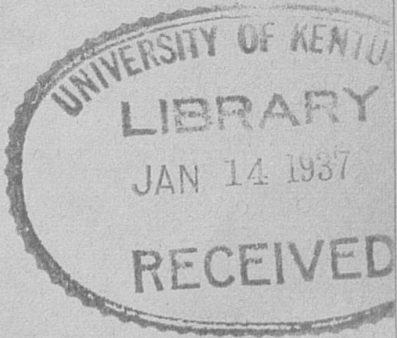


Per. O.

● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

THE PROGRAM
OF
SPECIAL EDUCATION
IN
KENTUCKY



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Lexington, Kentucky



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HARRY W. PETERS,
Superintendent of Public Instruction

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FOREWORD

One of the most important trends in educational progress at present is the demand for different types of Special Education. The increasing demands on the part of adults to have assistance in facing the problems of leisure, retraining, and constantly adding to their education to keep abreast with a changing society, necessarily requires recognition in our system of education. Perhaps of greatest importance are the problems of giving a square deal educationally to our physically handicapped boys and girls, of training and rehabilitating our physically handicapped adults into the proper vocations, and of providing school activities which will develop the mental and physical well-being of pre-school children in underprivileged homes.

This Bulletin deals with the Program of Special Education in Kentucky. The material was prepared by the Division of Special Education under the direction of Homer W. Nichols, Director of this Division.

H. W. PETERS,
Superintendent of Public Instruction.

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CHANGING SOCIAL ORDER REQUIRES SPECIAL EDUCATION

Does the educational philosophy of yesterday meet the demands of education today in the new order of things? Yesterday a Columbia professor said, "Personality is that congeries of coordinated attributes the integrated functioning of which constitutes the essence of any particular psyche". Today, after reading this statement, a "hardboiled" business man says, "A 'Professor' is a fellow who knows very little about a great many things. He keeps on learning more and more about less and less until he acquires the distinction of knowing everything about nothing". Such statements being submitted to a growing, changing business world have contributed to the demand that changes be made in our educational programs. Yesterday, were we educating for credits, college hours, and degrees, or for living a better life?

Today the current of American life is unstable. It is personified by new and changing scenes. The American mind glibly stops, looks, listens, searches, doubts, and then wonders what it's all about. Then sowing, now reaping, a quivering social order is ushered in. At first trembling and amazed, the world looked on, and now we are striving frantically to meet the rapid changes brought about by the readjustment in the social affairs of mankind.

In order to satisfy the demands of this changing modern social order adjustments in our educational programs are necessary. These adjustments call for special plans, special service, and special facilities, especially for the handicapped child, the handicapped citizen, and the untrained adult. The Division of Special Education now has supervision of special programs for the handicapped child, vocational rehabilitation, and adult education.

The President, in his message of 1934 to Congress, said:

"Our task of reconstruction does not require the creation of new and strange values. It is rather the finding of the way once more to known, but forgotten, ideals and values. If the means and details are in some instances new, the objectives are as permanent as human nature.

"Among our objectives I place the security of the men, women, and children first. Education, training, and vocational guidance are of major importance in obtaining economic security for the individual and the Nation."

In compliance with what sound pedagogical principles did we arrive at conclusions that our system of free education should provide only for children from six to sixteen? As the years from one to six are the most important in the life of the child, why not provide the training needed for this period, especially where it has not been provided by other agencies such as children from needy families which our nursery schools are providing?

Education for all is required in a democracy. The progress of this nation is the sum of the progress of its individuals. The battle in which we are now engaged in a campaign of democracy is raging around the possibility of general education for the grown-ups and special programs for the handicapped child just as the battle of the last century has been about the general schooling for the normal child between six and sixteen years.

The education of the citizen is a function of all governments. I believe we can proceed upon the principle that all education is a public responsibility and all governments, local, state, and federal, should participate in making it available to all the people.

Kentucky is able to finance a program of education from the nursery child to the aged of our land. Last year we spent less than \$50.00 per pupil for education, while it cost more than \$400.00 to maintain a criminal in a penal institution.

Some think we are not able to expand our educational program. Inquire from your druggist how much he receives annually for cigarettes, soft drinks, chewing gum, and intoxicating drinks. Investigate in your community how much is expended annually for gasoline, oil, amusements, and for luxuries.

In 1935 facts indicate that Kentucky's tobacco bill was approximately \$27,000,000, soft drinks and candy \$21,000,000, theater and amusements \$15,000,000, sporting goods \$7,000,000, and passenger automobiles \$165,000,000. How much will it be this year for intoxicating drinks? Facts indicate we spend more than \$125,000,000 annually in Kentucky for luxuries, and still some tell us that Kentucky cannot finance an adequate program of education.

Two hours' cost of the World War would run the city schools of all fourth class cities in Kentucky ten years. Five hours' cost equals the endowment of the largest university in the United States. The total amount spent for all purposes by all the churches in America last year would run the World War less than three days. One day's cost would provide funds to carry on the whole W. P. A. education program for the present year in the forty-eight states. The United States has spent \$5.00 per minute in relief of war veterans for every minute since Christ was born. Annually, we pay more for working the jaws of the Commonwealth than for education. Annually more money goes up in tobacco smoke in Kentucky than we spend for education.

THE HANDICAPPED CHILD. "Handicapped child" as used includes all children who are so physically, mentally, morally, or socially handicapped that they are unable to attend or make satisfactory progress in a regularly established public school.

Legal Provisions. Section 4434-33, Kentucky Statutes. "District Boards of Education may provide for Special Education.—Any district board of education in this Commonwealth is hereby authorized, subject to the approval of the State Board of Education, to provide for the instruction of children of proper school age by reason

of defective eyesight and/or hearing or because of physical or mental handicap require special books or special instruction, or both, in order to profitably or safely attend the public schools in such district, and any district board of education may, subject to the approval and direction of the State Board of Education, select and furnish suitable books and equipment for use in such schools, elect qualified teachers, and provide services in the same manner as for other schools. Any board of education providing such special instruction may, in its discretion, transport any or all of such children to and from school and pay for such transportation from its general funds." (1934, c. 65, p. 295.)

True American philosophy in education proclaims equality of opportunity for all children regardless of maladjustments. Within the century education has become America's largest business, but it is only recent that society's obligations to underprivileged groups have been recognized in the light of modern education. The educational trend today is toward the solution of social problems. The recent Social Security Act provides more than \$31,000,000 for handicapped children. Special education for handicapped groups is a rapidly developing phase of our education program. Besides the state institutions for handicapped children, many city school systems including Louisville, Lexington, Paris, Covington, Ashland, and others have made some special provisions for such children. Seventy-three school systems, with federal aid, are providing special training for the underprivileged groups of preschool children.

The Commonwealth, boards of education, and state educational institutions should consider their responsibilities for the handicapped child as equal to their responsibilities for the normal child.

Although the Constitution specifically implies that the General Assembly shall provide for all children, whether normal or abnormal, "an efficient system of public schools," Kentucky has made special provisions for less than one-fifth of her handicapped children who are unable to attend or make satisfactory progress in the public schools. This army of handicapped children will, one day, become an army of adults. Shall they be a contributing part of the social order, or shall they become liabilities that will drain the resources of society? Shall Kentucky spend part of the public money to train them for social efficiency, or shall the State later be required to spend a greater sum for almshouses, hospitals, reformatories, and prisons in an attempt to protect society and reform the handicapped adult? Kentucky's answers to these questions will be expressed in the provisions which she is willing to make for them while children.

The handicapped child is certainly an economic factor. An intelligent consideration of this alone would force the State and local districts to double their efforts to bring to him those facilities which will help him to realize his maximum capacity despite his handicap. The conception of educational opportunity, however, should not be limited to the economic aspects alone. If the educational philosophies of Dewey, Kilpatrick, Bode, Rugg, and others agree in any one phase

more than in another, it is in the emphasis that is placed upon the child and upon his welfare as a child. Happiness, contentment, adjustment, achievement—these are some of the key words which apply to the education of every child. A twofold service then is the cornerstone upon which any program of education is built that considers the special needs of the handicapped pupil—service to the child and service to society—and both are paramount considerations in the welfare of the State.

On the basis of a partially complete census or survey we now have in Kentucky approximately seven thousand mentally sound children including only those unable to attend school, not able to read, who are not receiving their per capita share or the \$11.65 guaranteed them by the Constitution. This is neglected discrimination against that forgotten group of helpless, neglected, handicapped children who cannot demand their constitutional rights.

On the basis of seven thousand homebound, crippled children the state per capita alone due for training these children would be \$81,550.00. This does not include the local per capita cost which should be set aside for teaching. For example in consideration of the state per capita received, the average salary per teacher, and the number of homebound, crippled children, Pike County should employ three full-time teachers, Calloway County two full-time teachers, Graves County two full-time teachers, McCracken County two full-time teachers, Harlan County three full-time teachers, Kenton County four full-time teachers, and Campbell County three full-time teachers.

