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The Educational Facilities for Crippled Children in Indiana, Illinois, Iowa, Michigan and Ohio

Newell E. Hulvershorn

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THE EDUCATIONAL FACILITIES FOR CRIPPLED CHILDREN IN INDIANA, ILLINOIS, IOWA, MICHIGAN AND OHIO

By

NEWELL E. HULVERSHORN

This Dissertation is submitted in partial fulfillment of the requirements for the degree of Master of Arts
College of Education

Division of Graduate Instruction
Butler University
Indianapolis
1942
ACKNOWLEDGEMENTS

The writer wishes to acknowledge her appreciation for the inspiration and encouragement that Professor A. B. Carlile, Ph. D., and Professor A. Mock, Ph. D., have given her for this work.

N.E.H.

Indianapolis, Indiana, 1942.
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A General Overview of the Problem

The state of Indiana has five schools for crippled children. Three are located in Indianapolis, one in Ft. Wayne, and one in South Bend. In Indianapolis (1) The James E. Roberts School, which is located at 1401 East Tenth Street, is a school for the crippled children of Indianapolis; (2) The James Whitcomb Riley Hospital School is for the children of the state, who are sent to the hospital for treatment and must remain there indefinitely; and (3) The City Hospital School is for Indianapolis children who are not able to attend regular city schools and are under the care of surgeons. The Ft. Wayne school for crippled children is located in the Hanna Homestead and the South Bend school for crippled children is in the Dispensary and Hospital Association Building at 1045 West Washington Street.

Problem. In general what changes have occurred in the educational facilities for crippled children in Indiana?

Specifically the problem is to find:
1. What was the manner of financing the first crippled school?

2. How is the present crippled school financed?

3. What equipment was used in the first crippled school and what equipment is used at present?

4. How do the educational facilities for the crippled children in Indiana compare with the educational facilities for crippled children in the neighboring states of Ohio, Illinois, Michigan and Iowa?

1. Legal provisions
   a. What number of crippled children are required in a district before parents or guardians may petition for a class?
   b. How are the crippled children located?
   c. How are the classes or schools financed?
   d. What training is required of the teachers of crippled children?
   e. What is the course of study followed in these classes or schools?
   f. How many classes or schools are found in each of these states, Ohio, Illinois, Iowa and Michigan?

Sources of Material

1. Questionnaires to school officials in different cities and states.

2. Pamphlets, books and magazine articles that discuss the education of crippled children.

3. Material from the files at the administrative office of The Indianapolis Public Schools.
4. Interviews with the first principal of The Crippled School in Indianapolis; former supervisor of Special Education in Indianapolis Public Schools; former and present supervisor of Special Education; and the teacher at James Whitcomb Riley Hospital.

5. Reports:
   a. The education of crippled children from Indiana State Board of Education.
   b. Department of Public Welfare - Crippled Children Division - Indiana.
   c. The education of the Crippled Children in South Bend, Indiana - Mrs. Lawrence Ferguson, director of the school, and Marion L. Moore, Superintendent of the Children Dispensary and Hospital Association.
   d. Kappa Kappa Kappa Sorority.
   f. Indiana Society for Crippled Children, Indianapolis, Indiana.

Definitions

The Public Health Nursing Association.—This is a group of young women nurses who visit the city's unfortunates. The office is located in the Majestic Building. Most of the cases are charity, but if the family is able to pay, a minimum fee is charged for the nursing service. The Indianapolis Foundation and the Community Fund help support this organization.

The Indianapolis Foundation is an organization composed of three Indianapolis Trust Companies: The Fletcher Savings and Trust Company, The Union Trust Company and The Indianapolis
Trust Company. Each of these Trust Companies acts as a trustee for this organization. They accept and administer gifts and bequests which include the three million dollar gift of Alphonso P. Pettis.

Kiwanis is a business men's club which was organized and chartered by Joseph France and Allan S. Brown in Detroit, Michigan, January 21, 1915. The name Kiwanis which is an Indian word, means "I make a noise," in other words to make one's self known. ¹

Rotary is a men's club. It held its first meeting February 23, 1905 in one of the chartered members' office. The name Rotary was chosen by Mr. Paul P. Harris, an attorney because the club held its meetings in rotation at different business places of its members. The meeting from office to office gave each one an opportunity to learn about the other fellow's business. Thus was established a custom which has become one of the present features of Rotary Clubs - the business service talks. ²

The Indianapolis Board of School Commissioners is composed of five members who direct the appointing of the city's teachers and distributions of the tax appropriations.

Excess cost is computed from the normal cost of the education per child which is in this state three-fourths (3/4) above the normal cost and is based on average daily attendance.

² Ibid., p. 94.
Kappa Kappa Kappa is a sorority to which high school graduates are eligible for membership. To stimulate the interest of its members it has charity projects, one of which has been the establishment of the occupational therapy at the James E. Roberts School in Indianapolis, Indiana.

E. Jane Hamilton Society is an organization of young women at Ft. Wayne, Indiana. These women must take an introductory course in social service work before they become members of the society.

Crippled Child.--Two statements defining the crippled child have been formulated. The one written by the Indiana State Medical Association is:

A crippled child shall be defined as a child under twenty-one years of age who from any cause is deprived of free and normal use of any of his limbs or who shall be deprived of strength or capability for service due to bone, tendon, joint fascial deformity caused by accident, birth injury or disease; Neuromuscular affection due to disease, birth injury or other trauma, cicatricial scars which limit motion of extremities; congenital or acquired that may be benefited by surgical or other medical procedures. 3

The other definition written by Henry C. Wright, an educator who directed the survey in the city and state of New York, is -

A crippled child is one whose activity is, or due to a progressive disease may become, so far restricted by loss, defects, or deformity of bone or muscle, as to reduce his normal capacity for education or self-support. 4

3Oliver W. Greer, M. D. Director, A Report of Services for Crippled Children in the State of Indiana, 1936-1940, p. 6.

