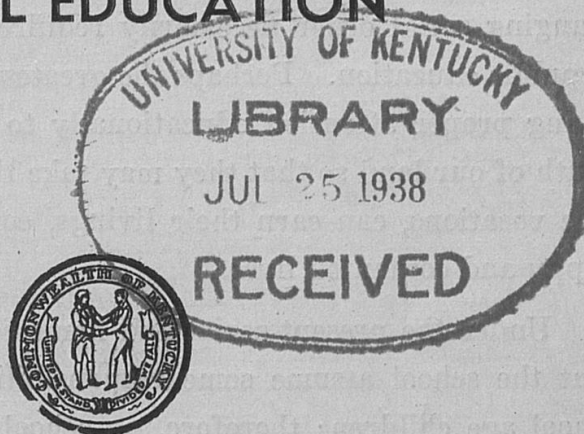


● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

**THE KENTUCKY PROGRAM OF
SPECIAL EDUCATION**



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Foreword

One of the most recent movements in educational progress is the demand for different types of special education. The increasing demand on the part of adults for assistance in facing the problems of training, re-training, and leisure in order to meet the demand of the changing social order necessarily requires recognition in our system of public education. Perhaps the greatest of these problems is that of giving proper attention educationally to the physically handicapped youth of our land so that they may take their places in society in suitable vocations, can earn their livings, contribute to society, and live happy and contented lives.

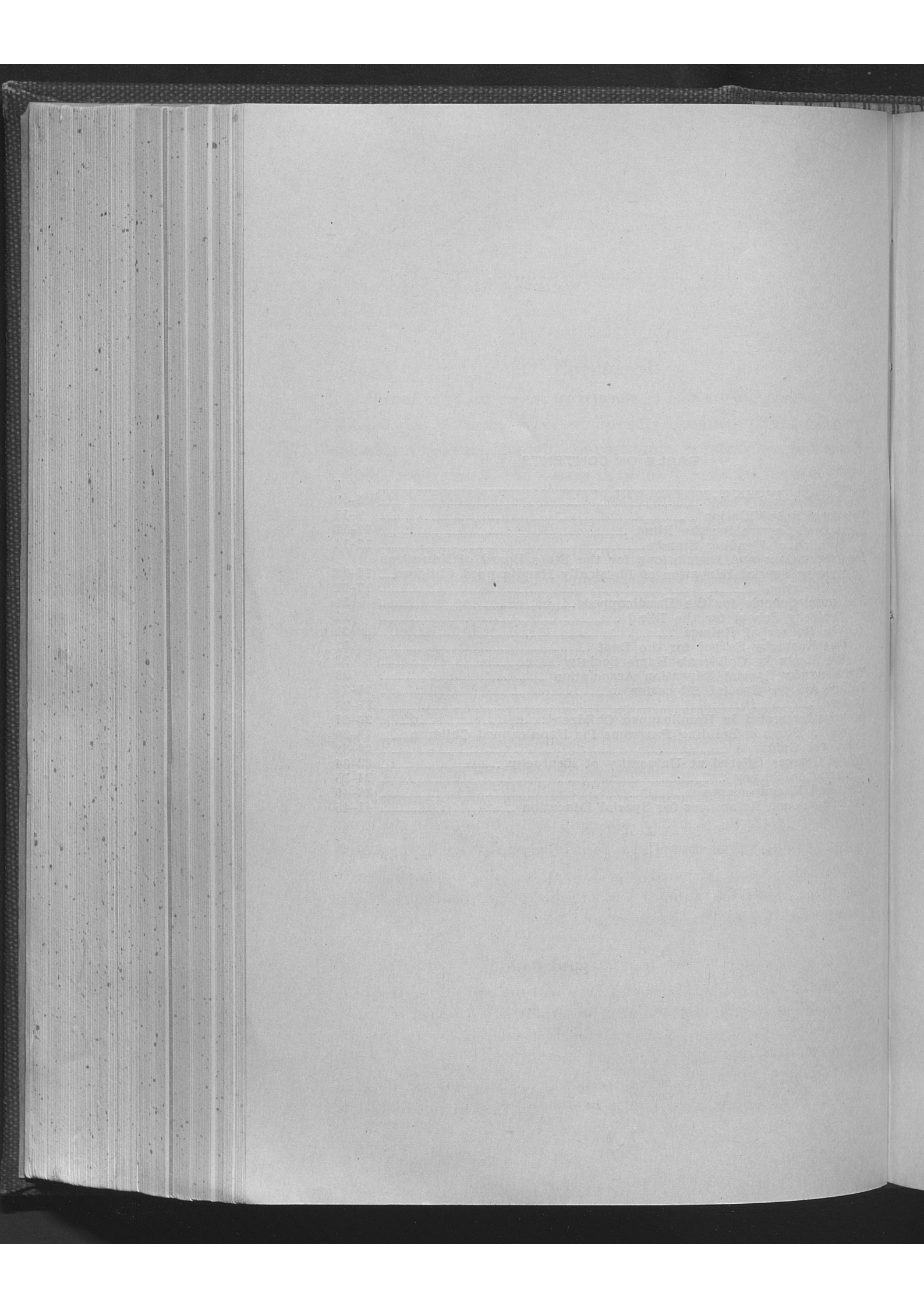
Under the present social and home conditions, it seems necessary that the school assume some responsibility for the training of pre-school age children; therefore, no school system is complete without some pre-school age program.

This bulletin was prepared by Homer W. Nichols, Director of the Division of Special Education in the Department of Education. It provides information concerning the Kentucky program of Special Education which will be helpful as a reference to the public.

H. W. PETERS,
Superintendent Public Instruction.

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THE KENTUCKY PROGRAM
OF
SPECIAL EDUCATION

Introduction

The Division of Special Education is charged with the supervision of four statewide educational programs. The first of these is the guidance and training of the special classes of physically and socially handicapped children who are not able to attend or to make satisfactory progress in the regular school system including pre-school age groups. The second has to do with vocational rehabilitation service or the process of rendering disabled persons fit to engage in remunerative occupations. The third is special education services for the blind. The fourth includes what is known as "informal adult education".

Special education is rendering a special or individual service to particular groups of handicapped children and citizens so that they may be trained for some specific occupation or improved in the occupation selected. It includes only those types requiring special facilities or instruction because of physical, mental, educational, social, or moral deviation, and should be provided for all handicapped groups who cannot reasonably profit by the regular programs of service and instruction which are provided for the normal person.

The term "Special Education", as employed in this discussion, has to do with all programs of special training for the following groups of handicapped persons: crippled, speech defectives, blind and defective sight, deaf and hard of hearing, tubercular and with cardiac limitations, mentally subnormal, educationally handicapped, and socially maladjusted.

I. The Handicapped Child

"Handicapped child" as used here will include 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.

Following is a brief paragraph from a paper read by Dr. Elise H. Martens, Senior Specialist in the Education of Exceptional Children,

Office of Education, Washington, D. C. at the meeting of the Special Education Association held in Louisville, April, 1938:

"To a group of persons actively working in the field of the education of the handicapped there is no need of pointing out the challenge that exceptional children present to educational leaders of today. In the State of Kentucky you have had an Educational Commission at work, appointed by the General Assembly of 1932. Through the activities of that Commission, you have made a survey of facilities for the care and education of handicapped children in the State, and the resulting report issued in 1934 has been, I judge, one of the landmarks in the history of education for the handicapped in Kentucky. Whether or not we agree with all the evaluations made or all the recommendations proposed, that report represents a document worthy of careful study not only by the people of Kentucky but by those in other States as well.

"The goal which we all have in mind can be expressed in no better way than through the words of the Children's Charter adopted by the White House Conference of 1930:

'For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met.'

