1956

Teacher training facilities and the school population of schools for the mentally deficient in eight states.

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Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

TEACHER TRAINING FACILITIES
AND THE SCHOOL POPULATION OF SCHOOLS
FOR THE MENTALLY DEFICIENT IN EIGHT STATES

A Thesis
Submitted by
Charlotte Anne Hutton
(B.S. Ed., Teachers College at Lowell, 1953)

In Partial Fulfillment
of the Requirements for the Degree
Master of Education
1956
ACKNOWLEDGEMENTS

The writer wishes to express grateful appreciation to Dr. Helen Blair Sullivan and to Dr. W. Linwood Chase for their helpful guidance. Sincere thanks are also offered to Miss Mary E. Corbett whose understanding and thoughtfulness helped to make this thesis possible.
First Reader: Helen Blair Sullivan,
Professor of Education

Second Reader: W. Linwood Chase, Dean
Professor of Education
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CHAPTER I

PROBLEM AND PURPOSE, NEED AND SCOPE OF THE STUDY

The problem of the study. The problem of this study was to determine as closely as possible, just what each of the eight states of Vermont, Massachusetts, Rhode Island, Maine, Connecticut, New Hampshire, New York, and New Jersey was doing for the special education of the educable and trainable mentally retarded. This necessitated delving into public schools, private schools, and state schools. The writer also had to consider what each state had to offer in the way of teacher preparation for work with mentally retarded children, in view of the legislation of the particular state. Thus, the exact purpose of the study is divulged.

The purpose of the study. The purpose of the study was a dual one:

Firstly, the writer sought information from the residential and day schools in the eight states. A questionnaire inquired about who was enrolled (i.e., educables and/or trainables), and how many were enrolled. Also of importance, was the matter of what training, if any, was provided for interested prospective teachers of the retarded.

Secondly, the writer sought the same type of information from the state departments of education, concerning data of
like nature in the public schools of the towns and cities in the six New England States and New York and New Jersey.

A questionnaire survey, being heavily dependent upon the cooperation of other agencies, does not convey a complete picture of the situation at hand; however, some ideas can be arrived at on the basis of the cooperation received.

The need of the study. Many states either have passed, or are in the process of passing legislation requiring public school education for the educable and trainable retarded. There is, therefore, an increasing demand for more and better teachers for the mentally retarded. Hence, if we are to recruit, procure, and train qualified persons to teach mentally defective children, we must have adequate information as to where proper training can be received. Also the length of the training period is a matter of some significance. Combined with this, is the necessity of knowing the availability of scholarships for interested prospective teachers of mental deficients.

The need of the study was further strengthened when the writer obtained on request (for 75 cents), a Directory of the American Association on Mental Deficiency, 1954. The Directory contains listings of public and private schools and homes for the retarded in the forty-eight United States, Hawaii and Canada inclusive. This listing gives pertinent information concerning capacity of residents, teaching and medical personnel, and
annual or weekly charges for inmates. The Directory does not contain information concerning classification of those enrolled in various schools, nor does it offer information concerning training programs, internships, or scholarships. However, the following data, supplied by the Directory, concerns the schools in this study:

**CONNECTICUT**

Mansfield State Training School and Hospital
Mansfield Depot
Neil A. Dayton, M.D., Superintendent

Est. 1917. Capacity - residents 1126. Accepted Boys 666, Girls 728. Teachers: 40. Physicians: 6 resident staff and 1 part-time. 6 Visiting Consultants; 1 Resident Dentist, 1 Visiting Consultant Dentist. Annual Charges determined by Department of Welfare (State), on ability to pay. Maximum 27.28 per week or $1400.00 per annum, approximate.

Southbury Training School
Southbury
Ernest N. Roselle, Superintendent

Est. 1940. Capacity - residents 1222. Accepted Boys 750, Girls 750. Teachers: 35. Physicians: 2 resident staff, 1 resident, 1 interne. Annual charges, approximately $1400.00.

The Kolbourse School
Norwalk
L. L. Kolbourse, Director

MAINE

Pownal State School
Pownal
Peter W. Bowman, M.D., Superintendent


MASSACHUSETTS

Belchertown State School
Belchertown
Henry A. Tadgell, M.D., Superintendent


Walter E. Fernald State School
Waverly
Malcolm J. Farrell, M.D., Superintendent


Wrentham State School
Wrentham
Karl V. Quinn, M.D., Superintendent


St. Coletta School
Hanover
Sister Mary George, O.S.F., Directress

Perkins School
Lancaster
Franklin H. Perkins, M.D.


NEW HAMPSHIRE

Laconic State School
Laconia
Richard H. Hungerford, Superintendent


NEW JERSEY

North Jersey Training School
Little Falls
A. H. Meese, Superintendent


Vineland State School
Vineland
Frederick A. Klauminzer, Superintendent


State Colony at Woodbine, New Jersey
Woodbine
Harry Von Bulow, Superintendent

The Training School at Vineland  
Vineland  
Walter Jacob, Director  

visting, 1 psychiatrist. Annual charges: $2400.00 base.  

The Village School at Ridgewood, New Jersey was not  
listed in the Directory.  

NEW YORK  

Newark State School  
Newark  
Isaac N. Wolfson, M.D., Director  

Est. 1878. Capacity - residents: 2960. Accepted Boys: 137.  
Not determined.  

Rome State School  
Rome  
James P. Kelleher, M.D., Director  

$1140.00 (maintenance) if able to reimburse.  

Letchworth Village  
Thiells  
Harry C. Storrs, M.D., Director  

Est. 1910. Capacity - residents: 3064. Accepted Boys: 2185.  
Girls: 2085. Teachers: 40. Physicians: 15. Annual charges:  
Determined by New York State Department of Mental Hygiene.  

Wassaic State School  
Wassaic  
Ernest S. Steblin, M.D., Acting Director  

Est. 1930. Capacity - residents: 3544. Accepted Boys in  
Monthly charges: To $95.00.
Binghampton Training School
Binghampton
Waldemar H. Boldt, M.D., Medical School Director

Est. 1881. Capacity - residents: 55. Accepted Boys: 35.
Minimum $150.00.

Otsego
Edneston
Florence J. Chesebrough, Director

Est. 1922. Capacity - residents: 56. Boys and Girls accepted.

Lochland
Geneva
Miss Florence H. Stewart

Est. 1933. Capacity - residents: 20. Camp: 20. Accepted
Annual charges: $4000.00 to $6000.00.

Bailey Hall
Katonia
May Jean Robbins, Director

Accepted Boys: 20. Girls: None. Teachers: 3. Physicians:
Visiting 1. Annual charges: $3600.00.

Soundview School
Yorktown Heights
Joseph I. Melcher

Teachers: 1. Monthly charges: $150.00 minimum.