4Beatrice McLeod, Teachers Problems with Exceptional Children (Crippled Children, V.) Pamphlet No. 55, p. 8.
This latter definition is the best suited to the purpose of this dissertation.
CHAPTER II

PROVISIONS FOR EDUCATION OF CRIPPLED CHILDREN IN THE STATES OF OHIO, ILLINOIS, MICHIGAN, IOWA AND INDIANA

Ohio

The state of Ohio has thirty cities that have schools or classes for crippled children, eight cities have hospital schools, and each of the eighty-eight counties provides some sort of training for those who are handicapped. The people of this state believe that in the education of its crippled children the following fundamental principles should be observed as stated by Arch. O. Heck; first, equality of educational opportunities; second, educational programs should be organized to meet the needs of handicapped children, including special vocational work as well as regular academic work; third, the development of initiative and self reliance in these children so they can care for themselves and assume responsibilities both at home and at school; fourth, the prolongation of school attendance, which should be continued as long as these children are growing physically and emotionally.¹

The members of the state department of education in Ohio seem to believe that these aims of the educational program

are necessary to provide adequate educational facilities so that each child, regardless of his handicap, may have a suitable education; to help the child to become physically fit, responsible and independent; to create an attitude that he is no different from other children; and to have educational centers that may be accessible in different sections of the state.²

The legal provisions for the education of the crippled children in Ohio are found in Throckmorton's Ohio Code - Annotated Baldwin's Blue Book 1936, and are as follows:

7755. The director of education may grant permission to any local board of education to establish and maintain a class or classes for instruction of deaf or blind persons over the age of three, or crippled persons over the age of five. This section referred to in G. C. 7755-5, 7756, 7759, 7760, 7761. Schools for crippled persons; crippled adults may also attend such schools.

The director of education has the power and authority under (109 v 257) to specify standards for conduct of classes for deaf, blind and crippled, which standards may include the services of visiting teachers who shall investigate and advise upon home conditions of pupils for members of these classes, or children who they think should enter such classes. As to

²Aims of Educational Program in the State of Ohio for Crippled Children. (Mimeograph Paper from the State Department of Education, Columbus, Ohio.)
whether such visiting teachers should be employed this service by local boards of education and then claim reimbursement for such expenditure from state funds lies within the direction of the superintendent of public instruction in charge of the administration of this act.

7755-1. Payment of board provided under certain restrictions. The director of education may arrange with any board of education which maintains a class for the instruction of blind, deaf or crippled persons, or affords special instruction for such children, non-resident of the district to pay for the board of any such persons under such standards and with such restrictions as the director of education may prescribe.

7755-2. Payment of tuition of child resident attending in another district; transportation. If a child resident of one school district attends in another district a class for the blind, deaf or crippled, or a class in which some special instruction needed by the child because of his handicap is provided, the board of education of the district in which he resides may pay his tuition in a sum equal to the tuition in the district in which such class is located for a child of normal needs of the same school grade. The board of education of the district in which such child resides may pay for his transportation to the class in the other district; and the board of education of the district in which the class he attends is located may provide his transportation to class. Upon direction of the director of education the board of education of the
district in which such Child resides shall pay for his transportation and tuition.

(Schools and School Districts 114. This section referred to in G. C. 7757-7758. It is mandatory duty of the board of education of the district in which a crippled child resides to provide for his transportation to the school to which he has been assigned, either within or without the district, if the child is so crippled that he is unable to walk to school. 1922 O.A.G. p. 512).

7755-3. Transportation of Crippled Child. In case a child is so crippled that he is unable to walk to the school to which he is assigned the board of education of the district in which he resides shall provide for his transportation to such school. This section shall apply whether there is a special class for crippled children to which he is assigned or not. In case of dispute whether the child is able to walk to school or not, the district health commissioner shall be judge of such ability.

7755-4. Home instruction by teacher provided by board; rating given. In case there are in any school district crippled children not able even with the help of transportation to be assembled in a school and instruction of these children is provided in the home, these children shall be counted under the provision of section 7757, General Code, counting five hours of instruction of such children by a teacher provided by the board of education as equal to attendance of one child for
five days at school. Upon direction of the director of education a board of education shall arrange for the home teaching of any such child. (111 v 26; 209 v 258 Eff. June 20, 1925)

7755-5. Who may be counted as full time pupils. If a child is handicapped by two of the defects mentioned in 7755, General Code, the superintendent of public instruction may allow him to be counted as full-time pupil among those with each kind of defect in determining the state's contribution to the classes for such children, provided the types of work and attention necessary for both types of children are afforded him. (109 v 258. Eff. Aug. 16, 1921)

7756. Special Classes; how provided. Upon petition of the parents or guardians of eight crippled children in any school district of the age named in section 7755 General Code, the board of education of the given district shall apply to the director of education for permission to establish a special class for such children and if such is granted shall establish such class not later than the beginning of the following school year, upon standards prescribed under section 7761, General Code; if a board of education fails to perform its duty under this section the provisions of section 7610-1 shall apply as to the acts relating to such special class. 111 v 26; 109 v 258; 107 v 153; 104 v 232; 103 v 271; 99 v 219 2. Eff. June 20, 1925.