The Physically Handicapped Child: Surveys made indicate that there are homebound, mentally fit, handicapped children in every county and most of the large city school districts. Many boards of education are not furnishing educational opportunities as required by the legislative and other legal provisions of the Commonwealth of Kentucky. The same educational opportunities furnished normal children must be furnished these homebound, mentally fit, handicapped children. Since the training or education of the handicapped child costs more than that of the normal child, it is the duty of the State and Federal Governments to provide this additional cost as but few boards of education are in position to spend more on the handicapped than on the normal child.

Legal provisions and rules and regulations adopted by the State Board of Education require that:

1. Transportation be provided to enable these children to attend the regular schools or a special class or school if their disabilities will permit, or that
2. Extra pay per hour be provided the regular teachers to furnish additional services by way of home visitations, or that
3. Special supervisors, special teachers, special substitute teachers, special supervising teachers, or special part-time supervisors or

teachers be employed to furnish these opportunities to the homebound, mentally fit child.

Many boards of education have made provisions and are now providing these opportunities for the mentally fit, homebound, handicapped child. During the fiscal year local boards of education have employed one hundred seventeen special teachers and special supervisors who have furnished special instruction and aid to more than sixteen hundred of these children. Blind and deaf children may be referred to our state schools for the blind and deaf. The Department of Education is ready to cooperate with superintendents and their boards of education in furnishing educational opportunities to all children, whether normal or handicapped, as provided by the legal provisions of the Commonwealth of Kentucky.

A recent ruling of the Attorney General states that:

"A child who is physically deficient and unable to attend the school, in my opinion, must be accorded as near the same educational advantages as is possible to provide, and as I interpret the section of the statutes supra, it is mandatory on the board of education to give to the handicapped child the same opportunity as that presented to the other children.

"We would advise, therefore, that local school revenues and state per capita should be used by boards of education to furnish the same educational opportunities to the handicapped child as to his more fortunate brother."

The following is quoted from Dr. Martens' paper:

"In speeding educational equality for handicapped children, there appear to me to be four avenues of approach. No one of them alone can lead us to the destination, but all of them together will constitute a broad highway into the promised land. I refer first of all to the efforts of regular teachers and of those who are responsible for the supervision of the program in so-called 'regular' classes. Second, I refer to the acceptance of responsibility by local authorities for the organization of special classes or centers which function along progressive lines; third, to the acceptance of responsibility by State authorities for the development of a State program, well-planned, efficiently coordinated, and wisely supervised; and fourth, to the acceptance of responsibility by Federal authorities for whatever service they can give.

"A complete program functioning under capable leadership for county and State, and for all types of handicapped children would ultimately comprise the following four elements:

1. Special instructional provisions in the day schools, with all the necessary equipment, in keeping with the needs of each group of exceptional children: sight-saving methods for the partially seeing; lipreading instruction and hearing conservation for the hard of hearing; speech correction facilities; curriculum adjust-

ment for the seriously retarded; rest, nutrition, and other adaptations of the daily program for the delicate and for crippled children.

2. Transportation to and from school for those unable to attend otherwise, and instruction at home or in the hospital for those physically unable to attend at all.
3. Clinical service made available locally for the physical and mental health of children whose bodily or emotional needs demand it.
4. Well regulated and well equipped State residential schools for boys and girls who are blind or profoundly deaf, who are delinquent, or who are mentally deficient, and for whom no community day school facilities are available.

"No doubt the application of the Social Security Act, passed by the Congress in 1935, has given added impetus to the recognition of the physical needs of handicapped children in the States. Yet, when we give physical care and withhold suitable education, the task is but half completed. In fact, in its crippled child's 'Bill of Rights' the International Society for Crippled Children puts itself on record thus: 'Every crippled child has the right to an education. Without this, all other provisions, unless for the relief of physical suffering, are vain.' What is true of the orthopedic cripple is likewise true of those crippled in vision, in hearing, in speech, in mentality.

"Kentucky has studied its problem well. It has developed a program of residential schools and has initiated provisions for handicapped children in the day schools. The Office of Education extends to you its best wishes for the growth of your program and places at your disposal whatever facilities it has that may be of service to you in meeting the educational needs of handicapped children within your State."

Division for the Handicapped

Classification of the handicapped:

1. Mentally handicapped.
 - a. Subnormal—Idiot, imbecile, moron, defective, borderline group, backward, and dull children.
 - b. Retarded—Usually environmental—Not hopeless.
 - c. Epileptic.
2. Temperamentally or emotionally handicapped.
 - a. Neurotics.
 - b. Truants, incorrigibles, and delinquents. Some children have more than one handicap.
3. Physically handicapped.
 - a. Vision defectives.
 - b. Hearing defectives.
 - c. Speech defectives.
 - d. Crippled (muscular or bone defectives).
 - e. Lowered vitality.

- (1) Cardiacs.
- (2) T. B. cases (active and arrested).
- (3) Undernourished.

f. Abnormal in size.

The Socially Handicapped or Nursery Child: Section 4399-50, Kentucky Statutes, provides for pre-school age education. Since the Nursery School program began school authorities, civic and service clubs, health officers, welfare groups, government officials, and parents have become more keenly aware of the welfare and education of young children in their communities.

Nursery Schools in Kentucky are serving approximately thirteen thousand needy pre-school children who are suffering from lack of adequate food, sleep and rest, medical attention, and other necessities in which low income families are commonly deficient.

The values of the nursery school are many. The child's physical development is aided through daily health inspection, clinics, vaccinations and immunizations, nutritious meals, adequate rest, formation of good health habits, and the use of equipment which provides plenty of exercise. Social development is aided through work and play with children his own age in which he learns self respect, self reliance, cooperation, fair play, respect for others' rights and many other desirable characteristics. His mental development is aided through experiences with stories, games, toys, and creative materials. Parents gain information, suggestions, and new viewpoints concerning child care and development. The community benefits from the nursery school in that the health of the child is safeguarded, better citizens are built and delinquency is decreased.

II. 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 should 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 liveli-

hood. 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.

To be eligible for this service one must have a permanent physical disability and must also be physically and mentally capable of learning a trade or vocation and engaging in that vocation to the degree that he becomes a self-supporting citizen.

The major services of vocational rehabilitation offered by the State Board of Education through the Division of Special Education are: advice in the selection of a proper vocation, in the methods of preparing for that vocation, and in the methods of entering and making progress in that vocation; and vocational training required in preparing for that vocation.

The increasing demands for these services by eligible applicants caused Congress to double the amount of federal money available to the various states for vocational rehabilitation through the federal Social Security Act. Kentucky, however, has not matched federal money available.

Vocational Rehabilitation is generally accepted as the process of rendering a disabled person fit to engage in a remunerative occupation. It 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.
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 or assisted.

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.

In the rehabilitation program, disabled persons are prepared for various occupations ranging from unskilled to technical and profes-

sional employment. Training is given in public and private schools, colleges, and in commercial and industrial establishments as well as by tutors and correspondence.

In Kentucky the program is administered through the Division of Special Education under the State Board of Education and in cooperation with the Federal Government.

Eligibility for Rehabilitation Service. In general, any adult 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 adults 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.

III. Educational Services for the Blind

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 also is 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 public schools. It is further required that they be of good health, sound mind, and between the ages of six and eighteen years. Upon admission to this school, each pupil is given a complete physical examination

There are special schools for white and colored children some distance apart, each with its own staff of teachers. Tuition, books, board, laundry, and medical attention are furnished without cost to the pupils.