The Hoyt School in Rhinebeck and the Brooklyn Home For
Blind, Crippled, and Defective Children in Part Jefferson, New
York, were not listed in the Directory.
RHODE ISLAND
Exeter School
Lafayette
Joseph H. Ladd, M.D., Superintendent

Est. 1907. Capacity - residents: 885. Accepted Boys: 483.
Up to $7.00 per week maximum.

Pine Harbor
Pascoag
Marjorie Shepard Gilmore, R.N., Director

Est. 1930. Capacity - residents: 70. Boys and Girls accepted.

VERMONT
Brandon State School
Brandon
Francis W. Russell, Administrative Superintendent

Est. 1915. Capacity - residents: 555. Teachers: 5. Physi-
cian: 1 (Consultant). Annual charges: None.

The scope of the study. The questionnaires regarding
the special education of educable and trainable mentally re-
tarded children, were sent to the following eight states:
Massachusetts, Vermont, Connecticut, Rhode Island, Maine, New
Hampshire, New York, and New Jersey. In the eight states
named, usable responses were received from twenty-nine schools,
the majority being from the State of New York. In addition to
sending the questionnaires to private and state schools, the
writer also sent questionnaires to the State Departments of
Education, Division of Special Education within each of the
represented states. All but Rhode Island responded to the
State Department of Education questionnaires.
CHAPTER II

REVIEW OF THE LITERATURE

 Authorities in the field of special education estimate that from two to three per cent of the school population is mentally retarded to the extent that special education services are necessary for the welfare of these children.¹

 The Encyclopedia of Educational Research indicates that this proportion may be as high as four or five per cent.²

 Most of these retarded are capable of making considerable progress in the basic skills; a much smaller number may have competence enough only for personal and social improvement, while the smallest percentage may require permanent, custodial care. Provision of school services for the severely retarded is a very important aspect of an educational program in any community. Some of these children are receiving instruction in the public schools. The majority, however, while they may be enrolled in the public schools, do not seem to be receiving special assistance.


Many communities may indeed be aware of the need for special classes for the mentally retarded, but questions have been raised as to how far public schools should go in extending school services for severely handicapped children, for such special programs are costly and difficult to maintain. However, it has also been pointed out that, "neglected human resources are also costly to society in terms of the resulting dependencies and losses of valuable contributions in services and personal worth."3/

Ever since the first institution for the mentally retarded was established in the United States in 1848, all such institutions have been overcrowded. States have not been building the institutions fast enough to meet the needs, and recently many institutions have admitted only emergency cases.4/

Since 1896 public schools have established special classes for educable mentally retarded children. In order to encourage organization of special classes, many states now subsidize such classes in the public schools through state departments of public instruction and it has been a rather common practice for the state departments of public instruction to pay costs in excess of the costs for regular classes. (Such classes often cost from two to three times that of the regular class.5/

3/Arthur S. Hill, op. cit., p. 3.


Many of the trainable mentally retarded are not yet being admitted in special classes in most states. Parents of the trainable mentally retarded children however, have done an admirable job in organizing and supporting such classes, but special classes are often too expensive for parents to finance, hence public schools and other agencies have been requested to assist in their maintenance.

According to Marion Smith, however, special education need not be so expensive:

It is expensive only because the task is made to look difficult, and because we place so much emphasis on expensive handicrafts. Simple, practical crafts which fit the needs of everyday life are far more satisfactory. They help the child in his later life for they give him the experience to meet and handle daily home needs. Building the mind and body, grooming the personality, and shaping the moral trend of his mind, these cost approximately the same as regular classes. The expense of special education, then, is largely vested in equipment and supplies intended for the use of the hands. This need not be.6/

The children for whom special classes are most frequently provided are capable of achieving a limited to a moderate degree of proficiency in basic educational skills and are frequently referred to as 'educable mentally retarded.' This description has been written into school legislation of many of the states. Authorities seem to advocate the use of objective and more

realistic terminology, (such as educable, trainable, and custodial), since terms such as feeble-minded, mentally deficient, retarded, backward, and slow-learning, are used so interchangeably.

The 'trainable' group are so referred to generally as those who are not expected to achieve a useful knowledge of academic skills, but who may be expected to develop personal and social adjustments whereby they may become occupationally useful under sheltered circumstances.

It would be a mistake though, to assume that the more severely retarded child has been entirely rejected or ignored in the public school program. In many communities some relaxation in entrance standards have no doubt been made from time to time, leeway being made to admit children who fall somewhat below the usually accepted level for special class placement. There have been sub-special classes for lower grade mentally retarded children in some school districts for many years.

In other communities, special classes have been maintained through the cooperation of parent associations, sometimes with some assistance provided by the schools.

The magnitude of the problem of proper diagnosis and prognosis of the mentally retarded population has created considerable interest in the establishment of clinics designed for such purposes.

The University of Minnesota Hospital established a clinic for the mentally retarded in which studies of the child are
based upon the following procedures:

1. Initial interview with parents to obtain a complete medical history.

2. Evaluation of the physical status of the child.

3. Psychological testing.

4. Clinical observation of the child.

5. Summary interview with the parents.2/

Similarly, in the Jewish Hospital of Brooklyn, New York, the Morris J. Solomon Clinic for the Rehabilitation of Retarded Children, was set up in 1950, using the same clinical procedures of study as used by the University of Minnesota. In the Solomon Clinic, aside from the specific medical needs, rehabilitation work leans heavily on guidance sessions with the parents, speech therapy for the child, and community re-arrangements frequently involving the problem of schooling. As reported by Wortis, "In only a small percentage of our cases do we find it desirable to recommend institutionalization."8/ Wortis states further that:

Since 1950 three hundred cases have been processed at the clinic but there are still over four hundred more on the waiting list, and cases that now apply may have to wait two years or more for clinical services.2/


2/ Ibid.
One of the most important functions of such a clinic is its liaison work with the public schools. Conferences are encouraged with teachers and Board of Education personnel. The Solomon Clinic endeavors to make itself useful to the school system so that the severely retarded children are not neglected.

Unfortunately our New York school system is still forced to operate under the official bug-a-boo of 'educability,' and the system saves too much money at the expense of these children by wholesale rejection of large numbers of children with IQ's under 50.\footnote{10/}

As a consequence, the especially neglected children with IQ's under 50 are the ones who seek the help of the clinic.

According to \textbf{Children Limited}, the clinic for retarded children in St. Mary's Hospital at Passaic, New Jersey, received 219 applications in its first year of operation, which is proof enough of the success and the need of such clinics. The clinic handled 106 case histories, 110 medical examinations, 119 psychological tests, and 189 consultations with parents. There were 103 letters and reports sent to physicians, and numerous other types of reports were sent to other agencies, hospitals, and clinics. Cases ranged from low basal metabolism (resulting in what appeared to be retardation), to psychiatric, physiotherapeutic, and sight and hearing defects. Also among cases

\footnote{10/ Joseph Wortis, \textit{op. cit.}, p. 477.}
registered, were a few children in whom there was suspected retardation, but happily the children were found to be dull-normal or normal in ability.\footnote{11/}

Recently two more clinics have been opened in Washington, D.C. One is an extension of the D.C. General Hospital, and the other is located at the Georgetown University Medical center. Specialists in medicine, psychology, psychiatry, and education pool their efforts and services in a "team approach" to aid the mentally retarded.\footnote{12/}

Obviously, judging from the interest, support, and assistance offered to the mentally retarded child, through the guidance of personnel in such clinics, this example might well be followed throughout the country.