THE CRIPPLED LAD SPEAKS

"God takes the clean, moist Earth to make us of,
The loam that wind and sun breathe blessings on.
He makes the meadows green to race, hills to climb and paths to pace.
He makes you lads to run, so neatly framed and swift in flight.
Your footsteps come and go. They mock me all the time.
They keep my heart just burning to follow where they go.
But, Pain, you are my master. You bind my feet, my spirit blight.
How is it, I can never dance and run in merry sprite?
Did God's great hands just tremble, then, when God made me?"

It seems but fitting at this point to raise the following question for careful consideration:

What right has any school system, which levies public taxes, to educate all the children of all the people, to spend the major portion of public money on the normal child, while the less fortunate or handicapped child remains untrained, because of failure to provide opportunities for him?

VOCATIONAL REHABILITATION. "A handicapped child from birth to three is a medical problem. From three to sixteen, if left handicapped, is a twofold problem, medical and educational. After sixteen this handicapped person becomes a threefold problem, not only medical and educational, but also an economic problem unless rehabilitated and made self-supporting." Rehabilitation through vocational training is a new phase of the educational system. This new idea contends that not only should vocationally handicapped people

be trained, but that the training be specifically adapted to the needs of the individual. The federal and state governments provide rehabilitation service because it is sound economic business. It is essentially a social remedy. It helps unfortunate people to help themselves. It fits them for a livelihood. It adds to the productive power of the Commonwealth. Being included in the recent Social Security Act, it is now firmly established as a public policy of governments.

Every handicapped child is entitled to as sound body as medical science can provide and to training adapted to his own individual needs to the end that he may become a self-reliant, self-respecting, and a self-supporting citizen.

ADULT EDUCATION. Section 4399-50, Kentucky Statutes. Nursery Education—Adult Schools.—“The board of education of any school district shall have the power to establish and maintain kindergartens for children from four to six years of age and, subject to the approval of the Superintendent of Public Instruction, may establish such night schools, industrial schools, and other schools for the residents of the district as may be deemed advisable.” (1934, c. 65, p. 273.)

The increase of leisure time has brought many important problems. The proper use of such leisure time now is perhaps as important as time spent in preparing for a changeable vocation a few years ago. Heretofore man has been conditioned by his occupation rather than his leisure, but circumstances have changed. The industrial age has been shortened by mechanical devices and spare time has correspondingly increased. While earning a living is still a prime requisite in the existence of mankind the successful life depends also upon the proper use of the “free hours”. It is this leisure time period that gives opportunity for the individual to broaden and outgrow his job rather than to let his job outgrow him.

Education is a continuous process and does not end at the schoolhouse door, nor with the issuance of license, nor the granting of degrees, nor does it begin with the six-year-old child. That education does and should continue throughout life is not an abstraction, but a truth forced upon us by our ever-changing environment to which we must constantly readjust ourselves. The person who has reached maturity and has not become literate is as much an educational responsibility to the state as is the child.

Without work and without interest the individual may become discontented and destructively minded. Thus throughout the land we have read much about the highwayman and the gang. One of the main purposes of these special programs is the treatment in mental hygiene which requires infusion of new interests, aims, and purposes.

Connected with this program is strengthening the morale of handicapped people—it cannot be purchased. It can, however, be transmitted in the form of new interests, new purposes, and new goals to depressed minds of the young and old. “It is reducing transiency, vagrancy, delinquency, and social unrest.”

We have heard that education does not pay. In a recent survey of the Frankfort penal institution we found that very few of twenty-

seven hundred inmates had training above the third grade. Not one person was found who had received college training. During the next few years the Division of Special Education will emphasize programs for aiding adults classified below the fifth grade.

We are faced in Kentucky with the problem of untrained teachers for programs of special education. Through all these years we have been training teachers for the specific purpose of teaching only normal children from six to sixteen, and now we are developing agencies so teachers may be given short introductory courses, in a small way preparing them for the projects they are to undertake. I would recommend that programs of our state institutions be made so comprehensive as to include training for teachers to begin with nursery pupils, handicapped children, and carry on through the aged adult.

It is better for *all* the people to have *some* education than for *some* of the people to have *all* the education. This country's real life and continuance depends upon this proposition. Conceived and born of the principle that all men should be creatures of a state where equal opportunities exist, we are today hoping to see that time when all will have free educational opportunities.

LEGAL PROVISIONS AND REGULATIONS OF THE STATE BOARD OF EDUCATION GOVERNING SPECIAL EDUCA- TION OF PHYSICALLY HANDICAPPED CHILDREN

I. Legal Provisions:

Section 4434-33, Kentucky Statutes. "District Boards of Education may provide for Special Education.—Any district board of education in this Commonwealth is hereby authorized, subject to the approval of the State Board of Education, to provide for the instruction of children of proper school age by reason of defective eyesight and/or hearing or because of physical or mental handicap require special books or special instruction, or both, in order to profitably or safely attend the public schools in such district, and any district board of education may, subject to the approval and direction of the State Board of Education, select and furnish suitable books and equipment for use in such schools, elect qualified teachers, and provide services in the same manner as for other schools. Nothing in this act shall be so construed as to annul any law or regulations that may preclude from attendance upon the schools children afflicted with communicable eye disease, or any other communicable disease. Any board of education providing such special instruction may, in its discretion, transport any or all of such children to and from school and pay for such transportation from its general funds." (1934, c. 65, p. 295.)

Section 4384-5, Kentucky Statutes. "Duties of the Superintendent of Public Instruction.— . . . It shall be the duty of the Superintendent of Public Instruction to execute under the direction of the State Board of Education, the educational policies which have been decided upon by the board and to direct, under such general rules and regulations as the board may adopt, the work of all persons engaged in the administration of common schools: . . . ; public vocational education and vocational rehabilitation." (1934, c. 65, p. 218.)

Section 4434-26, Kentucky Statutes. "Nature of Census.— . . . Such school census shall specify the name, date of birth, sex, and the names of parents, guardians, or custodians of each child, the post office address of each parent, guardian, or custodian, the school district in which the child resides, the school to which the child belongs, said school to be described by number and name, and such other data as may be required by the Superintendent of Public Instruction. . . ." (1934, c. 65, p. 291.)

The complete census of the physically handicapped children shall contain information, in addition to the above, as to the

nature, permanency, and origin of the disability, the educational classification, and hospital treatment. Blanks for this purpose will be furnished by the State Department of Education.

II. Eligibility:

1. "Children of proper school age, in order to profitably or safely attend the public schools—
 - a. ". . . by reason of defective eyesight, . . . require special books or instruction, or both. . . ."
 - b. ". . . by reason of defective hearing, . . . require special books or instruction, or both. . . ."
 - c. ". . . by reason of a physical handicap, . . . require special books or instruction, or both. . . ."
 - d. ". . . by reason of a mental handicap, require special books or instruction, or both. . . ."
2. Considerations in Determining Eligibility:
 - a. It must be established that each child cannot be "profitably or safely" educated in the regular classes because of the handicap possessed.
 - b. A child may be handicapped, but should not be placed in a special class unless:
 - (1) He needs special service and treatments available through special classes in order to provide an educational opportunity.
 - (2) Because of the handicap the child is not making normal educational progress in relation to his mental ability.
 - (3) Some consideration of safety can be established to warrant eligibility.
 - c. As soon as it is possible through physical restoration and considerations of "safety" for a child to return to the regular classes, such transfer should be made.

III. General Statements Pertaining to Regulations:

1. Funds available to the State Department of Education may be used at the discretion of the State Board of Education for the support of special schools, special classes, or special cases of handicapped children.
2. Special schools, special classes, and special cases of handicapped children must be conducted and taught by legally qualified teachers, who will receive remuneration according to a salary schedule arranged by the local superintendent of schools and approved by the State Board of Education.
3. Special transportation may be provided for a crippled child whose needs cannot be met satisfactorily by regular school bus facilities.

4. Wherever enough handicapped children reside in a community to warrant the organization of a special class under a specially qualified, full-time teacher, special classes may be established. If, however, there cannot be enough children gathered for a full-time class, teachers may be assigned and paid on the basis of the actual time put in.
5. Home instructions will be limited to two periods of one hour each week. There must be at least one intervening day between periods.
6. The usual curriculum followed in the regular schools will be the basis for instruction, textbooks and materials to be supplied by the various boards of education, and/or by the State Free Textbook Provision.
7. Teachers giving special instructions will be under joint supervision of the local superintendents and the State Superintendent of Public Instruction.
8. A program designed to meet the special needs of each handicapped child must be submitted by the local superintendents to the Kentucky Department of Education before special instruction will be authorized. The State Board of Education through the Division of Special Education will authorize and direct all special programs.
9. A plan of co-operation between the State Board of Education, State institutions aiding handicapped children, and/or any district board of education may be entered into in order to promote and carry on special programs for handicapped children.