Vending Stands for Blind Operators—Workshop for Adult Blind. Under authorization of a recent act of Congress which provides for the placement of vending stands for blind persons in federal and other public buildings, 49 blind adults have been trained and placed in profitable stands located in various sections of the State. This has proven to be one of the most successful occupations for blind adults. Following is a list of operators who have been trained and placed:

LOCATION OF VENDING STANDS AND OPERATORS

Name of Operator	Address of Operator	Location of Vending Stand
Albert, John	804 Lampton Street, Louisville, Kentucky	Huber & Huber Motor Transfer, Louisville, Kentucky
Arnold, Jack	1752 Shady Lane, Louisville, Kentucky	Speed Building, Louisville, Kentucky
Ball, Velma	119 East College Street, Louisville, Kentucky	Board of Education, Louisville, Kentucky
Brooks, Orlin	Valley Station, Kentucky	Sealtest, Louisville, Kentucky
Campbell, James	1809 Griffiths Avenue Louisville, Kentucky	} Courier-Journal & Times Building, Louisville, Kentucky
Richie, Arthur	116 East Jacobs Street, Louisville, Kentucky	
Biggs, James	2201 Mellwood Avenue Louisville, Kentucky	
Cardwell, Charles	153 Charleston Street, Louisville, Kentucky	Jefferson County Armory, Louisville, Kentucky
Duerr, Edward C.	1931 Rutherford Avenue, Louisville, Kentucky	Huber & Huber Motor Transfer, Louisville, Kentucky
Gatton, Joseph	101 North 46th Street, Louisville, Kentucky	Kentucky Transport Corporation, Louisville, Kentucky
Lewis, William	105 West Jefferson St., Louisville, Kentucky	Emmart Packing Company, Louisville, Kentucky
Peak, Sam	1119 East Broadway Louisville, Kentucky	Silver Fleet Motor Express, Louisville, Kentucky
Reagan, Harold	219 Woodbine Avenue Louisville, Kentucky	} Jefferson County Court House, Louisville, Kentucky
Keele, Penelope	1452 South 6th Street, Louisville, Kentucky	

Name of Operator	Address of Operator	Location of Vending Stand
Riddle, Raymond	816 South 33rd Street, Louisville, Kentucky	Denny Motor Transfer Co., Louisville, Kentucky
Short, Elwood	1825 Frankfort Ave., Louisville, Kentucky	City Hall, Louisville, Kentucky
Stengel, William	424 East Atwood Ave., Louisville, Kentucky	Post Office, Louisville, Kentucky
Wester, Tillie W.	121 State Street, Louisville, Kentucky	Sealtest, Louisville, Kentucky
Whitehead, Robert	174 Bellaire Avenue, Louisville, Kentucky	Snead Building, Louisville, Kentucky
Adkins, Lester C.	Pikeville, Kentucky	Pike County Court House, Pikeville, Kentucky
Baker, Carey	Danville, Kentucky	Post Office, Danville, Kentucky
Bateman, Beatrice	Room 21, 261 W. Short, Lexington, Kentucky	Fayette County Court House, Lexington, Kentucky
Bates, Woodrow	Grundy, Kentucky	Post Office, Somerset, Kentucky
Cole, Clifton	Carbon Glow, Kentucky	Letcher County Court House, Whitesburg, Kentucky
Moore, Russell	Catlettsburg, Kentucky	Boyd County Court House, Catlettsburg, Kentucky
Greer, Lee	619 Broadway, Hazard, Kentucky	Perry County Court House, Hazard, Kentucky
Harrison, John E.	1205 St. Ann Street, Owensboro, Kentucky	Daviess County Court House, Owensboro, Kentucky
Adams, Frank	Versailles, Kentucky	Post Office, Lexington, Kentucky
McDaniels, Robert	542 Monroe Street, Newport, Kentucky	Campbell County Court House, Newport, Kentucky
Moore, Haskell	Louisa, Kentucky	Lawrence County Court House, Louisa, Kentucky
Oaks, Virgil	503 Sixth Street, Carrollton, Kentucky	Carroll County Court House, Carrollton, Kentucky
Osborn, Amy	1108 Poplar Street, Murray, Kentucky	Calloway County Court House, Murray, Kentucky
Philippe, Louis	124 Clinton Street, Frankfort, Kentucky	Welfare Building, Frankfort, Kentucky

Name of Operator	Address of Operator	Location of Vending Stand
Poff, Evelyn	1017 College Street, Bowling Green, Ky.	Warren County Court House, Bowling Green, Kentucky
Slaughter, Jettie	Route 6, Glasgow, Kentucky	Barren County Court House, Glasgow, Kentucky
Tracey, Charles	177 East Main St., Frankfort, Kentucky	Old Capitol, Frankfort, Kentucky
Williams, Lonnie	220 North 4th Street, Paducah, Kentucky	McCracken County Court House, Paducah, Kentucky
Wood, Thelma	324 17th Street Ashland, Kentucky	Post Office, Ashland, Kentucky
Williams, Woodrow	1027 Breckinridge St., Owensboro, Kentucky	Murphy Chair Company, Owensboro, Kentucky
Prante, Robert	960 Charles Street, Louisville, Kentucky	Post Office, Louisville, Kentucky
Scheben, Mrs. Madeline	823 Overton Street Newport, Kentucky	Post Office, Covington, Kentucky
White, Fred	1030 S. Third Street Louisville, Kentucky	Jefferson County Garage, Louisville, Kentucky
Haskins, George	Pineville, Kentucky	Pineville Court House, Pineville, Kentucky
Williams, Pauline	506 St. Ann Street, Owensboro, Kentucky	Post Office, Owensboro, Kentucky
Glasser, Norton	2411 Cedar Street, Louisville, Kentucky	Ky. Transport Corporation, Louisville, Kentucky
Craft, T. L.	Jackson, Kentucky	Breathitt County Court House, Jackson, Kentucky
Baker, Rev. Geo. E.	Stanford, Kentucky	Lincoln County Court House, Stanford, Kentucky
Clayton, Harvey	Route 1, Manitou, Kentucky	Hopkins County Court House, Madisonville, Kentucky
Marshall, Dora	1236 South Floyd St., Louisville, Kentucky	Standard Printing Co., Louisville, Kentucky

LEGAL PROVISIONS AND REGULATIONS OF THE STATE BOARD OF EDUCATION GOVERNING SPECIAL EDUCATION 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 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 physically handicapped 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 an especially 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 instruction should include not less than two periods each week of one hour each.

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 cooperation 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.

IV. Adult Education

Section 4399-50, Kentucky Statutes, provides for adult education. In attempting to evaluate the activities of the "informal adult education" program, it seems only fair to consider the difficulty encountered in having no yardstick by which to measure such general, far-reaching, cultural services.

We find the values of education too numerous even to try to mention; likewise, they are of a long-term, lasting nature of which conclusions cannot be fully drawn. This program cannot be thought of in concrete terms like other constructive projects which have dealt wholly with material things. It is very evident, however, that this program is necessary to meet public demands.

This special or informal adult program has furnished employment to many unemployed teachers. They have been trained to do a job and now that job needs more attention than ever before. They have been extremely happy in doing this job. They have become emissaries of hope and confidence which have rolled back the clouds of doubt and gloom from a restless, discouraged people. They have taken their jobs seriously and given the very highest type of workmanship.

In spite of all the difficulties inherent in a program that has a basis which allows little selectivity in the choice of personnel, consistent effort has been made to do a constructive job. By in-service training programs, group conferences, and subject and area supervision, the attempt has been made to insure as high a quality of teaching as possible.