7757. Certification of the names and residents of persons instructed; financial statement. At the close of each school year the board of education of each school district in
which any such classes for the education of the blind, deaf or crippled are maintained, or any such children are instructed as provided in section 7755-4, or boarded as provided in section 7755-1 or in connection with which any such children are transported as provided in section 7755-2 or 7755-3 may certify to the director of education the names and residences of the persons instructed in such special classes and the period of time each was instructed and the names and residences of the persons boarded or transported under these sections at expense of the board of education and the period of time each was boarded or transported; and the amount expanded for the special appliances and for the current operating cost of education of such pupils, together with statements showing per capita cost of education of normal children in the district in the same school grades during the same period of time. The director of education shall be the final authority in deciding all questions relative to what constitutes special appliances and current operating cost under the terms of this section. (111 v 26; 109 v 258; 108 v Pt. 2, 1280; 107 v 153; 103 v 271; 98 v 219; 3Eff. June 20, 1925)

7758. Approval of report and financial statement; presentation of voucher and issue of warrant. The director of education upon receipt and approval of the report and financial statement provided in section 7757, shall present a voucher to the auditor of state in favor of the board of education in an amount equal to the cost of maintaining such special classes
and instruction, minus the cost of the instruction of the same number of children of normal needs in the same school grades of the district, but in an amount not to exceed three hundred and seventy-five dollars ($375.00) for nine months in case of the blind, and three hundred dollars ($300.00) in the case of the deaf or crippled and proportionate amounts for those instructed more or less than nine months. He shall include in such voucher the cost of boarding persons included in the provisions of section 7755-1 at a rate of not to exceed two hundred and fifty dollars ($250.00) for each person so boarded for nine months during the year and a proportionate amount for each person boarded for more or less than nine months. He may also at his discretion include cost of transportation under section 7755-2 or 7755-3 in the voucher in favor of any board of education of such voucher the auditor of state if satisfied as to the correctness shall draw a warrant on the treasurer of state for the amount. (111 v 26; 108 v Pt. 2, 1281; 107 v 154; 103 v 271; 98 v 219, 114 Eff. June 20, 1925)

7759. Appointment and qualifications of teachers.

Teachers in such schools shall be appointed as are other public school teachers. They shall possess the usual qualifications required of teachers in the public schools, and in addition thereto such special training and equipment as the state superintendent of public instruction or board of education may require. The so called oral system shall be taught by such teachers in such schools for the deaf. If after a fair trial of
nine months any such children in school for the deaf for any reason are unable to learn such method, then they may be taught the manual method in a separate school, providing however that these are not fewer pupils than provided in section 7755 of the General Code (107 v 154; 103 v 271; 98 v 219 5)

7760. Who shall be considered as deaf, blind or crippled. Any person of sound mind who, by reason of defective hearing or vision or by reason of being crippled as to be physically unable to properly care for himself without assistance, cannot be properly educated in the public schools as other children, shall be considered deaf, blind or crippled within the meaning of section 7755-7757, General Code. But a person with partial hearing or partial vision may also be instructed under the provision of these sections and of standards prescribed under section 7761. (111 v 26; 109 v 259; 107 v 154; 103 v 272; 98 v 220 6 Eff. June 20, 1925).

7761. Annual inspection; report; standard requirements prescribed by director of education. The director of education shall select some competent person or persons to inspect all classes established under section 7755, General Code, at least once a year, and report concerning the instruction in such classes, the conditions under which they are maintained and the conditions under which such persons are boarded.

The director of education shall prescribe standard requirements for day schools for deaf, blind and crippled and other instruction of such children entitled to state reimburse-
ment, which requirements shall include the conditions under which such schools are conducted, the method of instruction and supervision, the qualifications of teachers and the conditions and terms under which they are employed, the special equipment and agencies for instruction provided, and the conditions of the rooms and buildings in which the schools are held. (111 v 26; 109 v 259; 108 v Pt. 2, 1281; 107 v 154; 104 v 232; 103 v 272; 93 v 220, 7 Eff. June 20, 1925)

7761-a. Education of handicapped children. There shall be in the department of education a supervisor who shall develop and direct a program of instruction for the training and education of all handicapped children not mentioned under section 7755 who are capable of profiting by further instruction in the public schools (118 v H. 504 l. Eff. July 29, 1939)\(^3\)

Under the Ohio law, eight parents or guardians of crippled children may petition the Board of Education of a district or apply to the director of education, for permission to establish a special class or school for these children. Transportation must be provided for these children to the school or district to which they are assigned. If the Board of Education in the district is not able, even with the transportation furnished by the state, to establish a class or school, then instruction shall be conducted in the homes. Five hours a

\(^3\)Baldwin's Blue Book, Throckmorton's Ohio Code, Annotated, 1936, pp. 663-665.
week instruction must be given these children as stated in the Ohio law 7755-4. The law also provides for both the licensing of boarding homes and the boarding of crippled children who need to remain from their homes so they can go to school.

The teachers for the special classes are appointed by the local board of education but they must be approved by the director of education. They must have the same qualifications as the teachers in the public schools, and any special training the state superintendent of public instruction or Board of Education may require. The teachers of exceptional children having the same amount of training and experience must be paid at least one hundred dollars ($100.00) more than teachers who teach normal children.5

The state grants for the education of crippled children up to three hundred dollars ($300.00) per child above the normal cost of the education of the children in the public schools. Also the board is allotted for each child not living in the district which must not exceed two hundred fifty dollars ($250.00) for each person for a period not longer than nine months.6

In 1939 the state legislature of Ohio passed an act

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5Hazel Hadley, Gladys Thompson, Prescribed Standards for Classes of Crippled Children, Bureau of Information, Elyria, Ohio.

enabling the Department of Education to place a psychologist in the Division of Special Education.

In Ohio there is a state director of special education whose duty it is to stimulate communities in caring for all their crippled and to show the value of special class work. The superintendent of Schools, Board of Education, the local health department and sometimes a civic organization, are active in helping to develop sentiment toward special education.7

It is difficult to have a class for crippled children in a county or in a small community school as the children differ as to grades, age and many types of crippling conditions. The teachers in these small schools carry the responsibility, for academic work and also they must see that the children wear their braces and keep their appointments at the hospitals. The teachers must have an unusual personality and ability to help these children.8

There are eight cities in Ohio which have orthopedic wards in hospitals where children are confined for long periods. These cities are: Cincinnati, Columbus, Dayton, Elyria, Mt. Vernon, South Euclid, Toledo and Youngstown. They have experienced teachers who hold certificates for several grades. These teachers must be cheerful and able to adapt themselves easily

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8 Hazel Hadley McIntire, Educating Crippled Children in Ohio State, State Department of Education Bulletin, 1937.
to the changing physical conditions of the children. They try to follow as nearly as possible the course of study which is given in the regular school grades. Hospital schools have three objectives: the first, to aid the children physically, second, to help the children select a vocation in keeping with their physical condition so they may become self-supporting; and third to give the children the same education they would receive in a regular school.  