STATE SCHOOL OFFERS ADVANTAGES TO BLIND CHILDREN

The Kentucky School for the Blind, Louisville, Kentucky, provides for the visually handicapped children of the State full educational opportunities from kindergarten through an accredited high school. Instruction is also given in music, commercial work, home economics and other vocational occupations. Opportunity is provided for those qualified to pursue higher education.

Eligible for admission are boys and girls, residents of Kentucky, who are blind or whose sight is so defective that they cannot obtain an education in the public schools; it is further required that they be of good health, sound mind, and between the ages of six and eighteen years.

Tuition, books, board, laundry and medical attention are furnished without cost to the pupil.

There are separate schools for white and colored children, some distance apart, each with its own staff of teachers. At the present time there are enrolled in the White Department one hundred and fifty-one pupils; in the Colored School, nineteen, making a total of one hundred and seventy. There are sixteen teachers employed in the White Department and four in the Colored School.

On admission to the school each pupil is given a complete physical examination. Recommendations are carefully carried out and progress noted on health card provided for each pupil. To safeguard partial vision and to prevent advancement of blindness, each child from time of admission is under the care of an eminent eye specialist.

The State has endeavored to make these schools everything they should be for the education, health and comfort of the blind children of Kentucky.

The buildings are beautifully situated on rolling grounds with magnificent forest trees, and filled with every possible device for the training of the blind. The teachers are the best that can be had, thoroughly experienced in teaching those who cannot see.

The school session opens the second Wednesday in September and closes the second Wednesday in June, the children returning to their homes for the summer vacation.

If you know of any child, handicapped by an eye condition, write to Miss Catherine T. Moriarty, Superintendent, Kentucky School for the Blind, Louisville, Kentucky.

UNITED STATES
DEPARTMENT OF INTERIOR
OFFICE OF EDUCATION

WASHINGTON

CERTIFICATE OF AUTHORITY

This is to certify that the State Board of Education of the State of Kentucky, having complied with the requirements of the Act of Congress, approved June 20, 1936 (Public No. 732—74th Congress, H. R. 4688), has been duly authorized to issue licenses to blind persons to operate vending stands in federal and other buildings; and is hereby designated as the agency in the State of Kentucky to issue such licenses under the provisions of said Act of Congress.

The authority granted under this certificate will expire June 30, 1938, but may be revoked at any time prior thereto, upon failure of said State Board of Education to comply with the provisions of the aforementioned Act of Congress, and the plan of administration.

Approved by the U. S. Office of Education
under date of November 11, 1936.

(Signed) J. W. STUDEBAKER,
U. S. Commissioner of Education.

NOTE.—The application of the State Board of Education of the Commonwealth of Kentucky for a Certificate of Authority to carry out the requirements of the Act of Congress, approved June 20, 1936, was the first to receive the approval of the U. S. Commissioner of Education, Washington, D. C.

74th Congress
2d Session

H. R. 13021

IN THE HOUSE OF REPRESENTATIVES

June 19 (calendar day, June 20), 1936

Mr. Fletcher introduced the following bill, which was referred to the Committee on Education and ordered
to be printed.

A BILL

To promote the general welfare through the appropriation of funds to assist the States and Territories in providing more effective programs of public education.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the sum of \$100,000,000, or so much thereof as may be necessary, is authorized to be appropriated and apportioned annually to the several States and Territories to be used by them for improvement of their public schools in the manner prescribed by their respective legislatures, and the sum authorized to be appropriated and apportioned annually for such purposes is hereby increased by \$50,000,000 for each fiscal year: PROVIDED, That the total sum appropriated for any fiscal year for such purposes shall not exceed \$300,000,000.

SEC. 2. The amounts appropriated under authority of this Act (less amounts set aside for administrative purposes under Section 9) shall be apportioned among the States and Territories in the proportion which the number of their inhabitants, aged five to twenty years, inclusive, bears to the total number of inhabitants, aged five to twenty years, inclusive, of all the States and Territories. In the computation of all sums apportioned under this Act to the States and Territories for the fiscal years ending June 30, 1936, 1937, 1938, 1939, 1940, 1941, 1942, 1943, the population figures shall be taken from the fifteenth decennial census of the United States. In computations for the fiscal years ending June 30, 1944 to 1953, and for each successive ten-year period thereafter, population figures shall be taken from the decennial census of the United States next preceding the beginning of each period.

SEC. 3. The manner in which the funds apportioned to each State and Territory shall be used for the maintenance of the pro-

gram of public education shall be determined by the legislature thereof, and no provision of this Act shall be construed to prevent the use of such funds to provide a program of public education for persons under five or over twenty years of age, nor to delimit the States and Territories in their definition of a program of public education. The legislative enactments shall provide for the distribution and administration of such funds as shall be apportioned to said States and Territories and shall designate the chief State or Territorial school authority, whether the State or Territorial superintendent of public instruction or other legally constituted chief educational authority, to represent said State or Territory in the administration of this Act, and for the purposes of this Act such authority so designated shall be recognized by the United States: PROVIDED, That in any State or Territory in which the legislature has not taken action as herein required, the Governor of said State or Territory, insofar as he may have authority to do so under the law of such State or Territory, may, until six months after the adjournment of the first regular session of the legislature in such State or Territory following the date of enactment of this Act, take such action as is herein required to be taken by legislative enactment, and such action by the Governor shall be recognized by the United States for the purposes of this Act. The State or Territorial treasurer shall be designated and appointed as custodian of all funds received by said State or Territory as apportionments under the provisions of this Act to receive and provide for the proper custody and disbursement of the same, such disbursement to be made in accordance with the laws of said State or Territory.

SEC. 4. When a State or Territory shall have provided for the distribution and administration of such funds as shall be apportioned to said State or Territory, and when the chief educational authority designated to represent said State or Territory shall make a report in writing to that effect, approved by the governor, to the United States Commissioner of Education, the United States Commissioner of Education shall compute the amount due each State and Territory and shall apportion for the ensuing fiscal years such funds as said State or Territory may be entitled to receive under the provisions of this Act, and shall certify such apportionment or apportionments to the Secretary of the Treasury. The Secretary of the Treasury shall thereupon, through the Division of Disbursement of the Treasury Department and prior to audit or settlement by the General Accounting Office, pay quarterly to the treasurer of each State or Territory the apportionment or apportionments so certified.

SEC. 5. The United States Commissioner of Education is authorized to prescribe plans for keeping accounts of the expenditures of such funds as may be apportioned to the States and Territories under the provisions of this Act. The chief educational authority designated to represent a State or Territory receiving any of the apportionments made under the provisions of this Act shall cause to be made annually, within six months after the close of the fiscal year in such State or Territory, an audit of such accounts by a certified

public accountant: PROVIDED, That no two consecutive annual audits of such accounts shall be made by the same certified public accountant. Such chief educational authority shall submit to the United States Commissioner of Education a copy of each annual audit of such accounts within thirty days after the completion of the audit. If the United States Commissioner of Education shall determine that the apportionment made to a State or Territory for the current fiscal year is not being expended for educational purposes and that a State or Territory has not substantially complied with Sections 7 and 8 of this Act, he shall give notice of these facts to the chief educational authority and to the governor of such State or Territory. If, after being so notified, a State or Territory continues in such failure so to expend its apportionment, the United States Commissioner of Education shall report thereon at once to the Secretary of the Interior, who shall transmit said report to the Congress. If any portion of the money received by a State or Territory under the provisions of this Act be diminished or lost an amount equal to the amount so diminished or lost shall be withheld from the next ensuing apportionments until replaced.

SEC. 6. The chief educational authority designated to represent a State or Territory receiving any of the apportionments made under the provisions of this Act shall annually submit to the United States Commissioner of Education a report showing the manner of distributing within the State or Territory the funds apportioned under this Act and the work and improvements accomplished thereby.

SEC. 7. After the first apportionment is made to any State or Territory under this Act, such State or Territory shall not receive any part of any subsequent apportionment unless there has been maintained, during the school year next preceding the year for which such apportionment is made, a system of public schools available throughout such State or Territory for not less than one hundred and sixty days, the closing of school due to epidemics, fires, and acts of God being excepted.

SEC. 8. No State or Territory shall receive any part of the apportionment under this Act for any year unless during the school year next preceding the year for which such apportionment is made it has expended from State or Territorial or local revenues, through State or Territorial and local units combined, a sum of money for each inhabitant aged five to twenty years, inclusive, for public elementary and secondary schools, not less than the sum expended in that State or Territory in the school year ending in 1934.