In addition to giving employment, the program has also been a definite success. There have been more than 218,000 different persons

enrolled. No attempt will be made in this report to enumerate the subjects taught or the fields covered; however, people from all walks of life, from all parts of Kentucky, from all classes of society, and all adult ages have been enrolled. There have been approximately twenty-seven thousand illiterates taught to function as literates. Many illiterates have been given jobs requiring functioning literacy since they were given this training. This is the only really effective attempt to stamp out illiteracy in Kentucky that has yet been made. Hundreds have been reviewed and retrained in various vocations and occupations resulting in their regular employment of a similar status to that of pre-depression days. Hobbies and handicrafts have been renewed with much interest and happiness for those enrolled. Parents have availed themselves of these opportunities to become more competent in the care of their families and homes. Persons from all strata of society have found a clearer and better understanding of their relations to society and have gotten a fuller conception of governmental functions which has made them better citizens. The building of morale necessary to withstand the gloom of unemployment has been one of the most valuable functions of this program.

Informal adult education has become departmentalized and this experience has given us a philosophy upon which to build a permanent program. It has been proven a necessary part of our public education.

The following report of the Kentucky State Forum Conference held at the University of Kentucky, May 6, 1938, was submitted by Professor Maurice F. Seay, Chairman of the Steering Committee:

"Approximately 75 persons attended this Conference called by Mr. H. W. Peters, State Superintendent of Public Instruction, and conducted in cooperation with the Office of Education, Washington, D. C. Mr. Homer W. Nichols, Director of the Division of Special Education, State Department, presided. The Steering Committee composed of Dr. L. F. Jones, Western Kentucky State Teachers College; Dr. A. B. Crawford, Principal, Bryan Station High School; Mr. N. O. Kimbler, Superintendent of Henderson County Schools; and Mr. Maurice F. Seay, Director of the Bureau of School Service, University of Kentucky, assisted the presiding officer in planning the agenda for the Conference. A Committee on Recommendations and Resolutions was announced which included Mr. Louis Clifton, Director of University Extension, University of Kentucky; Mr. M. E. Mattox, Registrar, Eastern Kentucky State Teachers College, Richmond, Kentucky; Mr. W. P. King, Executive Secretary, Kentucky Education Association, Heyburn Building, Louisville, Kentucky; and Mr. T. W. Oliver, Superintendent of City Schools, Pikeville, Kentucky.

"After a brief explanation of the agenda by Mr. Maurice F. Seay, Dr. M. E. Ligon, Acting Dean of the College of Education, University

of Kentucky, summarized Senate Bill S419. The provisions of this bill which are based upon the recommendations of the President's Committee on Federal Relations to Education, were briefly explained. Dr. Ligon emphasized the parts of the Bill which concern Adult Education. Following Dr. Ligon's talk there was a general discussion concerning the bill with several questions as to its provisions for assistance to private and parochial schools. The general sentiment seemed to be very much in favor of the Bill.

"Mr. A. E. Casgrain, representing the Office of Education, made a preliminary statement in which he explained the nature and special problems of the Conference. In his discussion Mr. Casgrain suggested that the Conference limit somewhat its considerations to that phase of Adult Education which is usually referred to as 'Adult Civic Education Through Forum'. Other topics included in his remarks were: (1) The problem of local or outside leaders for forums, (2) Plans of administration, (3) The need for this type of program, (4) Programs of different groups such as Rotary Club, (5) Development of forums, and (6) The Des Moines experiment.

"Dr. R. E. Jagers of the State Department of Education spoke on the topic, 'Place of Adult Education in a Democracy'. Dr. Jagers very effectively developed the proposition that Adult Education should more and more be planned for normal adults rather than be devoted so exclusively to pathological situations.

"This discussion of the place of Adult Education in a democracy was continued by Mr. F. W. Stamm, Acting Director of the Division of Adult Education, University of Louisville. Mr. Stamm emphasized the importance in an Adult Education program to educate people for situations which did not exist during the period of their formal educational training. He called attention to the fact that the radio and the movies were largely dominated by pressure groups and that because of this fact the forum plan is much more important.

"The presiding officer, at the conclusion of Mr. Stamm's remarks, raised the question: 'If the foregoing statements are true, why have we waited 100 years to emphasize Adult Education?' This question led to a lively discussion and to other questions which continued for approximately one hour and in which a large number of the members of the Conference participated. At the conclusion of this discussion the Conference adjourned for luncheon at the Phoenix Hotel.

"Immediately following the luncheon Mr. J. W. Lancaster, Superintendent of Schools of Georgetown, explained the organization for the cooperative forums which had been conducted in several central Kentucky towns. Dr. W. S. Lester, of Kentucky Wesleyan College, told of the type of subject matter which seems to be most interesting in the cooperative forum. These two discussions of the cooperative forum were followed by several questions and explanations that concern such forums.

"Mr. Zenos E. Scott, Superintendent of Schools, Louisville, discussed the topic: 'Organization and Administration of Adult Education in a Community'. He emphasized in his discussion the advisability of having a committee composed of representative citizens who will assist in the

planning of forum activities. He also emphasized the possible danger of extreme domination on the part of supporting agencies.

"'Adult Needs as a Basis for a Program of Adult Education' was the subject discussed by Mr. Lindsey E. Allen, Director of Education Division of the WPA Program in Kentucky. Mr. Allen's remarks were based upon a study which he has made concerning program planning in Adult Education.

"Dr. R. H. Woods, Director of Vocational Education, State Department of Education, discussed 'Agricultural and Vocational Forums'. Dr. Woods described the manner by which a forum may be the means of bringing together a number of small groups for the consideration of general topics that concern many people. Thus, the forum becomes a coordinating influence rather than the introducing of an additional agency.

"The number of topics discussed may suggest that this Conference was merely one of 'speech making'. This was not the case. No one person in presenting his topic took longer than ten minutes. There was much discussion and question raising by different members of the Conference. The presiding officer guided the Conference in a skillful manner.

"The report of the Resolutions Committee was read and unanimously adopted, after which the meeting adjourned.

REPORT OF COMMITTEE ON RESOLUTIONS

'Your committee on resolutions submits the following:

1. That this conference thank Commissioner of Education J. W. Studebaker for making it possible to experiment with public forums as an agency for adult education and especially for selecting this community, including Lexington, Georgetown, Paris, and Winchester, for one of these experimental centers.
2. Recognizing the great need for keeping adults informed on current problems, we recommend that the facilities of public education be made available insofar as is practicable for the administration of forums and other forms of adult education.
3. We recommend that this conference go on record endorsing in principle Senate Bill No. 419, which would give opportunity for the promotion of forums and other forms of adult education supported by federal aid.
4. It is recommended that all administrative agencies of organizations sponsoring any form or phase of adult education report their activities to the Director of Special Education, State Department of Education, Frankfort, Kentucky, so that a complete picture of adult education in Kentucky may be available.
5. It is recommended that the State Superintendent of Public Instruction be asked to appoint a permanent committee of persons especially interested in Adult Education. This

committee should see that plans and suggestions which are adopted by the Conference are carried out and should be available to cooperate with the State Department of Education and other agencies in the conduct of programs of Adult Education, including public forums.

6. Since the Bureau of School Service of the University of Kentucky is to conduct a survey of Adult Education in Kentucky during 1938-39, it is recommended that the different agencies interested in Adult Education, and especially the committee to be appointed by the Superintendent of Public Instruction, cooperate with this Bureau in the conduct of this survey and use whenever possible and feasible the findings of the survey as a basis for program planning.

Residential Schools for the Handicapped

The Kentucky School for the Blind. The Kentucky School for the Blind, located in Louisville, was established in 1842, being the eighth school of its kind in the country. The school operates under the control of the State Board of Education.

The program begins with the kindergarten and includes a full four-year high school course. The music department gives instruction in piano, pipe organ, harmony, and band. Simple carpentry, chair caning, and mop and broommaking are taught the boys. Instruction in sewing, weaving, crocheting, knitting, and home economics is provided for the girls.

The age of admission ranges from six to eighteen years. Every blind child in Kentucky, or one whose sight is so defective as to prevent it from attending the ordinary school, may get an education in the Kentucky School for the Blind in Louisville without charge for board, tuition, or books.