The cost of these schools are apportioned as follows: the local board of education pays the salaries of the teachers, supplies, books and other material; the state board of education pays the excess cost of this education; children from out the state pay tuition.  

The Rainbow Hospital School is located in the Rainbow Hospital at South Euclid, which is about twelve miles from Cleveland, Ohio. The special feature of this hospital is that all patients are housed on the ground floor. A central corridor goes the length of the building, and it gives the appearance of being semi-circular in outline thus making a rainbow. The children are taken outside during spring and summer. The grade school is maintained by the Lyndhurst Board of Education. There

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9 Hospital Schools in United States, United States Department of Interior, Office of Education, Bulletin 1938, No. 17.

10 Hazel Hadley, Educating Crippled Children, Ohio (Bureau of Information, Elyria, Ohio).
are three teachers who give bedside teaching and a separate building is used for ambulatory cases.

Here, the Kiwanis Club of Cleveland maintains a nursery school. This room contains a small fountain with gold fish and Japanese turtles, which makes the room attractive and develops an interest in the care of living things. The children have a play house, which they must enter by the stairway which is intended to help develop the muscles in the children's legs. The stairs are constructed so that the children have no fear in climbing them. A full time instructor is employed in the nursery.11

The school has a summer play-school where music and nature study are stressed, and gardening is taught. Paths between the plots of the garden are large enough to let the wheel carts pass. The bed patients send for the seed catalogues and draw plans for the garden. Natural science classes are conducted and the pupils mark the names of the plants growing in the natural woodland that borders the hospital. The children study the habits of the birds that are around the hospital and give reports about their immigration, nesting and feeding. A class in nutrition is taught by a dietitian, whose work is intended to interest the children in eating proper foods. There

are music classes both vocal and instrumental, which present a public performance at the end of each summer.¹²

Akron has a school at the Children's Hospital. There is one teacher who usually has about twenty-two children under her care. They try to follow the same course of study that is used in Akron Public Schools.

The thirty cities in Ohio having instruction for the crippled children are: Akron, Alliance, Barberton, Cambridge, Campbell, Canton, Chillicothe, Cincinnati, Cleveland, Columbus, Cuyahoga Falls, Dayton, Dennis, Elyria, Findley, Hamilton, Lima, Lorraine, Mansfield, Marion, Martins Ferry, Newark, Portsmouth, Sandusky, Springfield, Steubenville, Toledo, Warren, Youngstown and Zanesville.

The location and description of some of the outstanding schools are given below:

(1) Canton started the Sunshine Class in September 1922, with twelve children enrolled. This city was fortunate in securing for a teacher an orthopedic graduate nurse from the University of Pennsylvania Hospital. The children are brought to school in a car, the first group arrives at 8:30 o'clock and the second at nine o'clock so no child is in the car longer than forty minutes. A free lunch provided by the Rotary Club is prepared by the seventh and eighth grade girls. This is followed by a rest period of half an hour. Four and one half

¹²Elizabeth Robinson, Rainbow Summer Play School (Written Report to Harvey Howett, Director of School Service) April, 1940.
hours each day are devoted to academic work. The Sunshine Class has a summer camp, for crippled children of Canton and the surrounding community which lasts for six weeks. This is also provided by the Rotary Club and will accommodate at least forty children. The camp is built on a forty acre island in Lake Cable, about five miles from the city. It is ideally located and splendidly equipped, having two long low buildings with everything on first floor.13

(2) Cleveland has the Sunshine School, a one story structure with special architectural features such as wide doorways, which furnish safe exits for wheel chairs and wagons. There are direct fire exits from each room to the outside. Hand rails are placed throughout the building.

The school faculty consists of a principal and nine classroom teachers. The course of study is the same one used in the city schools with special instruction given in art and music. A rhythm orchestra gives the handicapped children an opportunity to express themselves in the interpretation of rhythm by coordinating their mental and physical faculties. The instruments are adapted to the children according to their disabilities. Children with one arm play triangles, tambourines, and the spastic children can play the bells. Pupils who need muscular coordination in both arms play drums, woodblocks, cymbals and sticks.

13Hazel Hadley, Educating Crippled Children in Ohio, Bureau of Information (Report).
Through the Safety Council student government is accomplished to some extent. They publish a newspaper semi-annually, the material being gathered by the editorial staff.

Typing is offered to eighth and ninth grades. This is particularly fortunate for the spastic who are enabled to express themselves on paper. Each child is trained to do everything he can for himself physically and mentally thus changing his feeling of self-pity to one of hopefulness.

In the Sunbeam School they have a four-room apartment, where the girls are given instruction in practical home-making, which includes sewing and cooking. Manual training is taught to the boys, who make toys and develop projects in geography, history and reading.

Each day the first grade children have two rest periods, while rest periods for older children are determined by their physical conditions. Whenever the pupils need to go to clinics they are taken in the school bus.

Play and recreation are a part of the curriculum. Games and other activities are modified and adapted to meet the needs of either the individual or the group. Outdoor recesses both during school sessions and at noon, are required.14

(3) Cincinnati has a school for crippled children which was constructed and administered, by the city school board, but at the same time it is a unit of the Comprehensive Medical

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14 Hazel Hadley, Educating Crippled Children in Ohio, Bureau of Information, Elyria, Ohio. (Report)
Service of Cincinnati and is closely allied with the General Hospital and the College of Medicine of the University of Cincinnati.

This school was built with stairs instead of ramps so that the children would be encouraged to learn to use the stairs and develop themselves in spite of their infirmities. Of course it was recognized that some children were practically helpless so elevators were installed and wheel chairs provided to care for these cases.