SEC. 9. From the funds appropriated to carry out this Act an amount not to exceed \$25,000 annually is hereby made available to the United States Office of Education for the administration of this Act.

SEC. 10. As used in this Act—

(1) The term "State" means the several States and the District of Columbia.

(2) The term "Territory" means Alaska, Hawaii, Puerto Rico, the Virgin Islands, the Canal Zone, American Samoa, and Guam.

(3) The term "Legislature" means the State or Territorial legislature or other comparable body.

SEC. 11. This Act shall be construed as intending to secure to the several States and Territories control of the administration of this Act within their respective jurisdictions and to preserve State and local initiative in the operation of schools. No provision of this Act shall be construed to delimit the States and Territories in the appropriation of funds for the support of schools received through the benefits of this Act; nor to restrict or define the kind of schools or the character of the educational programs to be supported by the respective States and Territories; nor to grant to any officer of the United States, or to any of its agencies, departments, or offices, any power or authority to approve or reject the educational programs in the States and Territories; nor to confer upon any officer of the United States, or of any of its agencies, departments, or offices, any power or authority to supervise or in any way exercise management and control of the educational programs of the States and Territories, it being the purpose of this Act to leave all supervision, management, control, and choice of educational means, processes, and programs to State, Territorial, and local governments.

VOCATIONAL REHABILITATION

The Aims and Functions of Vocational Rehabilitation

Vocational rehabilitation service is designed to restore to remunerative employment and self-support persons who, for any reason, have lost their earning capacity through permanent partial physical disability. It is accomplished by providing for the individual one or more of the following services:

1. Vocational guidance in the selection of a suitable type of employment.
2. Physical restoration, that is, surgical or medical treatment when the disability can be reduced or removed, or provision of an artificial appliance to restore the impaired function. The Commonwealth of Kentucky, however, has no fund that can be expended for medical or surgical treatment under the vocational rehabilitation program.
3. Vocational training in the occupation at which it has been determined the person can work to the best advantage despite his handicap.
4. Assistance in securing employment in the occupation for which the person has been trained.

In order to determine what treatment is required for the vocational rehabilitation of a particular individual, a thorough diagnosis must be made of his physical, mental, social and economic condition, as well as of the training and placement opportunities in his community. When these facts are secured, arrangements are made for the person to be given the service he requires. The state rehabilitation department does not maintain schools, workshops, institutions, and other training facilities. All necessary services are secured through purchase or co-operative arrangement with existing public or private schools, commercial and industrial establishments, hospitals, social organizations, and any other agencies in a position to assist.

In the rehabilitation program, disabled persons are prepared for various occupations ranging from unskilled to technical and professional employment. Training is given in public and private schools, colleges, and in commercial and industrial establishments as well as by tutors and correspondence.

The Federal, State, and Local Responsibility

Under the federal and state rehabilitation acts, the state has the responsibility of the administration and case work pertaining to rehabilitating disabled persons living within its jurisdiction. The program in Kentucky is administered by the State Board of Education through the Division of Special Education. It is the responsibility of the Federal Government to promote the rehabilitation program, give financial aid to the state, audit the expenditure of federal and state matching funds, and carry on such research and investigative

work as will promote the work generally. The federal agency for carrying on this service is the United States Office of Education in the Department of the Interior. The program is financed by matching federal funds with state and local appropriations and donations from individuals and co-operative agencies. Federal funds for matching co-operative funds were made permanent by the Social Security Act of 1936. This act doubles the amount of federal funds available for Kentucky if this additional amount can be properly matched.

Eligibility for Rehabilitation Service

In general, any person of employable age who is vocationally handicapped because of a permanent physical disability is eligible for this service. Naturally, such factors as citizenship, moral character, and degree of disability are taken into consideration. Not all eligible persons, however, are feasible and susceptible, which evidently means that not all eligible persons can be rehabilitated. It is recognized that such factors as age, extent of disability, attitude of mind, and environment may make it inadvisable or uneconomic to render a rehabilitation service. Disabled persons beyond the normal working age and persons with extreme disabilities are not feasible for rehabilitation.

Benefits of This Aid

All physically handicapped persons who are found eligible, feasible, and susceptible are entitled to this aid. As stated above this service for the handicapped includes any aid given in assisting a person by vocational guidance, securing physical restoration, vocational training, prosthetic appliances, or securing employment. The chief function, however, is necessarily that of an educational and job training program. The financial assistance derived from this service covers the cost of tuition, fees, and supplies connected with such a training course. No part of this fund can be expended for maintenance.

Co-operative Programs

Co-operative programs between the Office of Education, Washington, D. C., and each of the following agencies are being conducted under the supervision of the State Board of Education: Kentucky Workshop for the Adult Blind, Harlan County Board of Education, Louisville Goodwill Industries, Incorporated, and the Kentucky Society for Crippled Children, Incorporated. These programs are administered on the same plan as the regular program of vocational rehabilitation. They enable this service to aid approximately twice as many physically handicapped persons as is possible under the regular appropriation available.

The Problem of Disablement

Each year 450,000 persons in the United States become permanently disabled through accident, disease, and congenital causes. On

a population basis, Kentucky has approximately 9,000 who become permanently physically handicapped annually.

Serious results follow in the wake of disablement either by accident, disease, or birth. Tremendous economic losses are sustained by industry, the community, and the country because they are deprived of the work and self-support of these physically handicapped men and women. Workers who suffer injuries lose time and wages, and in many cases their employability. Children are often robbed of school opportunities, and mothers forced into employment for support of the family. Disabled persons become dependent upon relatives, friends, or the public.

In order to cope with the disastrous effects of disablement, society has devised various expedient and preventative measures. The maintenance of safe working conditions and education of workers in safety practices prevent and reduce the cost of accidents. The training of people in health habits and the control of communicable diseases make life safer and reduce the number of physically handicapped victims of disease. The State and Federal Governments have enacted legislation to provide for the payment of compensation benefits to those persons who suffer employment disablements. They maintain hospitals and clinics which provide medical and surgical care for the sick and hurt. There is also relief for the unemployed. And, finally, the government maintains a permanent service of vocational rehabilitation for the physically handicapped.

Physically Handicapped Surveys

As one of the useful Federal relief employment projects, a survey of physically handicapped persons from birth to fifty years of age was attempted more than a year ago. Because of the irregularity of employment for these relief workers, the project was never completed. There were, however, surveys made of approximately 25,000 physically handicapped persons.

Complete surveys have been made of Jefferson and Kenton Counties, and at present these tabulations are being made. Reports of these surveys will be made in full by this office soon. A similar survey is now being conducted in Harlan County of all physically handicapped persons from birth through twenty-one years of age. This is being made through the school systems of that county and perhaps will be the most complete of any attempted yet. These surveys are being made as the first step toward a special education program for the physically handicapped school age children.

Facts Concerning the Operation of the Program

During the past school year 1935-36, and the first half of the present year, the program of vocational rehabilitation has surpassed that of any previous comparable period in the history of its service in Kentucky. A study of the 1935-36 records shows that more phys-

ically handicapped persons have been located, contacted, surveyed, given vocational guidance, given prosthesis, trained, supervised and placed in employment than during any other year since the program began. The service reached every county in the Commonwealth, rehabilitated persons with all major types of disabilities in seventy-four different vocations.

Due to the fact that eligible persons present such different problems, because of difference in disabilities, education, aptitudes, and vocational interests the service necessarily becomes one of case method procedure. It is impossible to handle all of these cases in group training.

Below are statistical statements of the year 1935-36.

A. Number of persons in training	544
B. Number of persons rehabilitated and placed in employment	337
C. Number of cases on live roll, that is cases surveyed, found eligible, feasible and program planned.....	132
D. Number of persons in pre-vocational schooling under vocational guidance	250
E. Number of vocations for which persons were trained	74
F. Number of different training agencies used	94
G. Number of artificial appliances furnished	36

The program during the present school year from July 1 to December 30, 1936, is:

A. Total number of trainees	374
B. Total number of vocations	81
C. Total number of counties in which trainees reside	88

The average cost per year for trainees of this present school year is \$84.00.

EMERGENCY OR SPECIAL EDUCATION

Introduction

The emergency education program is conducted jointly by the State Department of Education and the Kentucky Works Progress Administration. During the school year, 1935-36, it provided opportunities for some 36,100 adults to continue their studies in the fields of their special interests, and offered exceptional advantages to approximately 5,000 underprivileged children between the ages of two and six who were in daily attendance at nursery schools. This program during the present school year, 1936-37, will probably serve as many persons as stated above. Complete information has not been received from the district supervisors upon which to base a report, however some facts concerning this year's program will be shown.

