history of the Institute and the scope of its work.

\_\_\_\_\_, Annual Report, 1947. [Wichita: Institute of Logopedics, 1947]. 16 pp.

\_\_\_\_\_, Annual Report, 1948, [Wichita: Institute of Logopedics, 1948]. 25 pp.

Both reports tell of the work and the finances of the Institute.

Kansas Council of Social Work, Handbook of Kansas Social Resources,

1932. Topeka: State Printer, 1932, 302 pp.

Gives a history and work of state agencies up to 1932, beginning with Territorial days.

Kansas Laws, Statutes, etc., General Laws of the State of Kansas,

R. S., 1935. Topeka: State Printer, 1935. 2705 pp.

These laws are annotated and revised by Franklin Correck. Contains all laws of a general nature in force, duly arranged, edited and numbered, with heading. History and cross-reference inserted as required by law.

The Constitution of the State of Kansas as adopted by the Territorial Constitutional Convention at Wyandotte, July 29, 1859, plus amendments up to 1935, is contained in the Revised Statutes of 1935.

\_\_\_\_\_, Session Laws, 1861-1949. Topeka: State Printer, 1861-1949.

The laws passed by each session of the state legislature bound in one or two volumes for that particular session.

Kansas 1947 Supplement to the General Statutes, Revised, 1935.

Topeka: State Printer, 1947, 1383 pp.

This supplement brings the 1935 General Statutes up-to-date until the last session of the legislature.

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Tells services, auspices, area served, admission policies, how to apply, rates, etc. about all the agencies in Kansas and many outside of Kansas which are available to Kansas people.

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Topeka: State Printer, 1948. 8 pp.

Report of the finances and activities of the school.

Kansas State School for the Deaf, Circular of Information. Olathe:

School Print, April, 1945. 8 pp.

Gives history, policies, courses, organization, etc. about the school.

Kansas State Teachers College of Emporia, Bulletin of Information,

General Catalogue for 1949-1950. Topeka: State Printer, 1949.

P. 71.

Gives courses taught applicable to this thesis.

Kansas University, Governmental Agencies of the State of Kansas,

1861-1946. Bureau of Government Research. Topeka: State Printer, 1946. 128 pp.

A listing of such agencies and their headquarters. Also indicates beginning and closing of agency.

\_\_\_\_\_, University of Kansas Studies in Education,

Nos. 1-28, 1923-1935. Topeka: State Printer, 1923-1935.

Studies of research in educational problems and fields.

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Kansas Juvenile Code Commission. Topeka: State Printer,

July 29, 1948. 20 pp.

Gives history and activities of the Juvenile Code Commission and some interesting predictions.



\_\_\_\_\_, Report and Recommendations of the Kansas Juvenile Code Commission, Part I and Part II. Topeka: State Printer, 1948. Part I, 109 pp. Part II, 127 pp.

Compilation of the investigations of the commission in prose, charts, maps, and graphs. Recommendations are made and 22 bills are given to be submitted to the legislature.

The Menninger Foundation, Bulletin, The Southard School, a Re-educational Center for Children. Topeka: The Menninger Foundation, 'Not dated or page numbered'.

Describes the school, the types of cases, the number of cases, and their treatment.

Swanson, Nina, The Development of Public Protection of Children in Kansas. [Lawrence: Kansas University, 1922]. 48 pp.

Traces the development of laws concerning children from Territorial days to 1922.

#### Manuscripts

Cape, William H., "Child Labor in Kansas." An unpublished thesis, Fort Hays Kansas State College, January, 1948. 128 pp.

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Kansas Council for Children, "K. C. C. Newsletter," November, 1948, January, 1949, March, 1949, April, 1949, May, 1949, June, 1949, July, 1949, September, 1949, October, 1949, and November, 1949.

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Reed, Dr. H. B., "Report to the President of Fort Hays Kansas State  
College on the Activities of the Fort Hays Psychological Clinic  
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History, case studies, present status, requests.

#### Personal Correspondence

Baker, H. Leigh, Head, Department of Education and Psychology, Kansas  
State College, Manhattan, Kansas.

Budd, Nathan P., Registrar, Kansas University, Lawrence, Kansas.

Campbell, Mrs. Bertha H., Educational Director, Kansas State Board  
of Health, Topeka, Kansas.

Cotton, Robert G., President, Kansas Vocational School, Topeka, Kansas.

Fleischaker, Miss Ruth E., Assistant Professor of Education and Psy-  
chology, Kansas State Teachers College, Pittsburg, Kansas.

Holcomb, O. C. "Cal," Director, Child Welfare Division, Kansas  
Department, The American Legion, Topeka, Kansas.

Jacobs, Dr. John E., Director, Department of Special Education, State  
Department of Public Instruction, Topeka, Kansas.

McKinnis, Ruth, Director Capper Foundation, 234 Fillmore St., Topeka,  
Kansas.

Roth, Stanley D., Superintendent, State School for the Deaf, Olathe,  
Kansas.

Smith, Henry P., Director Reading Laboratory, School of Education,  
University of Kansas, Lawrence, Kansas.

Tucker, B. W., Community Service Consultant, Kansas Council for  
Children and Youth, Topeka, Kansas.

Tune, L. C., Superintendent, State Training School, Winfield, Kansas.

Each letter answered specific questions or told of some  
phase of the institution contacted, and often enclosed  
leaflets, pamphlets, bulletins, etc.

#### Personal Interviews

Herndon, Dr. Geneve, Assistant Professor of Speech, Fort Hays Kansas  
State College, Hays, Kansas, April 4, 1950.

Told about her speech correction work and class to aid  
teachers to recognize common speech difficulties of children.

Miller, William E., Supervisor and instructor in the Department of  
Logopedics, Institute of Logopedics, Wichita, Kansas, April 3, 1950.

Told of his work and the finances of the Institute of  
Logopedics, requirements for the training of teachers,  
and about the various field centers.



McNutt, Mrs. A. T., Chairman Ellis County Chapter American Red Cross,  
Hays, Kansas, April 6, 1950.

Information of the work of the Red Cross and the Junior Red Cross.

Reed, Dr. H. B., Head of Department of Psychology, Fort Hays Kansas  
State College and Director of the Fort Hays Psychological  
Clinic, Hays, Kansas, April 4, 1950.

Rich, Vernita, Assistant Director, Special Education Department,  
Kansas State Department of Public Instruction, Topeka, Kansas,  
May 11, 1950.

Obtained materials and information concerning the program  
and the progress of the program of the Department of Special  
Education.

Wooster, Mrs. L. D., Clinician, Hays Field Center of the Institute  
of Logopedics, Hays, Kansas, April 3, 1950.

Work of the field center here at Hays.