The lobby to the entrance has three vestibules; two of which are on a level with the floors where the busses bring the children to school. These busses back against the vestibule entrance and the children enter without being affected by the weather. In the vestibules there are large closets for the storage of wheel chairs.

The classrooms on the first floor do not differ from those for normal children except that there are private toilets between each pair of rooms.

On the second floor are the special treatment suites, including an orthopedic examining room which has a treatment room on one side and on the other side a plaster room, where casts may be made or changed, or special splints applied. Another suite similar to the orthopedic is the pediatric. Here examinations are made each day and proper treatments are given in the adjoining room. These treatments consist of sun lamp exposures, baking, massage and corrective exercise.
The dental clinic comprises the room where general dentistry is performed, a small dark room where the X-ray work is done, and a small laboratory, in which the impressions are taken and corrective appliances are prepared.

The children spend a certain portion of each day in open air class rooms, either at play or resting on cots. Large closets contain extra blankets and outdoor winter clothing for the children. These rooms have glazed doors so that they can be closed and used as ordinary classrooms. The glass in these doors permits the penetration of ultraviolet rays from the sun.

This school places stress on vocational training, and the pupils are encouraged to make themselves self-supporting. The vocational training occupies the entire north front of the second floor. One side is for the boys, where they do general construction work, furniture and toy-making. In an adjoining room the boys do sanding, painting and general finishing work. On the opposite side, the girls have two large rooms, one where household arts are taught and the other a large sewing and fitting room for dressmaking. The finished products are for sale, which requires rooms for storage as well as rooms for packing and shipping. In the first floor lobby are special cases to display the outstanding work done by the pupils. These make an attractive entrance.

Much of the success of this school can be attributed to the splendid character of its teaching staff, with its
sympathetic and intelligent handling of these two hundred fifty children.\textsuperscript{15}

Sandusky has had a class for crippled children since September 1925, including pupils from the county. Four and one half hours are spent on academic work. For this class the teacher prepares one hot dish for lunch and the children bring sandwiches and fruit from home.\textsuperscript{16}

Lima has two classes for its crippled children, one for the primary and one for intermediate grades. The city course of study, with a few changes, is used for four and one half hours each day.\textsuperscript{17}

Springfield has a class for crippled children, organized in 1925. School commences at 9:30 o'clock, after the children have been brought in a bus owned by the Board of Education. The time for academic work is about three and one half hours in which the Springfield course of study is used. The children have one hour for lunch. This lunch consists of one hot dish prepared at school by an experienced cook, and sandwiches which are brought from home.\textsuperscript{18}

Toledo has the Charles Feilback School, with an enrollment of one hundred eighty crippled children. The purpose of

\textsuperscript{15}H. Eldridge Hannaford, Samuel Hannaford and Sons. The Nation's School, September, 1930, Vol. VI, No. 3.


\textsuperscript{17}Ibid., p. 24.

\textsuperscript{18}Ibid., p. 27.
this school is three fold, mental, physical and spiritual. Busses bring the children to school at 8:30 o'clock. At 9:00 o'clock the pupils have milk lunch. The noon luncheon is planned by the principal, prepared by two cooks, and supervised by the home economics teacher. Following this the children have a rest period. Industrial art classes are taught by special teachers who come from the Toledo schools. The girls are taught sewing and cooking, the boys knife work and metal work. Typing is also taught to the seventh and eighth grades by their classroom teacher.

Every morning the school has a forty-five minute assembly which unifies the extra curricular work.19

Illinois

The following provisions for the education of crippled children are found in the Illinois Revised Statutes of 1935:

14.--Add powers of Board

"To establish classes of one or more pupils for the instruction of crippled children over six and under twenty-one years."

Chapter 122 547 (1)

The boards of education, board of school inspectors and school directors of any school district may establish and maintain classes of one or more pupils and schools for instruction

19 Ibid., p. 28.
of crippled children who are residents of such school districts as amended by L. 1925 p. 569, June 30, July 1.

547 (2) (Powers as to establishment.)

The board of education, board of school inspectors or school directors establishing and maintaining such classes, school or schools for crippled children may employ a principal and all other necessary attendants and teachers for such schools and shall prescribe the method of discipline and the course of instruction therein, and shall exercise the same powers and perform the same duties as are prescribed by law for the establishment, maintenance and management of other classes and schools and in addition thereto, shall have all powers necessary to carry the terms and provisions of this Act into operation.

547 (3) Report of Crippled Children - Money to be set aside - Fund.

The truant officer shall report and enroll every crippled child within the meaning of this Act in his respective district. The board of education, board of school inspectors or board of school directors of every school district wherein one or more crippled children have been reported and enrolled shall appropriate and set aside annually such a sum of money as will be equal to the total per capita cost of educating a like number of normal children, said moneys when so appropriated and set aside shall be considered a special fund to be known as the "Crippled Children Institution Fund" and
shall be expended solely for the purpose of instructing the crippled children in such school district and for the establishment and maintenance of schools as herein provided.

547 (4) Qualifications of teachers. No person shall be employed to teach any class in such school unless he possesses the usual qualifications required of teachers in public schools and in addition such special training as the board of education, board of school inspectors or school directors or Superintendent of Public Instruction may require.

547 (5) Accounts. The board of education, board of school inspectors or school directors shall keep an accurate, detailed and separate account of all moneys paid out for the maintenance of such classes and schools and for instruction and care of the pupils attending them, and shall report the same to the Director of Public Welfare for approval on vouchers prescribed by said board of education, board of school inspectors or school directors on or before the third Monday in August in each year, together with the excess cost for each and every pupil for each school year ending in June, over the last ascertained average cost of such board of directors of any school district for instruction of normal children in elementary public schools of the city or school district for a like period of time of attendance, as such excess shall be determined and computed by said board of education, board of school inspectors or school directors.