The chief objectives for which the emergency education program was created are:

1. To furnish employment for needy, unemployed teachers who are capable of giving instruction.
2. To provide educational opportunities to adults who wish to further their general education, to adults who wish to improve in their vocational pursuits, to adults interested in parent education, and to adults who wish to advance to a state of literacy.
3. To provide food and develop the physical and mental well-being of pre-school children in needy, underprivileged families.

The activities naturally fall into the following classifications according to groups of persons served:

1. Adult education.
2. Nursery school education.

It is interesting to know that both nursery and adult schools are receiving much favorable recognition among the public schools of the state. Some of the best school systems are caring for and considering this a part of their work. It is this interest manifested by the local superintendents and school boards that indicates a promise for our chief objective, that is a permanent program in the public schools.

The Administration and Supervision

The financial part of the program is handled by the State Works Progress Administration while the educational activities, personnel, plans, regulations, and procedure are directed by the sponsor, the State Department of Education. Much of this is turned over to the local school units, and as a result the whole program is showing a tendency of growing into the regular school system.

The supervision which is under the direction of this division is done by seven state supervisors, fifty-three local supervisors having charge of more than ten teachers each, one state-wide nursery school

supervisor, and one assistant. All of these supervisors have received special training for this work. All teachers and local supervisors have been given special courses offered in this field at the state teachers' colleges and the University of Kentucky. Frequent conferences of superintendents and teachers are called in the various districts and counties by the district supervisors for the purpose of improving the program. The program in each county and city is under the general direction and supervision of the local superintendent of schools. The housing facilities are cared for in most all cases by the local boards of education.

Organization

The emergency education program is organized as a five point educational program under the following divisions:

1. General adult education.
2. Literacy education.
3. Vocational education.
4. Parent education.
5. Nursery schools.

The organization set-up is based entirely on the co-operation of the State W. P. A. office and the State Department of Education. The former takes the responsibility of the approval of teachers for need of employment and payment of same, and the latter the responsibility of directing and planning the program in all of its educational activities.

All teachers employed in the emergency education program were first passed upon by the local relief or W. P. A. officials as eligible for employment in this project. The selection of teachers from among those declared eligible by the district W. P. A. office was made by the local superintendent of schools and approved by the State Department of Education. This department assumes full authority for the standards and regulations governing the educational qualifications of teachers, the types of instruction offered, and the number and location of classes to be conducted.

Rate of Pay

Teachers of adult and nursery classes, cooks, nurses, and clerks are paid on the rate set by the Social Security wage scale. Some teachers receive as low as \$42.00 per month while others who are in the Louisville and Cincinnati areas are paid \$75.00 and \$94.00 per month.

The figures below show the total amount paid for teachers' salaries during the month of March, 1936.

644 teachers receiving \$42.00 each per month	\$27,048.00
227 teachers receiving \$53.00 each per month	12,031.00
25 teachers receiving \$62.00 each per month	1,550.00
39 teachers receiving \$68.00 each per month	2,625.00
58 teachers receiving \$75.00 each per month	4,350.00
9 teachers receiving \$94.00 each per month	846.00

998 teachers received for the month of March\$48,477.00

Activities in the Emergency Education Program

The activities of this program are planned to serve persons by Adult Education and Nursery Schools. During the school year 1935-36 there were classes conducted in 116 counties of the Commonwealth, enrolling some 36,100 adults and 5,000 pre-school children, and giving employment to 1,371 persons including 1,134 teachers, 65 state and local supervisors, 23 nurses, 79 cooks, and 70 clerks. The program for the present year, 1936-37, has already employed 955 teachers, 60 supervisors, 28 nurses, 72 cooks, 64 clerks. The enrollment is 31,000 adults, and 3,000 pre-school children.

1. Adult Education

The specialized field of education dealing with adults is a necessary part of our educational system. The need for this type of education has become acute in recent years. Democracy depends for its very existence upon an intelligent and informed citizenship. The unusual amount of leisure time, the necessity of retraining for those whose education has become out of date, the imperative need for up-to-date information caused by the rapid speed of inventions and discovery, along with other demands of this changeable social order, truly present educational problems that concern adults only. These matters cannot wait for solution by the next generation. The new science of adult education is developing a program to fit these changing needs of these people. To preserve democracy and continue the education of millions of our citizens we believe a program of adult education is necessary. It is true that doubtless some of these adult education projects meet with a certain amount of failure and discouragement, yet it is rather certain that this attempt is at least developing an educational philosophy which will be the foundation for some permanent program.

On the following page is a table which shows the most important statistical facts of the Adult Education Program during 1935-36.

As is shown in the table there were 998 adult teachers teaching 3,126 classes, enrolling 36,100 people, with an average daily attendance of 14,659 men and women above sixteen years of age. This is an average of approximately three classes for each teacher, each teacher enrolling about 36 persons during the year, and serving approximately an average of 15 persons daily.

The 1930 United States census shows that 8.6% of the total population of Kentucky was colored. The enrollment of this whole program shows that approximately 15% of the total enrollment was colored. There were 163 colored teachers. It is of interest to note that comparatively the greatest service given the colored people was to that group particularly interested in literacy education.

It is difficult according to the records to get the exact average age level of this group, but it is very evident that it falls with that group shown in 5-8 grade classification.

The largest group served falls within the age limit of 16-20 inclu-

STATISTICAL INFORMATION ON THE ADULT EDUCATION PROGRAM

Dist. No.	Number Teachers			ENROLLMENT											Types of Classes				No. Classes Taught	Local Super- visors				
				M	F	T	Age Distribution					Grade Classification				Lit.	P. E.	V. E.		G. Ad.	No.	No. Visits	Average Daily Attendance	
	W	C	T				16-20	21-25	26-30	31-35	36-50	50-	1-4	5-8	9-12				12-					
1	112	12	124	1488	3100	4588	1116	868	496	620	868	620	682	2046	1550	310	264	46	252	4026	283	5	288	2670
2	98	21	119	1190	2142	3332	714	595	357	238	833	595	982	1220	863	267	286	112	203	2731	397	8	247	1481
3	120	7	127	2032	3048	5080	1418	910	529	420	1037	784	1874	2255	731	220	546	227	4037	440	7	167	2566
4	72	37	109	2000	5048	7048	1435	1199	1196	1088	1869	261	1299	2934	2498	317	638	122	284	6004	325	4	167	2752
5	123	47	170	1700	3060	4760	993	822	652	482	991	820	1696	2036	880	148	1020	136	240	3364	512	11	456	1606
6	57	8	65	845	1495	2340	723	411	268	138	398	402	488	1138	570	144	316	121	143	1760	197	2	65	1064
7	139	1	140	2240	1960	4200	1657	957	397	257	675	257	1372	2072	672	84	700	253	132	3115	480	8	85	944
8	138	6	144	2736	2016	4752	1560	1128	552	408	696	408	1440	2160	720	432	672	281	168	3631	492	9	250	1576
Total	859	139	998	14230	21869	36100	9616	6890	4447	3633	7367	4147	9833	15861	8484	1922	4442	1071	1649	28938	3126	54	1725	14659

sive. This of course is to be expected because these unemployed young people are already school conscious and are eager to review their work or enroll in night classes as a manner of re-entering school. The heavy enrollment of the 36-50 group is explained by calling attention to the fact that this group contains the span of fifteen years.

Adult Literacy.—The adult literacy program, while not having the largest enrollment, proves to be very worth while with the enrollees showing a great enthusiasm for the work offered. Fewer teachers are engaged in this type of the work than that of the general adult program, yet more emphasis is given to it from this office. It is received in the rural section of the state with more interest than the other parts of the emergency program. An illiterate survey, which was previously made as one of the useful emergency relief work projects, greatly assists teachers in locating and enrolling those interested in literacy education. This adult literacy project deserves much favorable comment because of the splendid effort made in helping solve Kentucky's problems of illiteracy. The enrollment is made up of persons who could not read and write, and even those who are below fifth grade classification. The chief purpose is to teach people who are functionally illiterate to become functionally literate.

According to the 1930 United States census there were 131,545 illiterates above nine years of age in Kentucky which is 6.6% of the population of that age. There are no available figures on illiteracy above the age of sixteen, which group is considered adults in this program; however, there were 114,905 illiterates above twenty-one years of age. This is 8.1% of all the adult population above twenty-one. This census shows that 7.3% of the nation's white population and 19.3% of the colored population above twenty-one years of age are illiterates. As shown, the percentage is much higher for the colored, and presents that problem for this program.

The reports show that there were 4,442 people enrolled in literacy classes under the instructions of 257 teachers. Of this number there were 3,556 whites and 886 colored, or approximately 80% whites and 20% colored. Of this group enrolled in literacy work the greater percentage fell within the 31-35 age level. This shows that life has caused them to realize the need of a functioning literacy education. Of this total literacy enrollment, reports show that 3,685 have been taught to read, write, and learn enough of the fundamentals to be classed functionally literate.