The Houses of Reform. This institution, the Houses of Reform for boys and girls, was established in 1896. It is under the supervision of the Board of Public Welfare. It is located at Greendale on a farm composed of 452 acres.

Children from ten to seventeen years of age, inclusive, are admitted. Under the law at present the Juvenile Judge is permitted, in his discretion, to waive jurisdiction of the juvenile to the Circuit Court.

The Kentucky School for the Deaf. By act of the General Assembly, a bill was passed December 7, 1822 to establish "The Kentucky Asylum for the Tuition of the Deaf and Dumb". This institution, located at Danville, was the fourth effort in the United States to educate deaf boys and girls, and was the first institution of its kind

supported by public taxation. On account of the inappropriateness of the term "asylum", the General Assembly of 1882 changed the name of the institution to, "The Kentucky Institution for the Education of the Deaf-Mutes". This was still not the correct name for a school for educating deaf pupils so in response to an urgent petition from the Kentucky Association of the Deaf in 1904 the name was changed to the present and proper title, "The Kentucky School for the Deaf".

At the present time this institution is controlled by the local board of education and is part of the State Department of Education. The Kentucky School for the Deaf is a residential public school where free tuition, board, and lodging are provided by the State for all deaf children of Kentucky whose hearing is so impaired that they cannot be taught in the regular public schools. The school has a course of study which covers eleven years of school work. In addition to the academic work the school maintains a vocational department. Children from six to twenty-one years are admitted to the institution.

The Kentucky Children's Home Society. This home, established in 1896 as a private institution, was made a state institution by the Acts of 1902. It is located at Lyndon on a 90-acre tract of land.

The Board of Control is composed of 36 members and there are 4 teachers all of whom meet the State requirements for teachers' certificates. Children from four days old to sixteen years are admitted, and there are at present approximately 367 children in the home.

Surveys

The Division of Special Education has completed surveys with reference to homebound, handicapped persons which are fairly authentic in the following counties: (1) Harlan, (2) Magoffin, (3) Jefferson, (4) Kenton, and (5) Pike. Partial surveys in other counties have been made, copies of which are available upon request.

Special Courses

The College of Education, University of Kentucky, Lexington, offers two courses for all those interested in the handicapped:

1. Guidance and Occupational Information in Special Education, 175d.
2. Survey of Special Education, 175g.

Both of these courses will be offered the last term of the Summer Session. Each of these courses carries three credit hours. Persons working with handicapped groups should take these courses.

Training Adult Leaders

Teacher training institutions are cooperating in every way with the Department of Education in training adult leadership. Plans have been completed to train all teachers and supervisors in the field of "informal adult" education. The two courses include: (1) The Curriculum for Adult Education. (2) The Method and Technique of Teaching Adult Education.

Training Nursery Teachers

During the last summer term special training for nursery teachers will also be provided. Two courses will be offered in this special field.

Headquarters Special Education Service

The central office of the Division of Special Education is located in the State Department of Education at Frankfort, Kentucky while there are branch offices located at 421 Citizens Building, Louisville; Room 9, Third Floor, City Building, Covington; and at Princeton, Kentucky.

The Kentucky Special Education Association

The purpose of this organization shall be to provide a forum through which germane problems may be discussed concerning Special Education, Adult Education, Vocational Rehabilitation, Nursery School Education, and subjects of similar interests; to conduct a campaign of education to inform the public concerning the aims and purposes of the Council; to set up an agency through which effective work may be done upon pending legislation and public policies affecting the program of the Council.

The organization now has 563 members.

The Committee on Publication of the Special Education Bulletin, at its last meeting, recommended that the Bulletin be published every two months and that it be mailed only to paid-up members of the Special Education Association.

Federal Aid for Special Education

According to reports submitted to the Office of Education, Washington, up to March 15, 1937 there are 925 physically handicapped children in the State of Kentucky receiving special education in city public schools and in residential schools while the total estimated number of physically handicapped children in the State needing special education is 42,678.

SUMMARY OF THE PEPPER BOLAND BILL—

1. Each state submit to the United States Commissioner of Education for approval a plan which, among other things, shall provide for the equitable distribution of funds between rural and urban areas and among the various types of physically handicapped children and for the administration of the plan by the State Department of Education.
2. The term "physically handicapped" as used in this Bill includes "all children who are crippled, blind, partially seeing, deaf, hard of hearing, defective in speech, cardiopathic, tuberculous, or otherwise physically handicapped, and who for their education require an expenditure of money in excess of the cost of educating physically normal children".

On this basis Kentucky will receive approximately \$200,000 federal money if this Bill is passed.

If the Bill S419 titled, "Grants to States for the Improvement of Public Elementary and Secondary Schools" is passed by the Congress appropriations will be made for the following:

1. Nursery schools and kindergartens.
2. Services for handicapped pupils.
3. Rehabilitation and placement activities in cooperation with rehabilitation and public employment services.
4. Adult Education.

LEGAL PROVISIONS

Section 4434-33, Kentucky Statutes, provides for district boards of education to carry on programs of special education. The Constitution and court rulings of the Commonwealth of Kentucky provide that educational opportunities be furnished *all* school children. Surveys made in fifty counties indicate that there are homebound, mentally fit, handicapped children in every *county* and every *large city* school district who are not furnished educational opportunities as required by these legislative and other legal provisions.

The same educational opportunities furnished normal children must be furnished homebound, mentally fit, handicapped children.

Careers

The following Careers Monographs are not the product of one writer who issues a pamphlet based on library resources only, nor are they articles expressing the opinion of some well-known individual regarding his or her particular occupation. They are the printed reports of comprehensive research surveys conducted on a nationwide scale, aided by the cooperation—in each field—of the leading authorities, business or professional men, university departments, federal and state government departments, business or professional associations, and editors of the professional journals or trade periodicals. Each group is delivered and invoiced at only \$3.75, except the first group of seven which is \$5.25. If five or more groups are checked, a special quantity 10% discount applies. If ten or more groups are checked, a special quantity 20% discount applies. These Careers Monographs may be obtained from The Institute for Research, 537 South Dearborn Street, Chicago, Illinois.

Civil Engineering
Biological Work
Accountancy
Interior Decoration
Physical Education

Law

Librarianship
Publishing
Dentistry
Music
Architecture

Social Work
Pharmacy
Statistical Work
Clay Working
Photography

Merchandising
Dramatic Art
Recreation Leadership
Consular and Foreign Trade
Services
Teaching

Landscape Architecture
Commercial and Industrial Art
Geological Work
Chemistry and Chemical
Engineering
Advertising

The Diplomatic Service
Journalism
General Agriculture
Horticulture
Animal Husbandry

Forestry
Home Economics
Nursing
Medicine
Optometry

Osteopathy
Hospital Management
Investment Banking
Banking
Manufacturing

Salesmanship
Hotel Management
Industrial Personnel Work
Mechanical Engineering
Electrical Engineering
Acoustical Engineering
Aviation
Insurance
Dietetics
Criminology

Farm Management
Beauty-Shop Management
Women's Apparel-Shop
Management
Garage Management
Construction Contracting

Government Service
Radio
Traffic Management
The Diesel Engine
Petroleum Industry

Florist Industry
Private and Social Secretaryship
Book-Store Operation
Commercial and Trade
Association
Secretaryship
Air Conditioning

Laboratory Technique
Restaurant and Tea-Room
Operation
The Dry-Cleaning Industry
Veterinary Medicine
Mortuary Operation

Vocational and Educational
Counseling
Real Estate Management
Personal Shopper
Metallurgical Engineering
Aeronautics (non-flying)
Merchandise Buyer
Dairy Farming
Dairy Products Industry
Ceramic Engineering
Exploring