547 (6) State to pay excess cost. The aggregate excess
cost of maintenance of such class and schools as determined, computed, and reported by the board of education, board of school inspectors or school directors, as provided in section 5 of this Act, shall be and the same is hereby made a charge against the State of Illinois and such excess cost shall be paid annually to such board of education, board of inspectors or school directors on the warrant of Auditor of Public Accounts out of any money in the treasury appropriated for such purposes, or presentation of proper vouchers approved by Director of Public Welfare. Provided however, that the excess cost for each pupil shall not exceed the following amount:

For crippled children......$300.00 a pupil per annum

(In case the money appropriated by the General Assembly for the purpose set out in this section prove insufficient, such money shall be appropriated to each school district on the basis of the claims filed for the excess cost and each district shall thereupon receive a proportional part of said appropriated funds.)

547 (7) Who are considered crippled children. For the purpose of this act a crippled child shall be construed to include any child between the age five and twenty-one years who is deformed in body or limb and who can not profitably or safely be educated in regular classes. Provided that, children defective in hearing, speech or sight shall not be considered as crippled children within the meaning of this Act.

547 (8) Supervision of Superintendent of Public
Instruction. All classes and schools established according to any provisions of this Act, shall be subject to the supervision of Superintendent of Public Instruction.

547 (9) Warrants on treasurer. The auditor of Public Accounts is hereby authorized directed to draw his warrants on the State treasurer on or before the first Monday in September of each year for the respective sums of excess cost theretofore reported to him, as provided in section 6 of this Act, upon the order of Director of Public Welfare.20

Under the revised Illinois law the Board of Education may establish classes and schools for the instruction of resident crippled children between the ages of five and twenty-one. The truant officers report all crippled children found in their districts. The classes are under the direction of the State Superintendent of Public Instruction.21

Illinois has no law in regard to the transportation of the crippled children. The law states the teachers must have the qualifications of the regular teachers, plus the additional training that the State Board of Education or the State Superintendent may prescribe. The state pays the excess cost for the education of the crippled children up to three hundred dollars ($300.00) per pupil.22

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20 Illinois Revised Statutes 1935, Chapter 122 123, As Amended by L 1925, p. 569.
Illinois has some outstanding schools for crippled children which are described below:

In Chicago there are four elementary schools which make provisions for handicapped children. There are also two branches of high schools especially equipped to take care of those who can not attend a regular high school. The Christopher School, which is under the direction of Miss Anna Henry, at 51st Street and Artesian Avenue and The Spalding School under the direction of Mrs. Olive Bruner, at 1628 Washington Boulevard, are complete in every detail of structure and equipment. According to Mary E. Courtney the other two schools, the Jahn and the Gomper, house approximately two hundred seventy-five crippled children.23

William H. Johnson, superintendent of Chicago, Illinois schools gave the following report on the schools for crippled children in 1939-1940:

At the Spalding School the Sunbeam League operates a nursery school which provides early training for the spastic, who are admitted at the age of two years. Here it is necessary that the children develop correct habits of muscular control as early as possible. The room used for the nursery school is equipped with furniture constructed for children of that age. They have toys that encourage the use of hands and thus develop the hand muscles. Bicycles on steps are provided for exercise.

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of the muscles of the feet. Walkers are provided for children learning to walk.

The children have a play period, lunch, rest period, songs and story hour. They learn to live with others and to help each other, and become interested in objects around them.

There must be a close relationship between home and school. After the children have enrolled in the school the cooperation of the parents is very essential as they must be advised about the exercises to be taken at home, the rest periods, diet and their attitudes toward the child's handicap.

The Janeil Shop which is a workshop for handicapped girls, is in the Spalding School. It was organized by Miss Jane A. Neil for the purpose of giving employment to young women who are so badly crippled that they cannot obtain employment elsewhere. Before being employed in this shop the girls are given a six-month course. This shop is devoted entirely to needlework, specializing in garments for children and women but also making novelties. This shop is operated on a non-profit basis by an organization which is not connected with the school. The small profit pays only the wages of the girls employed there.

The four special elementary schools in Chicago are trying to help the crippled children make their adjustments, keeping in mind that academic adjustment must go hand in hand with the physical. Hence the children are taken to and from school in busses. They are given a substantial lunch and those who
need special feedings are given them at the correct time. They are treated by physiotherapy and hydrotherapy under a trained physiotherapist. Cardiac cases are under supervision of a cardiac nurse. They are examined regularly by doctors and required to take a rest period every day.

Pupils in the higher grades have student government. This gives the pupils an opportunity to participate in school activities. Academic subjects have been approached through new fields of activities. In the food laboratory, children plan, prepare and serve breakfasts, luncheons, dinners and teas. In the clothing classes graduation dresses, aprons, towels and bags have been made. At other times they work with materials, such as wood, raffia, reed, string, tin, aluminum, brass and copper.

In art classes they make clay models, blend and mix colors to paint them, fire and glaze them. These classes permit the children to express themselves artistically and they also have a therapeutic and psychological value.

Boys who are able, serve on the safety patrol and perform the same duties as normal boys. Character education is taught in the elementary schools for crippled children.

Some of the crippled children are deaf or hard of hearing, others blind. They are taught by especially trained teachers and they also receive treatments for orthopedics. There are some children who are mentally deficient, therefore provisions must be made for them. This is done by having ungraded classes and vocational centers, which can be done only in large schools.
The High Schools for Crippled Children in Chicago are named Morrill Crippled Children's Branch of Lindbloom and Sabin Crippled Children's Branch of Tuley. The enrollment of these schools is nearly five hundred and fifty children. The largest group is composed of children with cardiac deficiencies, the second largest group poliomyelitis; the third group, spastic; the fourth tuberculosis of the bone; the fifth, osteomyelitis; the sixth arthritis. Numerous other handicaps cover a wide range of physical disabilities. When the children enter school a complete physical and social record of each child is made, then the physicians recommend the treatment and the physiotherapists in charge give only the treatment prescribed by the physicians. The physical development is charted as it goes along with the academic work. The academic programs are planned with the aid of the physiotherapist and adjusted to meet the individual needs of the children.