Vocational Education.—Classes in vocational training are organized for adults who are unemployed and wish a review for the purpose of renewing their skills, or to make short practical studies in vocations in which they are interested. These vocational classes are, to a large extent, in the fields of home economics, commercial work, mechanics, and handicrafts. Studies in home economics are made as practical as possible with such phases as remodeling of old clothes, dressmaking, general home-making, cooking, etc., being emphasized. The commercial courses are also very popular in certain sections with large groups attending classes in typing, shorthand, bookkeeping,

business English, business arithmetic, and other subjects connected with these courses. Since some restrictions are necessarily placed on persons who may attend certain vocational classes, the field of vocational subjects offered has been somewhat limited. The results, however, have been most satisfactory.

In a study of the reports of classes conducted for those interested in retraining, reviewing for furthering their training skills in this field we find that the enrollment was made up of persons that possessed an average of eighth grade education. It seems that the lower grade level persons were not interested in this type of training. There were 86 teachers employed who taught 1,649 adults. Demand for these teachers was not so strong as that in the field of General Adult Education since it was more difficult to organize a group large enough for a class interested in one special type of vocational training. Reports show that these teachers possessed special qualifications above teachers' certification requirements.

Parent Education.—This part of the program is very limited under this heading due to the fact that parent education is necessarily conducted as part of the nursery school program and will be mentioned under that heading. This, however, is a very important type of work. Classes are conducted for those parents interested in child development, child psychology, child delinquency, and various other problems with which parents are confronted in furnishing proper environment for the health and happiness of children.

There were only thirty teachers employed who enrolled 1,071 parents. These parents compose a very important part of this whole program.

General Adult Education.—The range of subjects and the attendance in the field of general adult education are the largest of any phase of the adult education program. Some of the subjects covered by this field are: Hobbies and handicrafts, avocational training, including sewing, shop work, athletics; general information including current events, social trends, present-day problems; general academic courses such as languages, history, mathematics, geography, sciences; and cultural education, such as music, art, dramatics. This field covers both formal and informal adult education.

As it is shown there were four times as many persons enrolled in general adult education activities as all of the rest of the adult program combined. There were 1,912 classes with an enrollment of 28,938, which is 80% of the adult education program. The grade classification ranged from the fourth on up to college graduation and technical training. Some of this work was arranged on a basis so as to give credit in the local school system. It is of interest to note that the majority of persons enrolled in his type of work were near the age of twenty. There were 2,925 colored persons enrolled. This shows a lower percentage of colored persons than were enrolled in the literacy classes which is explained by the fact that subjects taught would appeal to their demands less than the subjects of lower grade level.

The nature of the subjects taught also made it possible for teachers to enroll and serve more people per teacher than was done in any other part of the program. The average of persons served per teacher was 46. The general adult education program offered many more subjects and a richer field of study than the other adult projects. This is due to the fact that more people were grouped into this classification educationally. It also appealed to a larger class of individuals interested in furthering their educational career or adding to the enrichment of adult life. It is doubtless true that people with some education are more interested in education than those with little or none.

2. Nursery Education.

WHY HAVE NURSERY SCHOOLS?

Many people have the mistaken idea that nursery school is only a play school. It is true that the nursery schoolroom is, of necessity, quite different from the average schoolroom. In the nursery there are no desks, but rather boxes, toys, books, vehicles, scissors, paste, clay, paints, small tables and chairs and similar material to which the child may give his attention. The schoolroom itself is a combined work and play room of cheerful aspect.

Most of the school day is spent in free play or guided activities conducive to the child's development. At various times the teacher or assistant may gather the children in groups to examine nature study material, to enjoy music and rhythm, games, stories, dramatics, or excursions. Younger children may absent themselves from these periods unless their individual activities disturb the group. Sandwiched in are the so-called routines of the day in connection with washing, drinking water, milk, orange or tomato juice and cod liver oil, as well as dressing, undressing, toileting and sleep routines. The noon day meal is usually preceded by a short rest and followed by a nap. In all nursery schools health is very greatly emphasized; therefore, where the local set-up makes it possible, there is much play outdoors in all kinds of weather.

These questions are being constantly asked: "What can a child three or four years old learn?" "What are the values of the Nursery School?" "Why have nursery schools?" In answer to these we can say that research and experience in hundreds of nursery schools do tend to support the following ten points: The Nursery School

1. Improves diet and safeguards health.

The teacher usually understands diets, and the noonday meal is not only nutritious and satisfying, but it is cheap to prepare. Daily health inspections reduce the spread of contagious diseases and physical examinations guard against illnesses. Preventive measures protect the health of the child.

2. Provides good play facilities.

The playground includes grassy spots as well as hard-surfaced runways for toys. There is a variety of outdoor apparatus and indoor equipment, through the use of which the child gains control over the large and small muscles and acquires many skills.

3. Builds up good habits in the children.

Such simple needs as running, climbing, jumping, building, playing games, eating and toilet routines involve definite habits which are not as easily or as safely built up in the average home as they are in the nursery school.

4. Assists in preventing and eliminating behavior problems.

Almost every parent has had unhappy experiences with a child's

fears, food refusals, tantrums and bullyings. By steering to a middle ground between coddling and neglect, the nursery teacher reduces these problems to a minimum and also helps the parents to get the same results at home.

5. Helps to socialize the child.

The nursery school offers a group of children of about the same ages and sizes for playmates. It is surprising how much young children in groups learn from each other. One great lack in the average home and in many neighborhoods is the small number of children who are of about the same age and size.

6. Has shown that children as young as two or three years of age take an active interest in working with paints and clay, and in music, story telling and simple acting.

The nursery school period is an ideal time to initiate exploration and explanation of the world of nature because at this time the child is invariably interested in living things. His personality seems to demand some such outlet as the nursery school offers.

7. Teaches parents as well as children.

The parents, when they can use the nursery school for observation, learn more about their children. There they can see their child's play and work with other children and can get a more objective opinion of the child's growth and development. Many parents come to feel that the things that they themselves have learned about the child are almost as valuable as the daily activity of the child in the school.

8. Helps the parents to do better by the child when he is at home.

The good habits of play, eating, sleeping and self-dependence tend to transfer to the home situation.

9. Frees the mother without taking her place.

The child is in the nursery school four to six hours a day which leaves him under parental supervision from eighteen to twenty hours a day. Then he is at home on Saturdays, Sundays, and during holidays. Most parents do not feel that they have lost contact with the child by placing him in the nursery school. In fact, they tend to become more interested in him. The child, too, seems to enjoy the change from home to school and readily enters into the new life.

10. Fits in well with the kindergarten or with the first grade.

The children get used to being with other children and to working on group projects. They learn to live with other children. They acquire control and facility in the use of speech and enter the kindergarten or first grade well equipped for their school work.

Historical Background of Nursery School Education

The general public today has the conception that nursery education is a new form of education, when in reality the idea may be said to have begun 400 years before Christ. It was then that Plato said, "Education and admonition commence in the first year of life and last to the end of life." Comenius, in his "School of Infancy", outlined a home curriculum, as he believed that social conditions could be improved by a broadened education. During the Eighteenth Century Pestalozzi in Switzerland, and Oberlin in France showed the social principles upon which education for very young children was based. Oberlin's "Infant Schools" in France were forerunners of the Kindergartens and Nursery Schools, the latter frequently being termed "the infant of education".

Robert Owen, who was an English millowner and philanthropist, built a school for factory workers' children, hired a teacher and saw to it that the children were fed and clothed, and tried to provide guidance in habit training. His granddaughter, Grace Owen, established a nursery school in the slums of London in 1909. This movement continued into the World War, when it received strong impetus from the need of children whose mothers were employed in munitions factories. By the end of the war the British Government, in its Educational Act of 1918, incorporated nursery schools in the National Educational System.

Nursery Schools in the United States have been an outcome of many different forces—educators, physicians, psychiatrists, social workers and others, who came to realize that the physical, mental, social and emotional habits and patterns governing one's whole life are laid in these early years. In fact, it may be said that this latter discovery was made largely by psychiatrists who have traced the origin of mental and emotional upheavals in adults, to some influence which entered the lives of these persons between the ages of 2 and 6.

Between 1913 and 1933 about 300 private nursery schools were established in the United States. Some of these were experimental and connected with universities. It is, of course, due to the sound foundations of these schools that the public educational movement in this field could be started. Beginning in 1933, assistance to those communities where public school authorities were interested was given through Federal funds. By 1936 the movement has spread into all of the forty-eight states, the District of Columbia, and the Philippines, with 76,000 children enrolled. When we realize that in the United States today there are 5,000,000 children under 5 years of age, the greatness of our opportunity in this field becomes apparent.