In public, private, and state institutions everywhere however, there seems to be a uniform appeal for trained personnel. According to a recent survey made by John T. Cassell, the results substantiate this appeal. Cassell's questionnaire on various major problems affecting the education of mentally retarded children in public and private schools, were sent to 185 schools; 111 usable answers were received and the composite

\footnote{12/ Children Limited, op. cit., p. 13.}
returns ranked the following as the major problems and they appear in order of importance: 13/

1. Shortage of trained personnel.
2. Lack of teachers training facilities.
3. Need for greater public understanding.
4. Inadequate classroom space and facilities.
5. Need for parent education.
6. Lack of suitable curriculum guides or plans.
7. Shortage of suitable teaching materials and equipment.
8. Unattractive pay differential for special class teachers.
9. Need for guidance and after school programs.
10. Difficulties in establishing classes for the trainable child. 14/

The most significant fact revealed by this survey is the amount of agreement on the lack of trained personnel. Fifty-five out of 111 administrators ranked this as the most important problem. The lack of teacher training facilities came in as second in importance.

Wherever teacher training facilities do exist, there is inadequate enrollment in special education, it appears. Too few of the many teachers colleges offer courses for work with the mentally retarded. 15/ Pollock, however, does supply a


14/ Ibid. p. 479.

15/ Ibid. p. 474.
partial list of colleges which do offer teacher training opportunities: 16/

Vermont

Univ. of Vermont, Burlington.

Massachusetts

Boston Univ., Boston
Emerson College, Boston (Speech)
Framingham Teachers College, Framingham
Lesley College, Cambridge
Wheelock College, Boston

New York

Bank Street College of Education
N.Y.C. Teachers College
Columbia Univ.; N.Y.C.
Syracuse Univ.; Syracuse

New Jersey

New Jersey State Teachers College, Newark

Pennsylvania

Penn. State College, State College
State Teachers College, California
Univ. of Penn., Philadelphia
Univ. of Pittsburgh, Pittsburgh

Washington, D.C.

The Catholic Univ. of America
Gallaudet College, Kendall Green

North Carolina

Western Carolina Teachers College, at Cullowhee

Florida

Univ. of Florida, Gainsville
Univ. of Miami, Coral Gables

Tennessee

George Peabody College, Nashville
Univ. of Tennessee, Knoxville

Texas

Southwest Texas State Teachers College at San Marcos

Ohio

Bowling Green State Univ., Bowling Green
Kent State Univ., Kent
Ohio State Univ., Columbus

Indiana

Ball State Teachers College, Muncie
Butler Univ., Indianapolis
Indiana State Teachers College, Terre Haute

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<table>
<thead>
<tr>
<th>Michigan</th>
<th>Michigan State Normal College, Ypsilanti Wayne Univ., Detroit, l.</th>
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<tbody>
<tr>
<td>Illinois</td>
<td>Illinois State Normal Univ., Normal MacMurray College, Jacksonville</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Univ. of Wisconsin, Madison Wisconsin State College, Milwaukee</td>
</tr>
<tr>
<td>Missouri</td>
<td>Washington Univ., St. Louis, 10</td>
</tr>
<tr>
<td>Nebraska</td>
<td>Univ. of Nebraska, Teachers College, at Lincoln</td>
</tr>
<tr>
<td>Kansas</td>
<td>Kansas State College, Hays</td>
</tr>
<tr>
<td>Washington</td>
<td>Univ. of Washington, Seattle</td>
</tr>
<tr>
<td>Oregon</td>
<td>Univ. of Oregon, Eugene</td>
</tr>
<tr>
<td>California</td>
<td>College of the Pacific, Stockton Los Angeles College of Applied Arts and Sciences, Los Angeles Univ. of California, Berkeley</td>
</tr>
</tbody>
</table>

Some universities and teachers colleges have made successful attempts to interest and recruit teachers in the field of special education by means of Workshops. The Workshop approach and the objectives embodying it are usually threefold:

1. To broaden the teacher training facilities so as to ease the critical shortage of teachers of the mentally retarded.

2. To improve the teacher training offerings of the summer sessions by offering an enriched program of activities with mentally retarded children.

---

3. To acquaint teachers with the problems of institutions and thereby interest them in opportunities for teaching in the schools (locally).

In Wisconsin State College this Workshop plan was adopted and students who participated ranged from advanced undergradu-
ate students to graduate students studying for a Master’s De-
gree in the education of the mentally handicapped. 18/

The NARC (National Association of Retarded Children) also
reports that during the past summer, courses and workshops in
the field of retardation were held in colleges and institutions
in Illinois, Indiana, Minnesota, New Hampshire, and Massachu-
setts, among other states. 19/ The values of institutional and
college workshops become increasingly apparent. The primary
purpose, of course, is to train teachers properly for work with
retarded youngsters. Combined with this is the importance of
the proper relationship between child and teacher, who can
learn to better understand the retarded child’s problems. The
attitude of the public, which must become educated to the re-
tarded child’s potentialities and limitations, is also a factor
of great significance, since, "... the slow child’s tragedy
is not his slowness, of which he may be quite unaware, but the

18/ G. D. Stevens, op. cit., p. 280.
attitude of other people towards it and their demands upon him."

In many instances, as was the case at the Boston University intercession workshop offered in 1955, the workshop on the retarded attracted the mothers and interested friends of the mentally deficient, as well as teachers and administrators. Attendance of this nature is heartening and it is encouraging proof that more people are becoming interested and anxious to be helpful to the retarded. Many states, now making effort to pass legislation to include the trainable mentally retarded in the public school program, are realizing the ideal that equality of educational opportunity does not mean identity of educational opportunity.
CHAPTER III

PROCEDURE OF THE STUDY

First, the writer obtained on request, a listing of public and private schools for mentally deficient children. This list was supplied without charge by the United States Office of Education, Division of Special Education, in Washington, D.C. A brief notation at the top of the list read:

The following is a temporary listing of public and private schools for mentally deficient children. Only the identity and address of the various schools and institutions appear on this list. Other pertinent information will be included at a later date after a more complete survey has been made.

The listing was arranged by states in alphabetical order. There is no indication as to how recently this listing was prepared, therefore the writer sent the questionnaires to all schools appearing on this list, which were within the eight states of this study. Some questionnaires, however, were returned by the post office, and bearing a stamp which read, "OUT OF BUSINESS." The schools declared to be out of business are the following:

2. Clarke School Newton, Mass.
3. Maplehurst School Vineland, N. J.
4. Evergreens Sanatorium School Albany, N. Y.
5. McDonald-Cryer School  
6. Arlene School  
7. Narragansett School  
8. Emeria School

Amenia, N. Y.  
Wappinger Falls, N. Y.  
East Greenwich, R. I.  
Pawtucket, R. I.