Usually reading is retarded thus special methods are necessary to help these children to adjust themselves. The bright students need a program much richer than is provided through individual interests. They need guidance in selecting their books, beginning at the students level and guiding them to the material that will enlarge their knowledge and outlook. Also English classes need special devices and methods for helping them to make the adjustment. Supervised study has helped these children to acquire concentration.

The vocational placement of these children is a problem.
The physician is consulted as to the work best suited to each child. Then the students choose the vocation they would like. The physiologists from the Bureau of Child Study, aid in giving aptitude tests and the State Federal Agent also aids the pupils. While this is taking place the children study various industries and professions through reading, discussion and observation. Each child is asked to make outlines of the physical qualifications required in the occupations he chooses. This will help him to see whether he is able to compete with those who are not physically handicapped. The children also must consider what the employer's attitude will be toward physically handicapped.

Recreation is as important in the every day life of these children as in that of the normal children.

Chicago has hospital schools where about five hundred children carry on their education. The Board of Education sends teachers to aid these children with their studies. Outstanding values of the hospital schools are: first, that the children, while patients continue with their general educational developments; second, they develop physically through therapeutics, and third, they receive vocational guidance. The teachers use the individual method, which enables the children to progress rapidly. High School students have the same opportunities as the elementary pupils and in addition they are taught typing. This year a film library has been established for the hospital
schools and William H. Johnson expressed a hope that the visual material will prove a great aid.  

**Michigan**

The state of Michigan has thirty cities which are outstanding because of their schools and classes for crippled children. The state has eleven cities that have hospital schools and seven cities have summer camps.

The laws of the state of Michigan for the education of Crippled Children are as follows:

12896. Section 1. Policy of state. It shall be the policy of the state of Michigan to care for crippled children in the same manner generally as it cares for the deaf, dumb, blind, feebleminded, epileptic, insane and other unfortunates and more specifically to locate, examine, treat, care for and educate such crippled children as herein provided, by policy being based not only on humanitarian but on economic considerations. It shall be carried out not only for the purpose of economic considerations. It shall be carried out not only for the purpose of providing medical and physical relief for physically defective and deformed children but for the purpose of making them self-sustaining in whole or in part, rather than charges on the public for support.

12897. Section 2. Definition. For the purpose of

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this act a crippled child is hereby defined to be one whose activity is or may become so restricted by loss, defect or deformity of bones or muscles as to reduce his or her normal capacity for education and self support.

12898. Section 3. Registration of crippled children. The forms prepared by the superintendent of public instruction for enumeration of children of school age in this state, as provided by law, shall contain blanks or cards for the special enumeration of crippled children of whatever age from birth to the age of twenty-one years, and shall show the following information: Name of child, age, sex, nationality, residence of parents or guardians and a brief statement of the physical condition and the cause thereof; and each school census enumerator shall register thereon every crippled child as herein defined, within his school district or sub-division thereof, and make report thereof to the superintendent of public instruction. The superintendent of public instruction shall, upon receipt of the reports of said enumeration, make up as quickly as possible a tabulation of such information by counties, and shall forthwith forward a copy thereof to the secretary of the Michigan crippled children commission as hereinafter provided for. A copy may, in the discretion of the superintendent of public instruction, also be furnished on request to any voluntary state organization doing work for crippled children.

12899. Section 4. Investigation and report. Upon completion of such tabulation, the said superintendent of
public instruction shall forthwith forward to the commissioner of schools of each county of the state, a copy thereof for his county and to the superintendent of schools in each school district having a population of 3,000 or over, a copy therefore for his district; and it shall be the duty of the said commissioner of schools, or the county agent under the direction of the probate judge, to make an investigation of the condition of each child whose name appears thereon, living in a school district having a population of less than 3,000 and of the superintendent of schools or such county agent of every other district, to make such investigation; to secure complete personal history of the child and full information as to the child's care, treatment and education, and to make prompt and complete report to the said superintendent of public instruction. Such report shall be made upon information blanks provided by the section of the Michigan crippled children commission.

12900. Section 5. Examination and diagnosis. County Clinics. The reports therein required to be made by county school commissioners shall upon their receipt by the superintendent of public instruction be checked by him against the original tabulation on file in his office, and he shall require any inadequate reports to be completed and any missing reports be supplied. The superintendent of public instruction shall promptly forward all reports to the secretary of Michigan crippled children commission and it shall be the duty of such commission thereupon to arrange as soon as conditions will permit
for the holding of a clinic in several counties of the state for examinations and diagnosis of crippled children. Such commission may utilize any facilities existing in any county the use of which facilities is made available. There shall be at least one clinic in each county annually. Provided; that in the discretion of said commission, joint clinics embracing two or more counties may be held. In emergency cases, such examinations and diagnosis shall be made under the direction of the secretary of said commission by an orthopedic surgeon selected by said commission. Such clinic shall be held at such place in the county as may be determined by said commission preference being given to the county seat or city within the county. Preparation for, and the conduct of such clinic shall be under the direction of said secretary or representative appointed by the commission. Such representative shall be especially trained for the purpose and competent to perform the duties required. The said commission is hereby authorized to appoint such representatives to be known as supervisors of clinics, and to fix their compensation, which shall be paid out of the state treasury, together with the necessary traveling expenses, or the warrant of the auditor general, approved by the chairman of the commission. In the conduct of such clinics, said commission is hereby authorized to accept without compensation or expense, the services of any voluntary organization interested in the work for crippled children. Said commission may also designate necessary orthopedic surgeons and pay their traveling expenses,
in addition to such reasonable per diem as said commission may
have agreed upon as compensation to such orthopedic surgeon.
It may also incur and pay in manner herein provided any other
necessary incidental expense in connection with the holding of
such clinic, including clerical and stenographic assistance.
The detailed reports of the orthopedic surgeon attending at any
clinic herein provided for shall upon the conclusion thereof
be forwarded to the secretary of said commission and shall
include a medical history, and recommendation in each case
examined and diagnosed. In such findings the said orthopedic
surgeon shall state whether or not treatment by physiotherapy
or surgery, or both will be beneficial to the condition of the
child and, if so, shall recommend the treatment to be provided.
Copies of such reports shall be forwarded by such secretary to
the commissioner of schools of the county wherein such child
resides, and to the superintendents of schools in the county
wherein such population of 3,000 or more, and the said com-
mmissioner or superintendent shall classify in four groups. The
commission shall group those cases which according to the re-
commendation therein contained, require surgical treatment and
then those which can be otherwise treated. Each of such groups
shall be classified according to the ability of the parents or
guardians to pay expense of the treatment required, according
to the information secured by the county commissioner of schools,
city superintendent, county agent or such other agency as shall
be available, in making the investigation provided for by
section four thereof. To parents or guardians of sufficient financial ability to pay the cost of necessary treatment, the commission shall make full report and recommend the treatment prescribed. The cases of crippled children in the other groups shall be accorded treatment as provided in section six of this act.