Of this number there were: 1,573 children vaccinated, 2,078 immunized, 379 treated for the ears, 445 treated for the eyes, 402 treated for the nose, 958 treated for the throat, 1,452 treated for the skin, 22 children whose tonsils were removed, 73 whose adenoids were removed, 396 who had dental treatment, and 1,622 who had miscellaneous treatments. To further improve the physical condition of these undernourished children fruit juice and cod liver oil were given each child each morning and a hot, well balanced noon meal was served daily.

COST OF PROGRAM.—It is evident that services given through the nursery schools entail a great deal of expense. From July 1, 1935, to July 1, 1936, there were \$159,608.25 spent in the nursery schools in Kentucky. This amount included funds used for supervision; salaries for teachers, nurses, and cooks; food; supplies and materials. The average cost of a nursery unit per month ran to \$199.63. The average cost per child per month was only \$6.88.

It is generally agreed that the emergency nursery school program has been an epoch-making event. Briefly, the summarized one finds that within a two-year period (1) the total number of nursery schools in the United States has been multiplied by slightly more

than six; (2) that the total number of children whose lives have been affected by these nursery schools has been increased many times over; (3) that the total number of parents who have been served by the nursery schools represents a larger group of parents of young children than has probably ever been contacted before through any one agency. *Furthermore, a vision of the service possible to these persons has been opened up.* Thousands of persons for whom the words "Nursery School" had heretofore had little if any meaning have come not only to know what the words mean, but have taken an active part in the development of the program.

The emergency nursery school has demonstrated in some degree its function as an agency for social betterment. Educators, social workers, professional persons from every field and lay people from all walks of life have *united in a common effort to provide an opportunity for better living for the needy young children of the United States.* A large portion of the general public has seen its responsibility for the welfare and education of young children and through services to the emergency nursery school have demonstrated their willingness to assume that responsibility.

Much remains to be done. There are thousands of young children in need. The services already given to them can be improved and extended. There are thousands of parents ready and eager for the help the nursery schools can bring. A continuous and progressive improvement and development of all the services given to both children and parents is possible. There lies ahead an opportunity which offers an unprecedented challenge to those who believe that the educational well-being of young children is of fundamental importance to the welfare of democracy.

KENTUCKY'S PARTICIPATION IN THE MOVEMENT started in 1933, when Federal assistance was first offered and our State Department of Education has been since that time the sponsor of the program in the State. During the year 1934-1935 there were 1,913 nursery schools in the United States. At that time Kentucky had 92 nursery units. Kentucky ranked fourth in the number of nursery schools in the various states.

Location of nursery schools is based on the needs that exist, with proper consideration of the available persons eligible for employment on the program; number and location of needy parents and pre-school children in the localities; and the services which can be supplied by the communities. Last year there were 63 units located in public school buildings, 3 in club rooms, 19 in houses rented for the purpose, 3 in churches, 3 in mission houses, and 2 in community centers. At the present time we have 76 nursery units (14 colored) distributed in 56 counties in the state. The staffs of these units consist of 164 teachers, 28 registered nurses, and 72 cooks.

Federal funds are supplied for staff salaries, food for the children's lunches, a portion of the supplies and materials needed for the operation of the program. The local communities must furnish the rent, heat, light, water, fuel for cooking, kitchen utensils, and

part of the equipment and supplies needed. Among the organizations in Kentucky are: Superintendents of City Schools, Superintendents of County Schools, University of Kentucky, State Teachers Colleges, Parent-Teacher Organizations, State Department of Health, Registered Nurses Association, Red Cross, Church Organizations, Rotary Clubs, Kiwanis Clubs, Lions Clubs, Women's Clubs, Colonial Dames, Mothers Clubs, American Legion, Police Departments, Fire Departments, Interested Individuals, and Innumerable Business Firms. In anticipation of the opening of nursery schools special training has been offered nursery teachers at various times at the University of Kentucky, and all of the State Teachers Colleges.

The provision of educational opportunities for parents of nursery school children is essential and an integral part of nursery education. Parent education is carried out through visits of teachers and nurses in the homes, informal contacts at school, observation and participation by parents in the school, by parent meetings and study groups. According to the reports received from teachers several visits were made to each child's home during the year. These reports also show that 19,000 parents attended meetings or study groups during the year.

In an effort to carry out the health program practically every child enrolled in the nursery schools was given a complete physical examination before entering school or shortly thereafter. Throughout the year, children were taken to pre-school clinics, to private physicians and dentists to be given corrective and preventative treatments where possible to do so. Teachers' reports show that during the past year (July 1, 1935, to July 1, 1936) a total of 9,402 medical services were given the nursery school children.

WPA NURSERY SCHOOL UNITS IN KENTUCKY

LOCATION (County and city)	Sponsoring Superintendent	STAFF MEMBERS
Adair Columbia	C. W. Marshall, county	Nellie Kilpatrick, teacher Minnie Kemp, teacher Bessie Smith, cook
Allen Scottsville	N. D. Bryant, city	Marjorie Garrison, teacher Mrs. Vera Modrall, teacher Lottie Mitchell, nurse Effie Cox, cook
Barren Glasgow	W. H. Sugg, city	Hallie Snoddy, teacher Nellie S. Woodward, teacher LaVerne Pedigo, nurse Edna R. Sexron, cook
Bourbon Paris	Lee Kirkpatrick, city	Margaret Cleveland, teacher Ruby Carmichael, teacher Mrs. Pauline Beeding Mary McKinley, nurse Mrs. Ollie Snapp, cook
Bourbon Paris (Colored)	Lee Kirkpatrick, city	Betty B. Williams, teacher Jessie Buford, teacher Mary McKinley, nurse Lizzie Logan, cook
Boyd Ashland	W. L. Brooker, city	Mrs. Iva Gee See, teacher Mrs. Lois Preston, teacher Mrs. Beatrice Lowe Dora Nuckolls, nurse Mrs. Martha Skaggs, cook
Boyle Danville	L. C. Bosley, city	Alma Bishop, teacher Ocea Broyles, teacher Ada Strange, cook
Boyle Danville (Colored)	L. C. Bosley, city	Lola Turner Dale, teacher Georgia Doneghy, teacher Lettie Ingram, cook
Caldwell Princeton	Everett Howton, city	Mrs. Gayle Pettit, teacher Neva Hogan, teacher Anna Mae Cavanah, cook
Calloway Murray	M. O. Wrather, county	Mary Lou Waggoner, teacher Christine Johnston, teacher Edna Blackburn, teacher Laurine Burton, nurse Floy Rumfelt, cook
Carlisle Arlington	Hardin Graves, county	Mary Virginia Baynes, teacher Gladys Lovelace, teacher Dolly Selman, cook
Christian Hopkinsville	Gladstone Koffman, city	Frances Jenkins, teacher Edith Ross Trabue, teacher Bessie Pollock, cook
Christian Hopkinsville (Colored)	Gladstone Koffman, city	Ruth Tandy, teacher Mattye Sue Armstrong, teacher Cornelius Brim, cook
Clark Winchester	B. B. Hodgkin, city	Mrs. Josephine Botts, teacher Margaret Hoskins, teacher Mrs. Ollie B. Tatum, nurse Mrs. Eva Gray, cook
Clark Winchester (Colored)	B. B. Hodgkin, city	Esther Laine, teacher Mrs. Lula Diggs, teacher Cornelia Cunningham, cook
Daviess Owensboro	J. L. Foust, city	Mrs. Mary K. Richards, teacher Frank Atherton, teacher Florence Roberts, cook