Among other types of replies which were not usable in this study, were the following:

1. One institution housed female custodial cases only.

2. One school had moved to another state not included in this study.

3. One school had changed its name and perhaps the location also, as the post office could not locate it.

4. One school was known to be not recommended.

The twelve schools thus listed were not usable in the survey and this number constitutes 19 per cent of the 63 schools included in the study. Twenty-nine, or 46 per cent of the responses were usable, while twenty-two schools or 35 per cent did not reply to the questionnaire.

Of the eight state departments of education receiving a questionnaire, seven, or 88 per cent did reply.

On the following pages is a copy of the letter and questionnaire sent to each school and each state department of education. The letters and questionnaires were duplicated on a mimeograph machine; for prompt and easy reply, a stamped, self-addressed envelope was enclosed in every questionnaire sent out.
After sufficient time was allotted for returns, a simple follow-up card was sent out to all schools from which no reply had been received. The follow-up card consisted of a double postal card. One side of the card inquired as to whether or not the school had received the questionnaire, and if it had not, would it reply to another questionnaire sent upon request. The other side of the card contained an answer to be returned to the writer. The follow-up cards encouraged but a few answers.
Copy of letter sent to each school and each state department of education.

261 Waverly Road
North Andover, Mass.
Date:

Dear Sir:
Enclosed you will find a brief questionnaire-survey being made by the sender who is a graduate student at the Boston University School of Education in Boston, Massachusetts. My study is being confined to the field of special education for the mentally retarded in the New England states and New York and New Jersey. I would sincerely appreciate your interest in the matter of answering the questionnaire and will be grateful for your cooperation. You need only answer that part of the questionnaire which concerns your category, i.e., Resident and Day School, or State Department of Education. Enclosed you will find a stamped-self-addressed envelope.

Sincerely,

Enclosures:
Copy of questionnaire sent to each school and each state department of education.

QUESTIONNAIRE

RESIDENT AND DAY SCHOOLS

1. How many educables are now enrolled in your school? ____

2. How many trainables are now enrolled in your school? ____

3. Does your school provide training for teachers of the trainable?  
   (a) Yes ( )  (b) No ( )

4. If you answer yes, to whom should interested students apply? ________________________________________________________________

5. How long is your training program for such teachers? ____

6. Is provision made for internship after training?  
   (a) Yes ( )  (b) No ( )

STATE DEPARTMENT OF EDUCATION

1. How many cities and towns in your state have classes for:  
   (a) educable ____  
   (b) trainable ____

2. How many classes are there in your public schools for:  
   (a) educable ____  
   (b) trainable ____

3. How many educables are now enrolled in your public schools? ____

4. How many trainables are now enrolled in your public schools? ____

5. Do you have any scholarships available to train teachers for the special education of the educable and trainable?  
   (a) Yes ( )  (b) No ( )

Name of school returning questionnaire: ___________________________________
CHAPTER IV

ANALYSIS OF THE DATA

The following frequency charts are compiled from the data received from questionnaires sent to schools in six New England States and New York and New Jersey. The questionnaire concerned the education of mental defectives.
List of questions concerning mental defectives.

1. How many educables are enrolled?
2. How many trainables are enrolled?
3. Does your school provide training for teachers of the trainable?
4. If so, to whom should interested students apply?
5. How long is the training program for such teachers?
6. Is provision made for internship after training?

### TABLE I

FREQUENCY CHART OF REPLIES TO A QUESTIONNAIRE SENT TO NEW YORK SCHOOLS ON THE SUBJECT OF MENTAL DEFECTIVES

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<th>Schools</th>
<th>Ques.1</th>
<th>Ques.2</th>
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<th>Ques.4</th>
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<tbody>
<tr>
<td>Lockland</td>
<td>20</td>
<td>0</td>
<td>yes</td>
<td>Florence Stuart</td>
<td>1 yr.</td>
<td>yes</td>
</tr>
<tr>
<td>Letchworth Village</td>
<td>430</td>
<td>114</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Otsego</td>
<td>0</td>
<td>56</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Rome State</td>
<td>423</td>
<td>110</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>110</td>
<td>110</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Soundview</td>
<td>0</td>
<td>20</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Hoyt</td>
<td>11</td>
<td>0</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Newark State</td>
<td>195</td>
<td>44</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Bailey Hall</td>
<td>25</td>
<td>0</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Wassaic State</td>
<td>over 4200</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Binghampton</td>
<td>-- 55 --</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

Total: 1214 344 1 yes; 10 no 1 yes; 10 no
Of the eleven New York schools which answered the questionnaire, nine gave definite answers, while the Wassaic State School and the Binghampton School gave over-all answers concerning their educables and trainables in enrollment. Wassaic has over 4200 inmates, the greater percentage trainable to some degree. The Binghampton school has a total enrollment of fifty-five mentally retarded individuals of both sexes and varying ages, and all are either trainable or educable to some degree. Of the other nine schools there is a total of 121/4 educables and 33/4 trainables enrolled in the classes. Only one, the Lockland School in Geneva, New York does provide training for teachers of the trainable, and those interested apply to Miss Florence H. Stewart, Director. The period of training extends for one year and internship is provided after training. No others of the schools listed provide an internship program since no training program is provided either.
List of questions sent to State Department of Education concerning mental defectives.

1. How many cities and towns have classes for:
   (a) educable (b) trainable

2. How many classes are there in your public schools for:
   (a) educable (b) trainable

3. How many educables are enrolled in your public school classes?

4. How many trainables are enrolled in your public school classes?

5. Are scholarships available to train teachers for work in special education with the educable and trainable? 
   (a) yes (b) no

**TABLE II**

<table>
<thead>
<tr>
<th>Ques. 1</th>
<th>Ques. 2</th>
<th>Ques. 3</th>
<th>Ques. 4</th>
<th>Ques. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>a</td>
<td>b</td>
<td>a</td>
</tr>
<tr>
<td>137</td>
<td>0</td>
<td>1139</td>
<td>0</td>
<td>17,289</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The laws of special education in New York do not cover the trainable mentally retarded; therefore no provision has yet been made for them in the public schools. There are 137 cities and towns in New York which have classes for the educable retarded. In the public schools there are 1139 classes for the educable retarded and 17,289 educables are enrolled in these classes. No scholarships are available at the state level to train teachers for work in special education with the educable and trainable retarded.
List of questions sent to schools concerning mental defectives:

1. How many educables are enrolled?
2. How many trainables are enrolled?
3. Does your school provide training for teachers of the trainable?
4. If so, to whom should interested students apply?
5. How long is the training program for such teachers?
6. Is provision made for internship after training?