Agencies Interested in Handicapped Children

I. The following State agencies are especially interested in the welfare of handicapped people:

Division of Special Education

Kentucky Crippled Children
Commission

Kentucky School for the Blind
Kentucky Workshop for Adult Blind

Kentucky School for the Deaf

State Department of Education,
Frankfort, Kentucky

Heyburn Building,
Louisville, Kentucky

Louisville, Kentucky
Louisville, Kentucky

Danville, Kentucky

Home for the Incurables	1706 Stevens Avenue, Louisville, Kentucky
Children's Free Hospital	226 E. Chestnut Street, Louisville, Kentucky
Kosair Crippled Children Hospital	982 Eastern Parkway, Louisville, Kentucky
Red Cross Hospital (colored)	1436 South Shelby Street, Louisville, Kentucky
Waverly Hills Tuberculosis Sanatorium	Louisville, Kentucky
State Tuberculosis Sanatorium	Hazelwood, Kentucky
Florence Crittendon House of Mercy (A home and hospital for white unmarried mothers—delinquents)	Lexington, Kentucky
Susan Speed Davis Home (Rest cure home for delinquent girls and unmarried mothers)	515 W. Kentucky Street, Louisville, Kentucky
U. S. Public Health Service Tra- choma Hospital (Any resident of Kentucky)	Richmond, Kentucky
Shriners' Hospital	Lexington, Kentucky
Woolfolk Barrow Memorial Hospital	190 N. Upper Street, Lexington, Kentucky
State Board of Health	Louisville, Kentucky
Kentucky Houses of Reform	Greendale, Kentucky
Kentucky Children's Home Society	Lyndon, Kentucky
State Employment Service of the Division of Vocational Rehabilita- tion	Frankfort, Kentucky

II. The following County agencies should be contacted for cooperation in the development of special programs in the county or cities:

1. Local school authorities.
2. Local health officers.
3. Local civic clubs.
4. Local WPA services.
5. Local churches.
6. Local county institutions for the handicapped, if any.
7. Local clinics.
8. Local hospitals.
9. Local county agents.
10. Local employment service, if any.
11. Local publications such as county newspapers.
12. Records from all these agencies.
13. County Attendance officers.
14. County welfare organizations.
15. Other local agencies which may be interested and of special service.

SUGGESTIVE STEPS IN BUILDING PROGRAMS FOR HANDICAPPED CHILDREN

1. Location of handicapped children
 - a. Records of county attendance officers
 - b. Census and surveys
 - c. Reports of teachers
 - d. Records from State and local offices of Special Education
 - e. Records of physical examinations
 - (1) Clinics
 - (2) County health records
 - (3) Hospital records
2. Determine exact status as to disability of the handicapped child
 - a. Physical examination records
 - b. Clinics
 - c. Record of county health units
 - d. Records of hospitals
 - e. Records of State and local offices of Special Education
 - f. Records of the Kentucky Crippled Children Commission
3. Determine educational or grade status of each handicapped child
 - a. Records of county attendance officers
 - b. Records of teachers
 - c. Tests and measurements
 - d. Personal interview
 - e. Conference with parents and school officials
4. Determine the service that should be given each handicapped child
 - a. Physical restoration and medical care
 - b. Guidance
 - c. Transportation or instruction within reach of the child
 - d. In many cases some social work to help in the adjustment of the child's life—his home and school life
 - e. Educational adjustment
 - f. Pre-vocational training
 - g. Rest, recreation, balanced food rations
5. Suggested administrative devices which may be used for aiding handicapped children
 - a. County health units, hospitals, local doctors, and nurses
 - b. Transportation to regular schools
 - c. Transportation to special schools
 - d. Special classes and transportation to special classes
 - e. Special home teachers or regular teachers visiting the homes
 - f. Schools located in hospitals
 - g. Coaching classes
 - h. Itinerant teachers
 - i. Visiting teachers
 - j. Special treatment in regular or special schools
 - k. Habit clinics

6. After careful diagnosis as suggested above, outline and plan your program and then begin.
7. Send in monthly reports to the local superintendent with a copy mailed to the Division of Special Education, State Department of Education, Frankfort, Kentucky.
8. Send in term or annual reports to the local superintendent and a copy to the Division of Special Education, State Department of Education, Frankfort, Kentucky.
9. Copies of all record forms and blanks furnished by the Division of Special Education, State Department of Education, Frankfort, Kentucky.

VOCATIONAL GUIDANCE

There has been a wild rush into the profession since the World War. University students have increased in various countries from 68% to 400% and many of the professions for which they are preparing are vastly overcrowded, especially medicine, pharmacy, law, clerical work, teaching and the ministry.

The young university student whether normal or physically handicapped, should clearly understand, that he is entering a highly competitive field, where employment is very uncertain. He should know what he is up against; and that employers everywhere by improved machinery, new inventions, and new production methods, are either eliminating many occupations, or materially changing the number formerly occupied in producing a given number of units.

In planning your career you should constantly keep in mind the possibility that adjustments to new occupations, especially if you are employed along industrial lines, is a probability.

New scientific discoveries, new metals, improved machinery, and new construction purposes always bring a shift in occupations. You should not take seriously optimistic statements that great opportunities await you on completion of your college or professional course.

Definition

Vocational guidance is the giving of information, experience, and advice in regard to choosing an occupation, preparing for it, entering it, and progressing in it.

The above definition has placed the emphasis on the vocational counselor

Vocational guidance is sane development of the powers of self-guidance.

This definition places the emphasis on selection, training, and progress of the client. The second definition presents the ideal case, but it is based on presumptions that may not exist.

Purpose

The purpose of vocational guidance is wise direction to the end that students may learn to live better lives.

Many students successful in securing school promotions often make thoughtless and unwise decisions in choosing life vocations.

A curriculum should be formulated out of what life itself requires, that both for the individual and the group self-guidance is the final aim. Opportunities should be given for self-teaching, judicious loafing, and being let alone. Guidance should only be used to keep within proper bounds, and to insure progressive development.

The question is often asked, "Are the colleges over-populated today?" In 1890 there were 122,000 college students. Today there are approximately one million students. However, under present social conditions colleges serve a quite different field to what they did a generation ago. No longer is a college education thought of as a rare opportunity open only to students of rare intellectual tastes. Some seek only a liberal education, and others prepare for vocational employment. We probably do not need fewer college students, but better students and better colleges giving work in many instances that will better contribute to the practical work to be done in actual life.

It has been said that there are six steps in planning your vocation.

1. First to discover your interests and abilities.
2. Study the requirements of occupations.
3. Make a wise choice of a specific vocation.
4. Take a course that will give you adequate training for your chosen work.
5. Make the best possible contacts for securing work for which you have prepared.
6. Take such further training and make such adjustments as will lead to promotion and a successful life.

GUIDANCE IN VOCATIONAL REHABILITATION

Vocational rehabilitation may be defined both as a process and as a status. As a process, it is the rendering of a series of aids and services to the physically and vocationally handicapped individual in order to prepare him mentally, physically, and vocationally to engage in remunerative employment. As a status, rehabilitation is the condition, from a vocational standpoint, of an individual who has been prepared for and is employed at remunerative employment consistent with his mental, physical, and vocational capacities. Such a definition is implied in the wording of the national act providing for promotion of the service (act of Congress, June 2, 1920, as subsequently

amended). It should be noted that the act does not indicate the methods to be used in the process of rehabilitating a disabled person, nor does it set a standard for determining the point at which service should be withdrawn and the person declared rehabilitated.

Under the act, two conditions must be met:

1. The disabled person must be vocationally rehabilitated; that is, prepared to engage in remunerative employment.
2. He must be placed in employment.

