

they are retarded in all classroom studies. Low mentality cases are not covered by this program, although future work with this group is strongly recommended.

Education for the crippled children at the Doernbecker and Shriners hospitals and for those pupils at the State Tuberculosis hospitals is provided entirely from the funds for this program.

The new philosophy of educating handicapped students aims to segregate them as little as possible from the normal student relationships of public schools and the intimacies of their homes. For this reason, the program is carried on as much as possible through the school districts. When special home tutoring is provided or talking book records or large type books are purchased to teach students in their home environment, extra amounts are necessarily expended by school boards. School districts are reimbursed from the state fund for these additional costs up to a maximum of one and one-half times the per capita cost of educating a normal student in the district. About a dozen blind pupils have graduated from public high schools—some with scholastic honors.

One of the chief responsibilities of the program is that of teacher training, which has been given in county-wide institutes of elementary teachers, study classes in city school systems and summer school courses. More than 4150 teachers were given instruction during the first year and a half of training.

Between July 1, 1943 and December 31, 1944, 4878 certificates were issued for children sufficiently handicapped to require special records for whom reimbursements were made to school districts. Many other pupils were interviewed and helped by supervisors and specialized teachers but for whom no special records were needed. Of 1413 children certified for special instruc-

tion in the school year of 1943-44, 45 per cent were returned to normal educational status with no further need for special services. Others, of course, must be helped over a period of years. Considering the individuals helped, it seems an humanitarian policy to provide this assistance program. For the state, it is infinitely wiser to produce independent, adjusted members of society, ready for the productive training of the state Vocational Rehabilitation agency, than to accept life-long public charges.

Staffs of the various agencies collaborating in the program are eagerly looking forward toward next summer when they will pioneer in a new field of educational rehabilitation. A type of summer session previously untried will bring together children with hearing defects who need lip-reading instruction, children with severe speech difficulties which cannot be handled in public schools, and those with extreme reading disabilities. The children will be housed and taught at the State School for the Deaf where their entire environment can be controlled and all of their efforts directed toward adjustment and correction. Dr. Bain feels that it is more the degree of a child's adjustment than the degree of his handicap which ultimately determines his ability for satisfactory living. In addition to specialists in correction, recreation teachers will advance social adjustment by teaching crafts and group play. Isolated by their handicaps, these children must often be taught to play as well as to read and speak.

In summary of the success of the program, Dr. Bain states that "not all children succeed in adjusting themselves but surprisingly few fail." Often they are invaluable inspiration to their so-called "more fortunate" but often less ambitious and appreciative classmates.