**TABLE III**

**FREQUENCY CHART OF REPLIES TO A QUESTIONNAIRE SENT TO NEW JERSEY SCHOOLS ON THE SUBJECT OF MENTAL DEFECTIVES**

<table>
<thead>
<tr>
<th>Schools</th>
<th>Ques. 1</th>
<th>Ques. 2</th>
<th>Ques. 3</th>
<th>Ques. 4</th>
<th>Ques. 5</th>
<th>Ques. 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Jersey Training</td>
<td>90</td>
<td>140</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Village School</td>
<td>0</td>
<td>23</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Training School Vineland</td>
<td>47</td>
<td>262</td>
<td>in-service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodbine Colony</td>
<td>35</td>
<td>270</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Vineland State</td>
<td>159</td>
<td>62</td>
<td>yes</td>
<td>Dr. H.A. Delp summer</td>
<td></td>
<td>yes</td>
</tr>
<tr>
<td>Totals</td>
<td>331</td>
<td>757</td>
<td>3 no</td>
<td>2 yes</td>
<td>3 no</td>
<td>2 yes</td>
</tr>
</tbody>
</table>

New Jersey is represented by five schools in the chart above. A total of 331 educables are enrolled in the school classes of the five institutions, but Woodbine Colony also accommodates an added 115 educables who do not attend classes;
if these were to be included, it would bring the total to 446 educables enrolled in the five institutions. Of the trainables enrolled there is a total of 757; again the Woodbine Colony enrolls an added 610 trainables who do not attend classes, which brings the complete total of trainables to 1,367. Three schools provide no training for teachers of the trainable, while one, the Training School at Vineland does provide informal in-service training, and one other, the Vineland State School, provides formal summer training contemplated as part of high college training. Interested students apply to Dr. Harold A. Delp, Coordinator of Educational Activities at the Vineland Training School, Vineland, New Jersey. Vineland State School does provide for internship after training, but the Training School at Vineland apparently assumes that in-service training, providing assurance of internship thereafter. Three other schools provide no internship.
List of questions sent to State Department of Education concerning mental defectives:

1. How many cities and towns have classes for:
   (a) educable____ (b) trainable____

2. How many classes are there in your public schools for:
   (a) educable____ (b) trainable____

3. How many educables are enrolled in your public school classes? ___

4. How many trainables are enrolled in your public school classes? ___

5. Are scholarships available to train teachers for work in special education with the educable and trainable?
   (a) yes____ (b) no____

TABLE IV

FREQUENCY CHART OF REPLIES TO A QUESTIONNAIRE SENT TO
NEW JERSEY STATE DEPARTMENT OF EDUCATION ON THE
SUBJECT OF MENTAL DEFECTIVES

<table>
<thead>
<tr>
<th>Ques. 1 a</th>
<th>Ques. 1 b</th>
<th>Ques. 2 a</th>
<th>Ques. 2 b</th>
<th>Ques. 3</th>
<th>Ques. 4</th>
<th>Ques. 5 a</th>
<th>Ques. 5 b</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>10</td>
<td>335</td>
<td>15</td>
<td>5000</td>
<td>150</td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>

In New Jersey, seventy cities and towns have classes for the educable and ten cities and towns have classes for the trainable retarded; there are 335 classes in the public schools for the educable and fifteen classes in the public schools for the trainable. Five thousand educables are enrolled in the public school classes. There are no scholarships available at the state level to train teachers for work in the special
education of the mentally retarded. As the chart proves, far more provision is made for the education of the educable retarded than for the education of the trainable mentally retarded, although the latter are not ignored as in many states.

New Jersey law makes it mandatory for boards of education to classify mentally retarded children into three groups: educable; trainable; or those who are so mentally retarded as to be neither educable nor trainable. In some states, the latter group are referred to as 'custodial.'
List of questions sent to schools concerning mental defectives:

1. How many educables are enrolled?
2. How many trainables are enrolled?
3. Does your school provide training for teachers of the trainable?
4. If so, to whom should interested students apply?
5. How long is the training program for such teachers?
6. Is provision made for internship after training?

**TABLE V**

**FREQUENCY CHART OF REPLIES TO A QUESTIONNAIRE SENT TO MASSACHUSETTS SCHOOLS ON THE SUBJECT OF MENTAL DEFECTIVES**

<table>
<thead>
<tr>
<th>School</th>
<th>Ques.1</th>
<th>Ques.2</th>
<th>Ques.3</th>
<th>Ques.4</th>
<th>Ques.5</th>
<th>Ques.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrentham</td>
<td>267</td>
<td>144</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>St. Coletta</td>
<td>164</td>
<td>164</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Belchertown</td>
<td>164</td>
<td>170</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Perkins</td>
<td>73</td>
<td>73</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Fernald</td>
<td>373</td>
<td>189</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1041</strong></td>
<td><strong>740</strong></td>
<td><strong>no</strong></td>
<td></td>
<td></td>
<td><strong>no</strong></td>
</tr>
</tbody>
</table>

In the five Massachusetts schools listed there are 1041 educables and 740 trainables enrolled. None of the schools provides training for teachers of the trainable, therefore there is no one to apply to for such a program and no internship is provided either. One school, St. Coletta's in Hanover, is staffed by a religious community of women, therefore no training for lay teachers is available. The Walter Fernald State School also enrolls two educable day students and thirty-two trainable day students in the school department of the institution. Residential students only are included in the chart.
List of questions sent to State Department of Education concerning mental defectives:

1. How many cities and towns have classes for:
   (a) educable___ (b) trainable___

2. How many classes are there in your public schools for:
   (a) educable___ (b) trainable___

3. How many educables are enrolled in your public school classes?___

4. How many trainables are enrolled in your public school classes?___

5. Are scholarships available to train teachers for work in special education with the educable and trainable?
   (a) yes___ (b) no___

TABLE VI

FREQUENCY CHART OF REPLIES TO A QUESTIONNAIRE SENT TO MASSACHUSETTS DEPARTMENT OF EDUCATION ON THE SUBJECT OF MENTAL DEFECTIVES

<table>
<thead>
<tr>
<th>Ques. 1</th>
<th>Ques. 2</th>
<th>Ques. 3</th>
<th>Ques. 4</th>
<th>Ques. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>a</td>
<td>b</td>
<td>a</td>
</tr>
<tr>
<td>125</td>
<td>16</td>
<td>490</td>
<td>38</td>
<td>6500</td>
</tr>
</tbody>
</table>

In Massachusetts 125 cities and towns have classes for the educable retarded and sixteen cities and towns have classes for the trainable retarded. There are 490 classes in the public schools for the educable and thirty-eight classes for the trainable retarded. There are 6500 educables and 450 trainables enrolled in these classes. Scholarships are available at the state level to train teachers for work in special education with educable and the trainable mentally retarded.
List of questions sent to schools concerning mental defectives:

1. How many educables are enrolled?
2. How many trainables are enrolled?
3. Does your school provide training for teachers of the trainable?
4. If so, to whom should interested students apply?
5. How long is the training program for such teachers?
6. Is provision made for internship after training?