Inasmuch as the methods and standards for accomplishing rehabilitation are not stated in the act, it has been necessary for the States, in cooperation with the Federal Government, to build up, through experience, a body of policies setting forth what are considered the best methods and practices for accomplishing the purposes of the act. It has been found that the rehabilitation of an individual case involves six fundamental elements:

1. A survey of the case.
2. The selection of a job objective.
3. Preparation for the job selected.
4. Supervision during the entire period of rehabilitation.
5. Placement in employment.
6. Follow-up in employment until the facts of vocational rehabilitation and reasonable permanency of employment are assured.

Counsel and advisement constitute a vital factor in each of these elements. In fact, rehabilitation as a service is impossible of accomplishment without intelligent direction through counsel and advisement. As a consequence, this bulletin has been prepared as a handbook or manual of procedure for counseling and advising physically disabled persons and for assisting them in adjusting or readjusting themselves to vocational life.

The National Vocational Guidance Association defines guidance as: "A continuous process to assist individuals in choosing, preparing for, entering upon, and making progress in occupations." It is interesting to note that throughout the process, in spite of detours into other fields, counsel and advisement in vocational rehabilitation follow the general direction indicated by the definition of vocational guidance and work toward the same goal; that is, the ultimate vocational adjustment of the individual. For this reason, the terms "vocational guidance" and "counsel and advisement" are used synonymously in this bulletin, and the term "rehabilitation agent" or "agent" is synonymous with "counselor."

Vocational guidance is a fairly well-developed art, especially in the larger school systems of the country. There is ample evidence,

however, that the development of the technic of guidance has progressed far ahead of the development of facilities for putting into effect the recommendations of the counselor. On the other hand, there is evidence that the rehabilitation workers of the country have developed the technique of training and placement without developing corresponding scientific procedures in the selection of employment objectives. While in rehabilitation work no stereotyped procedure can or should be followed, there can be developed a systematic method of gathering and interpreting information concerning both the disabled person and his prospective job in order that the right man and the right job may be brought together. An attempt has been made in this bulletin to show how such systematic procedure can be developed and how a scientific method in vocational rehabilitation can be followed.†

OCCUPATIONAL KNOWLEDGE

The United States Census lists some 20,000 jobs at which people work for a living. Not all or even a large number of these are located in any one part of the country except in the largest of the manufacturing cities. But there is in every locality a sufficient number to make it desirable that the agent devote time and study to them in order to be able to give accurate information to his clients. It is not enough for him to know that there is such a job as, for example, linotype operator. He must know where such a job is to be found in his territory. He must know the mental, physical, and temperamental requirements of the job, the training required, the wage paid, line of promotion and a number of other items of a specific nature.

† Federal Bulletin No. 148.

SURVEY OF SPECIAL EDUCATION

175g

SYNOPSIS OF THE COURSE

The course is divided into major units which are subdivided into lessons. The units and lessons are:

- UNIT I—*Introduction to the Study of the Handicapped Child.*
Lesson 1—The problem method and philosophy of special education.
Lesson 2—Legal provisions and public facilities for the care, treatment, education and rehabilitation of handicapped children and adults.
- UNIT II—*Education of the Mentally Exceptional Child.*
Lesson 3—The mentally handicapped child.
Lesson 4—The mentally gifted child.
- UNIT III—*Education of the Physically Handicapped Child.*
Lesson 5—The crippled child.
Lesson 6—The blind and partially-sighted child.
Lesson 7—The deaf and hard-of-hearing child.
Lesson 8—The cardiac and the child of lowered vitality.
Lesson 9—The speech defective child.
- UNIT IV—*Other Types of Handicapped Children.*
Lesson 10—The emotionally exceptional child.
Lesson 11—The behavior or delinquent child.
Lesson 12—The epileptic and the child with glandular disturbances.
- UNIT V—*Other Agencies and Their Service Programs.*
Lesson 13—Medical treatment—laws, provisions and agencies.
Lesson 14—Foundations and private agencies—their programs and services.
Lesson 15—Vocational rehabilitation of the physically handicapped—its relation to special education.
- UNIT VI—*Building a Program for Handicapped Children in Kentucky.*
Lesson 1—Agencies that offer service for the handicapped in Kentucky.
Lesson 2—Suggestions in building a program for physically handicapped children.

Lesson 3—Outline the activities to be pursued by teachers and supervisors engaged in the program.

Lesson 4—The place of the Division of Special Education in this program.

UNIT VII—*Summary and Review.*

SYNOPSIS OF A COURSE IN GUIDANCE AND OCCUPATIONAL INFORMATION IN SPECIAL EDUCATION

175d

UNIT I—The Problems of the Handicapped and the Need for Guidance.

UNIT II—A Concept of Guidance and the Relation of Guidance to Education.

UNIT III—Method of Guidance—Studying the Individual.

UNIT IV—Method of Guidance—The Agencies, Institutions, and Organizations Furnishing Medical Treatment and Care.

UNIT V—Method of Guidance—Special Guidance Areas.

UNIT VI—Method of Guidance—Recording and Use of Information about the Individual.

UNIT VII—Occupational Information—Its Selection and Use.

UNIT VIII—Trends and Effects of Legal Provisions and Employment Practices Restricting the Employment of the Handicapped.

UNIT IX—Study of Occupations in Which Different Types of Handicapped Persons are Employed.

UNIT X—Placement of the Handicapped—Agencies, Their Methods, Scope of Service, Problems, Relationships to Other Agencies.

UNIT XI—Summary—What Is the Teacher's Problem, Function and Responsibility in Guidance for Handicapped Children?

KENTUCKY KINDERGARTEN SURVEY

The Division of Special Education of the State Department of Education has made a survey of the Kindergarten Program in Kentucky. Questionnaires were mailed to all Superintendents of City and County Schools, to the University of Kentucky, the State Teachers' Colleges, and to some private schools in the state. All of the questionnaires were not returned nor were all of the questions included answered on those which were returned. Consequently, this report

is, by no means, an accurate account of the Kindergarten Program in Kentucky.

One hundred and twenty-five (125) kindergartens are reported in the state. Of this number twenty-eight (28) are private classes and the remaining ninety-seven (97) are under the auspices of the Boards of Education.

Of Kentucky's 123,000 children of kindergarten age (4-6 yrs.), as indicated in the 1930 census, only 4,837 of these children are enrolled in kindergarten classes. The majority of kindergartens enroll only four and five year old children. However, there are some which allow children to enter at the age of two or three. An average daily attendance of approximately 25 is shown by those schools reporting their attendance.

Practically all of the kindergartens under the auspices of the Boards of Education are held in public school buildings. Others are located in churches and private homes. The Covington Kindergartens are the only ones which have two daily sessions. The nine Kindergartens there have two daily sessions consisting of entirely different groups of children but taught by the same teachers.

Tuition is charged by eight of the public school kindergartens while the remaining schools under the auspices of the Boards of Education do not charge any fees. Tuitions required in the various private and public kindergartens range from \$2.00 to \$6.00 per month. The Kindergarten of the University of Kentucky Training School charges \$40.00 annually for tuition. The Kindergarten of the Training School at Western State Teachers College requires \$15.00 tuition per semester. One of the public school kindergartens reports that tuition is charged for only those children under four years of age whose parents wish to enroll them.

The minimum standard of preparation required for kindergarten teachers is two years of college work. The majority of schools require college graduates with special training in the kindergarten field.

Salaries of kindergarten teachers range from \$900.00 to \$2,600.00 annually. The Louisville Public Schools are the only ones reporting a salary schedule based on the training and experience of their kindergarten teachers.

A request was made for a statement as to interest in establishing kindergartens in the public schools. A few superintendents evidence lack of interest at this time due to inadequate space, lack of facilities and insufficient funds. The large majority of superintendents, however, are definitely interested in establishing kindergartens in the public school system of the Commonwealth of Kentucky.