WPA NURSERY SCHOOL UNITS IN KENTUCKY—Continued

LOCATION (County and city)	Sponsoring Superintendent	STAFF MEMBERS
Edmonson Kyrock	Mrs. Gertie Lindsey, county	Mrs. Willie Smith, teacher Nola Patterson, teacher Leva Basham, cook
Estill Irvine	Mrs. Mayme West Scott, county	Mrs. Adelaide Spaulding, teacher Mrs. Mossie G. White, teacher
Fayette Lexington	Henry H. Hill, city	Katherine Caldwell, teacher Susan C. Cleveland, teacher Sarah Purnell, teacher Margaret Arnett, nurse Althea Lowery, cook
Fayette Lexington	D. Y. Dunn, county	Virginia Pitzer, teacher Bess Turley Kriegel, teacher Jane Elam, teacher Margaret Arnett, nurse Cordie Corman, cook
Fayette Lexington (Colored)	Henry H. Hill, city	E. M. Davis, teacher Mary L. Hale, teacher Princess Timberlake, teacher Margaret Arnett, nurse Clayton Long, cook
Fayette Lexington (Colored)	Henry H. Hill, city	Rosie G. Jackson, teacher Anna C. Polk, teacher Margaret Arnett, nurse Leona Irvin, cook
Franklin Frankfort	Roy True, county	Marie Glore, teacher Hazel Dalton, teacher Eleanor Wiard, teacher Carrie Colston, cook
Franklin Frankfort	Roy True, county	Dorothy Wilson, teacher Lucille Jonson, teacher Odessa Hays, nurse Lizzie Dickerson, cook
Fulton Hickman	J. M. Calvin, city	Adrian Clark, teacher Louise Jonakin, teacher Alice Shelby, cook
Fulton Hickman (Colored)	J. M. Calvin, city	Louise Bruer, teacher Tee Essie McConnell, teacher Willie Atkins, cook
Graves Mayfield	K. R. Patterson, city	Mrs. Lura Anderson, teacher Mrs. Clarette Lewis, teacher Lorene Fulcher, nurse Beulah Green, cook
Grayson Leitchfield	Allen Puterbaugh, city	Lelia Ray Williams, teacher Mrs. Myrtle Kiper, teacher Mrs. Cinda Carnes, cook
Greenup Russell	B. F. Kidwell, city	Mrs. Nadine Black, teacher Margaret Gillery, teacher Nanine Maggard, cook
Hardin Elizabethtown	H. C. Taylor, city	Olive Stewart, teacher Alma Marr, teacher Mattie Miller, nurse Fannie Hazelwood, cook
Harlan Harlan	W. M. Wesley, city	Mrs. Evelyn Aber, teacher Mrs. Ruby Middleton, teacher Mrs. Charles Noe, cook
Harrison Cynthiana	W. E. Lawson, city	Martha Conway, teacher Mrs. Elizabeth M. Nickell, teacher Ellen Tolle, cook

WPA NURSERY SCHOOL UNITS IN KENTUCKY—Continued

LOCATION (County and city)	Sponsoring Superintendent	STAFF MEMBERS
Henderson Henderson (Colored)	C. E. Dudley, city	Gertrude Waters, teacher Thelma Clark, teacher
Henderson Henderson	C. E. Dudley, city	Mrs. Daisy Lee Faver, teacher Dorothy Haag, teacher Georgie Jones, teacher Louise Wright, nurse Maria Bunch, cook
Hickman Clinton	Vera Beckham, county	Eureta Herning, teacher Blanche Baker, teacher Ruby Reese, cook
Jefferson Louisville	R. E. Daugherty, city	Mrs. Jessie D. Lewis, teacher Mary Louise O'Nan, teacher Anna Howe, nurse Mrs. Feenaman, cook
Jefferson Louisville	R. E. Daugherty, city	Mrs. Regina K. Keirce, teacher Edith Goldman, teacher Anna Howe, nurse Mrs. Batsis, cook
Jefferson Louisville	R. E. Daugherty, city	Mrs. Lillian Ackley, teacher Mrs. Dorothy Davidson, teacher Edith Bush, nurse Mrs. Debbie Harmon, cook
Jefferson Louisville	R. E. Daugherty, city	Mabel Fibiger, teacher Mary K. Drury, teacher Edith Bush, nurse Eva Messex, cook
Jefferson Louisville	R. E. Daugherty, city	Virginia Seidell, teacher Rose Marie Neal, teacher Edith Bush, nurse Mrs. Agnes Pearce, cook
Jefferson Louisville (Colored)	R. E. Daugherty, city	Mrs. Anna Mae Pailin, teacher Anna L. Redd, teacher Bessie Bullitt, nurse Pearilee Teasley, cook
Jefferson Louisville (Colored)	R. E. Daugherty, city	Roberta Johnson, teacher Marie Mudd, teacher Bessie Bullitt, nurse Anna Trice, cook
Jessamine Wilmore	Roland Roberts, county	Mrs. Daisy Bird, teacher June Curd, teacher Anna Peters, cook
Kenton Covington	Glenn O. Swing, city	Grace Elliott, teacher Marjorie Clinkenbeard, teacher Mrs. Wand, cook
Kenton Crescent Springs	Robert Sharon, county	Hazel Richardson, teacher Leonora Hoffman, teacher Catherine Meyers, cook
Knox Barbourville	Guy G. Nichols, city	Gertrude Wilson, teacher Louise Lynch, teacher Sallie Smith, cook
Johnson Paintsville	Arville Wheeler, city	Grace Poynter, teacher Mary A. Hayslette, teacher Mary McKenzie, cook
Larue Hodgenville	W. J. Boyd, city	Eunice Williams, teacher Evelyn E. Hamilton, teacher Genrose Shipp, teacher Theresa Kennady, cook

WPA NURSERY SCHOOL UNITS IN KENTUCKY—Continued

LOCATION (County and city)	Sponsoring Superintendent	STAFF MEMBERS
Lawrence Louisa	David Morris, county	Hazel Cooksey, teacher Elizabeth Sue Burkner, teacher Delia Kinner, nurse
Letcher Whitesburg	Arlie Boggs, county	Dorothy Kilgore, teacher Irene Lewis, teacher Virgie Craft, cook
Lincoln Stanford	J. T. Embry, Jr., city	Marv Edna Carter, teacher Nellie Brown Franklin, teacher May Thurmond, cook
Logan Russellville	C. T. Canon, city	Mrs. J. B. Pullum, teacher Mrs. Marguerite Summers, teacher Vivian Province, cook
Madison Richmond	W. F. O'Donnell, city	Elizabeth Terrill, teacher Ada Juett, teacher Jennie Long, cook
Marion Lebanon	John W. Clarkson, county	Loreine Brinton, teacher Katherine Miller, teacher Mrs. Clemmie Floyd, nurse Mary Teresa Mattingly, cook
Marshall Benton	Tullus Chambers, city	Helen Peel, teacher Lucille Jones, teacher Mayme Wallace, nurse Minon Copeland, cook
Mason Maysville (Colored)	John Shaw, city	Sadie Braxton, teacher Louise Cunningham, teacher
Mason Maysville	Emery Rogers, county	Mrs. Edith Brooks, teacher Adgie Pepper, teacher Mrs. J. Manley, cook
McCracken Paducah	H. L. Smith, city	Margaret Ripley, teacher Avella Bagwell, teacher Clyda McCoy, cook
McCracken Paducah	H. L. Smith, city	Mrs. Lula F. Dillard, teacher Ruth Picard, teacher Mamie Ashwill, cook
Mercer Burgin	Lewis A. Piper, city	Lucille Ellis, teacher Nancy Gibson, teacher Georgia Doneghy, cook
Muhlenberg Greenville	T. O. Hall, city	Sara Maurine Lewis, teacher Neva Nell Williams, teacher Eva Ford, cook
Muhlenberg Central City	Tim Meinschein, city	Louise Winkler, teacher Alma I. Vick, teacher
Montgomery Mt. Sterling	Mrs. Mallie D. Wells, county	Eugene May, teacher Ada McKee Barton, teacher
Morgan West Liberty	Ova O. Haney, county	Mrs. Nova Motley, teacher Mrs. Clarice Lacey, teacher Gillian Henry, nurse Elizabeth Brown, cook
Nicholas Carlisle	E. E. Pfanstiel, city	Mrs. Ruth Wasson, teacher Stella Tapp, teacher
Owsley Booneville	Luther Morgan, county	Eva Marcum, teacher Emily Eversole, teacher

WPA NURSERY SCHOOL UNITS IN KENTUCKY—Continued

LOCATION (County and city)	Sponsoring Superintendent	STAFF MEMBERS
Perry Lothair	M. C. Napier, county	Roberta Stidham, teacher Hazel Herald, teacher Loretta Whitaker, cook
Pike Pikeville (Colored)	T. W. Oliver, city	Maple Oldham, teacher Sarah Rounds, teacher Hester Donohoo, cook
Pulaski Somerset	P. H. Hopkins, city	Ophelia Roberts, teacher Verdena Floyd, teacher Elizabeth Owings, cook
Rockcastle Mt. Vernon	W. R. Champion, city	Ruby Ann Riddle, teacher Katherine McKinney, teacher Ollie Owens, cook
Scott Georgetown (Colored)	F. W. Hood, county	Mrs. Susan Mance, teacher Mattie Mae Warner, teacher Gladys Taylor, nurse Maude Garner, cook
Simpson Franklin	C. H. Jagers, city	Mrs. Nellie Conn, teacher Nell Savely, teacher Blanche Dinning, cook
Taylor Campbellsville	J. A. Jones, city	Virginia Graves, teacher Mildred Burres, teacher Ruth Coe, teacher Mrs. Mary Burdette, cook
Union Sturgis	Fred Schultz, city	Lillie J. Markham, teacher Noma Dix Winston, teacher Minnie L. Edmonson, cook
Warren Bowling Green	T. C. Cherry, city	Mattie Lawrence, teacher Kathryn W. Duncan, teacher Marianna Rowlinson, teacher Adeline Kimbrel, nurse Mary Cosby, cook
Whitley Corbin	G. W. Campbell, city	Beulah Mauney, teacher Rena Eaton, teacher