TABLE VII

FREQUENCY CHART OF REPLIES TO A QUESTIONNAIRE SENT TO RHODE ISLAND SCHOOLS ON THE SUBJECT OF MENTAL DEFECTIVES

<table>
<thead>
<tr>
<th>Schools</th>
<th>Ques.1</th>
<th>Ques.2</th>
<th>Ques.3</th>
<th>Ques.4</th>
<th>Ques.5</th>
<th>Ques.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pine Harbor</td>
<td>10</td>
<td>60</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>Exeter</td>
<td>100</td>
<td>400</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>110</td>
<td>460</td>
<td>no</td>
<td>no</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unfortunately Rhode Island is represented by only two schools; two additional schools contacted by the writer were found to be out of business. The totals indicate that there are 460 trainables as compared to 110 educables enrolled in the two institutions, although the Pine Harbor school accommodates ten additional trainable day students. Also sponsored by Pine harbor is Mercy Villa, a private charity open to various mentally retarded children for a few hours of each day. There is no definite enrollment in Mercy Villa since it does not accept the same child on all days it is open; its primary purpose is to give the mothers of the retarded youngsters a bit of relaxation knowing that her child is having some pleasant association with
other children under the guidance of experienced personnel.
The children who attend Mercy Villa live in their own homes.

No reply was received from the Rhode Island State Department of Education.
List of questions sent to schools concerning mental defectives:

1. How many educables are enrolled?
2. How many trainables are enrolled?
3. Does your school provide training for teachers of the trainable?
4. If so, to whom should interested students apply?
5. Is provision made for internship after training?

TABLE VIII

FREQUENCY CHART OF REPLIES TO A QUESTIONNAIRE SENT TO CONNECTICUT SCHOOLS ON THE SUBJECT OF MENTAL DEFECTIVES

<table>
<thead>
<tr>
<th>School</th>
<th>Ques. 1</th>
<th>Ques. 2</th>
<th>Ques. 3</th>
<th>Ques. 4</th>
<th>Ques. 5</th>
<th>Ques. 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kolbourne</td>
<td>30</td>
<td>5</td>
<td>yes</td>
<td>L. L. Kolbourne 1 yr.</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>Mansfield</td>
<td>225</td>
<td>135</td>
<td>yes</td>
<td>U. Conn. summer</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>Southbury Training</td>
<td>150</td>
<td>300</td>
<td>yes</td>
<td>Dr. W. White summer</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>405</td>
<td>440</td>
<td>yes</td>
<td>summers yes to 1 yr.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Private and state schools in Connecticut appear to be doing an admirable job in their education of both the educable and trainable mentally retarded. One private school contacted was found to be out of business but the chart indicates favorable replies from three other schools. The Kolburne School is a private institution with a capacity of thirty-five residents; thirty educables and five trainables are enrolled. The Kolburne School does provide training for teachers of the trainable and those interested should apply to L. L. Kolburne, Director, West Rocks Road, Norwalk, Connecticut. The training
program there lasts one year and provision is made for internship after training.

The Mansfield State Training School and Hospital enrolls 225 educables in school classes and 135 trainables in school classes. Training is provided for teachers of the trainable, and this program is held in conjunction with the University of Connecticut and the New Haven Teachers College students of special education for the mentally retarded. Those interested therefore should apply to either the University or the Teachers College. At the University of Connecticut, the training program is a workshop type held during the summer months. At the New Haven Teachers College, the program consists of the students' (of special education) practice teaching period which is served at the Mansfield Training School and Hospital. Internship is provided simultaneously with the training.

The Southbury Training School is a state Institution having 150 educables and 300 trainables in school classes. Training is provided for teachers again in conjunction with cadet teachers of New Haven and Dunbury Teachers Colleges. Applicants write to Dr. Wesley White at the Southbury Training School in Southbury. The training program lasts for six weeks during the summer and carries both graduate and under-graduate credit. Internship is provided simultaneously with the training.
List of questions sent to State Department of Education concerning mental defectives:

1. How many cities and towns have classes for:
   (a) educables  (b) trainables

2. How many classes are there in your public schools for:
   (a) educables  (b) trainables

3. How many educables are enrolled in your public school classes?

4. How many trainables are enrolled in your public school classes?

5. Are scholarships available to train teachers for work in special education with the educable and trainable?
   (a) yes  (b) no

TABLE IX

FREQUENCY CHART OF REPLIES TO A QUESTIONNAIRE SENT TO CONNECTICUT STATE DEPARTMENT OF EDUCATION ON THE SUBJECT OF MENTAL DEFECTIVES

<table>
<thead>
<tr>
<th>Ques. 1</th>
<th>Ques. 2</th>
<th>Ques. 3</th>
<th>Ques. 4</th>
<th>Ques. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>a</td>
<td>b</td>
<td>a</td>
</tr>
<tr>
<td>20</td>
<td>17</td>
<td>110</td>
<td>28</td>
<td>unknown</td>
</tr>
</tbody>
</table>

In the state of Connecticut about twenty cities and towns have classes for the educable retarded, while many other communities by programs from near-by towns. Seventeen cities and towns have classes for the trainable retarded plus three other towns which operate a regional class. There are 110 classes in the public schools for the educable and 28 classes for the trainable retarded. No information was given as to how many educables and how many trainables are enrolled in the
public school classes. There seems to be some discrepancy concerning the matter of scholarships available. However, I assume that none are available at the state level since the State Department answered in the negative. The Southbury Training School officials stated in their questionnaire that several were available last year but were not used. However, they did not discuss the source of the scholarships. It was stated that said scholarships paid living costs and tuition.
List of questions sent to schools concerning mental defectives:

1. How many educables are enrolled?
2. How many trainables are enrolled?
3. Does your school provide training for teachers of the trainables?
4. If so, to whom should interested students apply?
5. How long is the training program for such teachers?
6. Is provision made for internship after training?