TESTS AND MEASUREMENTS

EDUCATIONAL TESTS

The most accurate method of arriving at the education accomplishment level is to administer one or more forms of a standardized education test. Such tests have been devised for practically all school subjects and for all grades or levels from first grade to college. The Stanford achievement test has been found of especial value in rehabilitation service. This test has two forms for each level. It tests ability in reading, spelling, and arithmetic, and is an ideal test for those entering business schools or higher institutions of learning where a minimum of this subject matter is essential. There are hundreds of subject-matter tests on the market. Most of them have been subjected to rigid tests for validity and reliability, and the results can be depended upon.

Although training in giving tests is desirable, lack of it should not deter the rehabilitation agent from making use of education tests. By carefully following the directions, most of the results are easily checked and evaluated. A great deal of money could be saved for the rehabilitation service, and many clients saved the grief resulting from failure, if adequate tests of this nature were given, especially for those entering courses of training requiring a minimum education level.

MENTALITY

As was stated in the preceding paragraph, education and mentality usually determines the vocational level at which a given case should be rehabilitated. The education level is the level of present education; mentality implies the ability or inability to raise that level through further schooling or other training.

Occupations vary in degree of difficulty of performance or abilities required much as do the grades in scholastic ability, beginning with those requiring very little mental ability and ascending to those requiring the highest type of mental ability.

If a job objective selected is below the mental level of the client, he will be ashamed of his job and probably give it up. If it is above his level, he will become discouraged and fail. It is highly desirable, then, to ascertain his mental as well as his education level in order that a job objective consistent with his ability may be selected.

INTELLIGENCE TESTS

Tests have been devised for the measurement of intelligence. One kind of test is in common use: Group test. This as a "paper"

test, so designed as to sample and measure the functioning of mental powers. It may be administered to one or a number of persons at one time. The Army alpha and beta tests and the Otis test of mental ability are good examples.*

TESTS OF SPECIFIC PSYCHOLOGICAL FUNCTIONS

The intelligence tests described above are used to determine the level of general intelligence. Their results, expressed in terms either of mental age or of intelligence quotient represent, practically, an average of the strength of the mental functions tested. In many cases this is not sufficient for guidance purposes because jobs vary in their requirements upon nervous organism of the worker, some requiring possession of a higher degree of one or more particular functions; for example, the jobs of stenographer, telephone operator, and musician require good auditory memory; comptometer operation and office filing require good visual memory; commercial art and color printing require good color perception; architecture and dress designing require a high degree of visual imagery; engraving, photo retouching, and jewel setting require a delicate muscular sensitivity; the operation of a fast moving machine, whether it be a typewriter, truck, or a punch press require good muscular coordination or quick reaction time; and the watch repairman and the auto mechanic must have at least a reasonable degree of mechanical ability. Hence, in considering an objective it is important to know whether the client possesses any defect of psychological functioning which would prevent his learning or satisfactorily performing the job. Special tests have been designed to measure separately the various psychological functions. Their use would undoubtedly reduce the number of case failures. It is probable, too, that in some instances the use of such tests would reveal special abilities which would give the client a broader latitude in the selection of his objective.

APTITUDES AND ABILITIES

These are innate and acquired qualities that have strong influence upon the client in the selection of his job objective. They are the talents, inclinations, and capacities that characterize him. They are his mental and temperamental abilities plus his education and experience.

Thorndike, in his book, *Measurement of Intelligence*, describes three kinds of general abilities: (a) Abstract, or the ability to deal with ideas; (b) social, or the ability to deal with people; (c) mechanical, or the ability to deal with things. Every individual possesses

*Federal Bulletin No. 148.

all these general abilities to a certain degree, but in most cases there is an innate urge toward and pleasure in doing work of a particular nature; that is, of an abstract, social, or mechanical nature. Therein usually lie the aptitude and abilities of the person.

TESTS OF APTITUDE AND ABILITY

Among other psychological tests are a number designed especially for measuring aptitude and ability for certain types of work; for example, the Stenquist test of mechanical ability, the Seashore test of musical ability, and the Minnesota vocational test for clerical workers. The validity and reliability of a number of such tests have now been established to the point where their use can be recommended. Many others are yet in the experimental stage.

‡ Federal Bulletin 148.

TESTS AND MEASUREMENTS

Vocational Interest Blank by Edward K. Strong, Jr., Professor of Psychology, Stanford University (Form B for Students).

Minnesota Vocational Test for Clerical Workers, (Arranged by Dorothy M. Andrew under the direction of Donald G. Paterson and Howard P. Longstaff)—The Psychological Corporation, 522 Fifth Avenue, New York City.

Pressey Senior Classification Test—Public School Publishing Co., Bloomington, Illinois.

Personal Character Rating and Character Reference Rating Guide—National Character Association, 12 East 30th Street, New York City—Copyrighted 1937 by Glen M. Coleman.

Educational Guidance Test
Vocational Guidance Test
Health Guidance Test
Student Judgment Test
Recreational Guidance Test
Social-Civic Guidance Test
Inventory of Student Plans
Inventory of Student Self-Ratings

These tests may be obtained from the World Book Company, 2126 Prairie Avenue, Chicago, Illinois

Capitalizing Intelligence, Warren C. Seyfert, Editor, \$.75
School Size and School Efficiency, Warren C. Seyfert, \$1.50
Adventuring in Education, Paul H. Hanus, \$2.00
B E C Personality Rating Schedule, 10c
B E C Personality Rating Schedule, 50c

These tests may be obtained from the Committee on Publications, 13 Lawrence Hall, Kirkland Street, Cambridge, Mass.

Otis Quick Scoring Mental Ability Tests
Otis Self-Administering Tests (Beta Test for Grades 4-9; Gamma Test for High Schools and Colleges)

These tests may be obtained from the World Book Company, 2126 Prairie Avenue, Chicago, Illinois.

Standardized Scaled Tests—Educational Test Bureau, Educational Publishers, Inc., Nashville, Tennessee.

Intelligence, Educational, Achievement, and Occupational Levels—Office of Education, Department of the Interior, Washington, D. C.

CONTRASTING THE OLD AND THE NEW EDUCATION

It is quite the fashion these days to contrast the old with the new, —thus, the older generation with the younger, the old church with the new church, or the old South with the new South. Naturally, education does not escape this practice. The old is forever passing away and the new forever coming into being. Nor does change take place everywhere at once. Usually it is impossible to say just where or when, how or why, change takes place. But of the fact that it does occur there can be no doubt. The antithesis between the old and the new in education may be shown by listing some of the more commonly used terms describing their characteristics.

The Old Education was:

1. Highly conventional and traditional.
2. Mostly static.
3. Very formal.
4. Quite autocratic and dictatorial.
5. Telling and drilling.
6. Relatively passive mentation.
7. Pouring in and absorption.
8. Mostly memoriter.
9. Preparation and learning for some future time in life.
10. Militaristic and disciplinary.
11. Adjustment.
12. Elevating the masses.

The New Education is:

1. Largely disregarding conventions and traditions.
2. Progressive, dynamic, and creative.
3. Highly informal.
4. Very democratic and cooperative.
5. Developmental and guiding.
6. Largely active mentation.
7. Continuous growing through self-activity.
8. Mostly independent thinking.
9. Learning for the solving of immediate problems.
10. Freedom, liberty, and spontaneity.
11. Continuous readjustment.
12. Developing the individual.

This list is by no means exhaustive. While the terms listed here have no fixed connotation, yet each describes in a general way a phase of education that has passed or is passing. As one studies education he should determine for himself whether he is a disciple of the old or the new education, and what difference this philosophy makes, or is likely to make, in his practice. (S. B. 1.)

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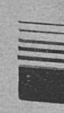
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