TABLE X

FREQUENCY CHART OF REPLIES TO A QUESTIONNAIRE SENT TO NEW HAMPSHIRE SCHOOLS ON THE SUBJECT OF MENTAL DEFECTIVES

<table>
<thead>
<tr>
<th>School</th>
<th>Ques.1</th>
<th>Ques.2</th>
<th>Ques.3</th>
<th>Ques.4</th>
<th>Ques.5</th>
<th>Ques.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laconia</td>
<td>51</td>
<td>43</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>43</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

As seen by the chart, Laconia, a state school, was the only one to represent New Hampshire. The figures above include only those students enrolled in school classes; they do not represent the enrollment of the institution as a whole. There are 51 educables and 43 trainables, which indicates that Laconia probably does not cater to a specified group of mental defectives. Laconia provides no training or internship program for teachers. At the time of the study, the writer knew of no private school for the mentally retarded, although possibly there are some.
List of questions sent to State Department of Education concerning mental defectives:

1. How many cities and towns have classes for:
   (a) educable ___  (b) trainable ___

2. How many classes are there in your public schools for:
   (a) educable ___  (b) trainable ___

3. How many educables are enrolled in your public school classes? ___

4. How many trainables are enrolled in your public school classes? ___

5. Are scholarships available to train teachers for work in special education with the educable and trainable?
   (a) yes ___  (b) no ___

**TABLE XI**

FREQUENCY CHART OF REPLIES TO A QUESTIONNAIRE SENT TO NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION ON THE SUBJECT OF MENTAL DEFECTIVES

<table>
<thead>
<tr>
<th>Ques. 1</th>
<th>Ques. 2</th>
<th>Ques. 3</th>
<th>Ques. 4</th>
<th>Ques. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a b</td>
<td>a b</td>
<td></td>
<td>a b</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>0 10</td>
<td>0 150</td>
<td>0</td>
<td>no</td>
</tr>
</tbody>
</table>

At the time the questionnaire was sent to New Hampshire, legislation was being introduced to provide education for the trainable mentally retarded. Their law still deals primarily with the education of the physically handicapped at this writing. As shown by the chart, four cities and towns have classes for the educable. There are ten classes in the public schools for the educable retarded. There are one hundred and fifty educables enrolled in all ten classes together, and there are
no scholarships available through the State Department to train teachers for work in special education with the educable and trainable mentally retarded. No legislation yet provides for the trainable retarded.
List of questions sent to schools concerning mental defectives:

1. How many educables are now enrolled?
2. How many trainables are now enrolled?
3. Does your school provide training for teachers of the trainable?
4. If so, to whom should interested students apply?
5. How long is the training program for such teachers?
6. Is provision made for internship after training?

TABLE XII

FREQUENCY CHART OF REPLIES TO A QUESTIONNAIRE SENT TO VERMONT SCHOOLS ON THE SUBJECT OF MENTAL DEFECTIVES

<table>
<thead>
<tr>
<th>School</th>
<th>Ques.1</th>
<th>Ques.2</th>
<th>Ques.3</th>
<th>Ques.4</th>
<th>Ques.5</th>
<th>Ques.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandon State</td>
<td>75</td>
<td>20</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>20</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>

Brandon State School was the only school contacted in Vermont since that was the only school known by the writer. Therefore, it is the only school represented by the state of Vermont. As the chart indicates, in the institution's school classes there are 75 educables and 20 trainables. The school provides no training for teachers of the trainable, and, therefore, provides no internship program.
List of questions sent to State Department of Education concerning mental defectives:

1. How many cities and towns have classes for:
   (a) educable____ (b) trainable____

2. How many classes are there in your public schools for:
   (a) educable____ (b) trainable____

3. How many educables are enrolled in your public school classes? ___

4. How many trainables are enrolled in your public school classes? ___

5. Are scholarships available to train teachers for work in special education with the educable and trainable?
   (a) yes____ (b) no____

**TABLE XIII**

FREQUENCY CHART OF REPLIES TO A QUESTIONNAIRE SENT TO VERMONT STATE DEPARTMENT OF EDUCATION ON THE SUBJECT OF MENTAL DEFECTIVES

<table>
<thead>
<tr>
<th>Ques. 1</th>
<th>Ques. 2</th>
<th>Ques. 3</th>
<th>Ques. 4</th>
<th>Ques. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>a</td>
<td>b</td>
<td>a</td>
</tr>
</tbody>
</table>

Vermont legislation in special education of the mentally retarded is confined to the education of the educable retarded as the chart shows. Five cities and towns have classes for the educable, but there are no cities or towns having classes for the trainable. There is one public school class for the educable and none for the trainable. In the one class there are eleven educables enrolled while no trainables are enrolled anywhere in the public schools of Vermont. Vermont does have
scholarships available at the state level for teachers to work with the educable retarded only. Since legislation does not include the trainable retarded, no scholarships are available to train teachers of the trainable. Trainable and custodial cases in Vermont are handled at the Brandon State Training School which is under the Department of Institutions.
List of questions sent to schools concerning mental defectives:

1. How many educables are enrolled?
2. How many trainables are enrolled?
3. Does your school provide training for teachers of the trainable?
4. If so, to whom should interested students apply?
5. How long is the training program for such teachers?
6. Is provision made for internship after training?

**TABLE XIV**

**FREQUENCY CHART OF REPLIES TO A QUESTIONNAIRE SENT TO MAINE SCHOOLS ON THE SUBJECT OF MENTAL DEFECTIVES**

<table>
<thead>
<tr>
<th>School</th>
<th>Ques.1</th>
<th>Ques.2</th>
<th>Ques.3</th>
<th>Ques.4</th>
<th>Ques.5</th>
<th>Ques.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pownal State</td>
<td>303</td>
<td>182</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Total</td>
<td>303</td>
<td>182</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
</tbody>
</table>

Pownal is the only state school for mentally retarded in Maine; no other schools were known of or contacted. Pownal enrolls 303 educables in the school classes and 182 trainables in the school classes. There is no training program for teachers of the trainable, and, therefore, no internship program either.
List of questions sent to the Department of Education in Maine concerning the education of mental defectives:

1. How many cities and towns have classes for:
   (a) educable____ (b) trainable____

2. How many classes are there in your public schools for:
   (a) educable____ (b) trainable____

3. How many educables are enrolled in your public school classes? ____

4. How many trainables are enrolled in your public school classes? ____

5. Are scholarships available to train teachers for work in special education with the educable and trainable?
   (a) no____ (b) yes____

The State Department of Education in Maine did not fill out the questionnaire, although the questionnaire was returned with the following comment:

At the present time the Law of Special Education in Maine does not include the mentally retarded. It is solely for the physically handicapped children. A new law is being proposed for the next session of the legislators which will include the educable mentally retarded.
CHAPTER V

SUMMARY AND CONCLUSIONS

The following summary of statements is based on the findings of this survey. Questionnaires were sent to the Departments of Education, Division of Special Education in eight states including Massachusetts, Rhode Island, Maine, Vermont, Connecticut, New Hampshire, New York and New Jersey. All state departments, with the exception of that of Rhode Island, replied to the questionnaire. Within the eight states, twenty-nine private and state schools responded to the questionnaire also sent to them.

Findings of Private and State Schools

1. The enrollment of educables from twenty-seven schools totals 3530, while the enrollment of trainables totals 2986 in the same twenty-seven institutions. Two other schools give an over-all unclassified enrollment of 4200, and 55.

2. The number of educables enrolled in the twenty-nine schools ranges from zero to 430.

3. The number of trainables now enrolled in the twenty-nine schools ranges from zero to 400.

4. Schools which do provide training for teachers of the trainable total six or 21 per cent. The remaining
twenty-three or 79 per cent of schools do not provide such training.

5. Students interested in such a program should apply to the following according to the particular state:

**New York:**
Miss Florence Stewart
Lockland School, Geneva

**New Jersey:**
Dr. H. A. Delp
Vineland Training School
Vineland

The Training School at Vineland
Vineland

**Connecticut:**
L. L. Kolburne
Kolburne School, Norwalk

Dr. W. White
Southbury Training School
Southbury

Apply through University of Connecticut to train at Mansfield State Training School and Hospital, Mansfield Depot.

6. The length of the training program varies from six weeks to one year as follows:

Lockland School ............ 1 year
Vineland Training School ....... 6 weeks, summers
Training School at Vineland ....... in-service over year
Kolburne School ............ 1 year
Southbury Training School ....... 6 weeks, summers
Univ. of Conn. ............ summers

7. All six, or 100 per cent of the above schools do provide for internship after training.
Findings of the State Departments of Education

Department of Education answers were received from all states in the study with the single exception of the state of Rhode Island; therefore, no data are available from said state.

1. Five states reported a total of 28,950 educables enrolled in public school classes. Two states reported that the figures were unknown and Rhode Island, as previously mentioned, did not report at all.

2. The number of cities and towns having classes for the educables and trainable retarded ranges from four to one hundred thirty-seven for educables and from zero to seventeen for the trainables.

3. The number of classes in the public schools for the educables and trainables varies from one to 1139 for educables and from zero to thirty-eight for trainables.

4. The number of educables enrolled in the public school classes of the seven states ranges from 11 to 17,289 (as a state total).

5. The number of trainables enrolled in the public school classes of the seven states varies from zero to 450 (as a state total).

6. State-sponsored scholarships to train teachers for work in special education with the educable and trainable retarded are available only in the state of Massachusetts.
Conclusions and Recommendations

As seen in the summary statements, the educable retarded have been quite well taken care of, in comparison to the care given by public schools to the trainable retarded. At the time of this study, four states, namely, New York, New Hampshire, Vermont, and Maine, had no legislation to cover the public school education of the trainable mentally retarded children. However, they indicated that plans were in operation to introduce such measure in forthcoming legislative sessions.

Although many of the private and state institutions have a fairly heavy enrollment of trainables, only six are presently offering a program of training for teachers of the trainable. One would expect that more schools would provide such a program in order to recruit sufficient and proficient teachers to handle the more severe of mentally retarded cases. Such training would be of inestimable value not only to the institutions, (many of which are overcrowded) but to the public school systems as well. With proper legislation and well trained teachers, the load of the institutions would be lightened since the public schools could open their doors to many of the trainables. As suggested by Clifford:

Among the mentally deficient are those who never will be able to manage themselves without a gross amount of supervision. These institutional cases, often unable to gain admittance to state schools because of over-crowded conditions, should be taken
care of in classes designated for them, in charge of a teacher who has the ability and training to handle such children.\textsuperscript{21/}

Perhaps the high costs of maintenance and personnel are responsible in part for the low amount of in-service training and other types of training programs provided by private and state institutions. The expenses of building structures that house the retarded children are another aspect to be taken into consideration. The old construction theme was to erect four and five story buildings with very large dormitories. However, by about 1888 the Vineland Training School in New Jersey erected an institution on the cottage plan which was a great improvement and innovation, though more expensive to operate.\textsuperscript{22/} Since that time Letchworth Village in New York, and Southbury Training School in Connecticut, among others, have followed the one or two story plan.\textsuperscript{23/}

Large numbers of children are excluded from the public schools and are awaiting commitment to institutions, either privately or state-sponsored. Needless to say, these children,

\textsuperscript{21/} Mary F. Clifford, "A Follow-up Study of a Group of Mentally Retarded Children Who Left the Special Classes in a Large Industrial City During the Years 1941-1948," (unpublished Master's thesis), Boston University, Boston, Mass., 1950, p. 69.


\textsuperscript{23/} \textit{Ibid.}
plus their anxious and terror-stricken parents who worry constantly over what is to become of their unfortunate offspring, present a serious community problem.

Many of the communities all over the nation may well benefit from the public school program initiated by Flint public schools in Flint, Michigan during the years 1952-1953.\textsuperscript{24/}

The parents of the severely retarded, and all the educational, medical, psychiatric, recreational, vocational, and legislative resources of the community were utilized in order to set up the proper program. A class was first arranged for the purpose of educating the parents to the needs, limitations, and potentialities of the child. Each child was carefully studied for placement and in September of 1953, four half-day classes were started. Ingram and Popp report that:

Younger children with no school experience met in the morning, older children with some social experience in the afternoon. Approximately fifty children were enrolled.\textsuperscript{25/}

Parents supported this system strongly and many made purchases of equipment needed in the curriculum. The progress report at the end of the first year was favorable. The following year showed increased interest by parents and community


\textsuperscript{25/} Ingram and Popp, \textit{op. cit.}, p. 287.
alike and the program is continuing successfully.26/

Since some of these children can be trained to work successfully in unskilled areas of work, special classes must be encouraged so that they may help each child to realize the full extent of his limited capacity. As Johnson so aptly stated:

The mentally retarded child, as well as other children, needs to have extended to him all the opportunities that the school can provide.27/

Limitations of the Study

The most obvious limitation of a study of this nature is the dependency of the writer upon the replies to be received from the schools who were sent the questionnaire. Many schools did not reply to the questionnaire or the follow-up card. Numerous other schools were found to be out of business or their enrollments were limited to the insane. (The U. S. Office of Education, Division of Special Education, provided the writer with a listing of public and private and state schools for mentally deficient children, but the listing did not designate which schools were for the retarded and which were for the insane.)

Another limitation was the confinement of the study to eight states. Information regarding public, state, and private

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26/ Ingram and Popp, op. cit., p. 289.

schools for the retarded in the other forty states would be both valuable and interesting.

Still another limiting factor is the omission of the custodial retarded in this survey. However, this point may be justified by the fact that public schools have not yet moved forward to admit the custodial institutional cases since there is still much to be accomplished with the trainable and even the educable retarded, as this is apparently where the greatest hope lies.

Suggestions for Further Research

1. Since several of the states implied that present legislation was as yet incomplete regarding the special education of the trainable mentally retarded in the public school systems, further studies could later be made to discover what advancement has taken place in the same states in regard to special education. At the time of the writing, Maine legislation provided only for the physically handicapped in the public school system. However, they too, were working to include the mentally retarded in their special education.

2. Research could be broadened to include other states not included in this survey.

3. A similar study could be made asking also what is included in the curriculum and what kinds of equipment are in use.
4. Another study could determine what types of testing are given in the schools for the trainable.

5. Another study to be aimed at the various types of vocational guidance given at the schools for the trainable retarded.

6. A study to determine at what age many of these trainable retarded children are released (if at all released) to go out and work at the unskilled tasks they learned at the schools.

7. If and when all eight states in this study introduce and pass legislation for all public schools to provide classes for the trainable retarded, it would be well to compare the growth and progress of those trainables in public school attendance with those in private institutions.
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D. OTHER