12901. Section 6. Treatment. Whenever there shall be found in any county a crippled child as herein defined whose condition can be remedied, and whose parents or guardian are unable to provide proper care and treatment, it shall be the duty of the county commissioner of schools, city superintendent county agent or such other agency as shall be available, as the case may be, to make a certificate showing the condition of such child and setting forth a copy of the report of such investigation and of the report of the orthopedic surgeon or other physician or surgeon, with reference to such child, and forward it to the judge of probate of the county. Upon receipt of such certificate, it shall be the duty of the judge of probate promptly to consider the matter and to make a determination with reference thereto. The said judge of probate may enter an order directing that such child be afforded treatment locally at the expense of the county, if there are available within such county competent surgeons and adequate facilities, and if these are not, that such child be conveyed to university hospital as designated within the provisions of this act, for free treatment to be paid for by the state as hereinafter provide.
12902. Section 7. Education during Convalescence.
Hospital schools for academic instruction (including bedside teaching) and vocational training for convalescent crippled children shall be provided by Michigan crippled children commission in the hospital of the university of Michigan and in other hospitals of the state receiving crippled children for treatment as may in the judgement of the commission be deemed advisable. All courses of study, the adequacy of methods of instruction, the qualifications of teachers, the condition under which teachers are employed and the purchase of necessary equipment for the instruction of such children shall comply with the requirements prescribed by the state board of education.

12903. Section 8. Charge for care and treatment. The charge for the care and treatment of the children whose parents or guardians are of sufficient ability to pay the same, either in whole or part, or who have persons or kindred bound by law to maintain them, shall be paid in whole or part by such persons or such kindred at a rate to be determined by the Michigan crippled commission. Any hospital school established by the crippled children commission, shall be entitled to receive through the commission, as tuition from the treasurer or the school district in which any child has a legal residence, an amount of money received by such district from the primary school fund of the state for each child eligible to instruction in the public schools of such district. It shall also
receive whatever amounts are properly payable by the state of Michigan under section four, chapter nineteen, part two of act 319 of the public acts of 1927; as amended. The amount to be paid in each case shall be the difference between the maximum amount allowed by such act and the average cost of education in the first eight grades of the district which is the legal residence of the child attending the convalescent school.

12904. Section 9. Disposition of income. All sums paid to Michigan crippled children commission for the training of crippled children shall be covered by the commission into the general fund of the state by monthly remittances to the state treasurer and shall be credited by the auditor general on appropriations made for the maintenance of said convalescent school. All money, securities or like personal property received by said commission by gift, devise or said money shall be kept by the treasurer in a separate fund for the use and benefit of the said commission to be expended by it in carrying out the provisions of this act; and the income from all notes, stock, bonds or other use and benefit of said commission. The treasurer of the commission shall give a bond to the state of Michigan in such amount as shall be set by the governor from time to time prescribed.

12905. Section 10. Out-patient and convalescent department. Follow up supervision. The commission may from time to time establish orthopedic centers in various counties of the state, where, in the opinion of the commission it is necessary
for clinical examinations, out-patient treatment and education and follow-up supervision, including convalescent periods for patients from orthopedic hospitals and for this purpose the commission may designate local compensation therefor, and the probate judge of such county shall issue an order directed to the auditor general for the payment from the general fund of the sums so contracted for by the commission.


a. There shall be appointed by the governor, by and with the advice and consent of the senate a commission composed of five members, to be known as the Michigan crippled children commission. Two of such members shall be appointed to serve for a period of one year, two for two years and one for a period of three years, and each year thereafter these shall be appointed. Two members or one member, as the case may be, to serve for the full time of three years or until their successors are appointed and qualified. All vacancies shall be filled by appointment by the governor. Each member of the commission shall take and subscribe the oath of office required by law. Such members shall serve without compensation, but shall be entitled to their actual traveling expenses. Such commission shall be a body corporate and may contract and be contracted with, sue and be sued, and do all things necessary to perform the duties required and to execute the powers vested in the commission by law. The commission shall have power to make
rules governing its procedures; to select a chairman and a vice-chairman who shall serve, without compensation, for the term of one year and a secretary-treasurer, who shall serve during the pleasure of the commission at a salary not to exceed $3500 per year; and make and enforce rules and regulations for the conduct of the hospital schools herein established and for carrying out the other provisions of this act imposing duties upon it.

b. The said commission shall have power and authority to receive and hold the title to property, both real and personal, by gift, devise, bequest and conveyance, to be used by said commission for the purpose carrying out the provisions of this act, and all property received shall be held and used as a trust fund for the purposes for which received, and its use shall never be diverted to other purposes.

c. The books and accounts of the commission shall be open at all times for examination, and the commission shall make biennial report to the governor and the state administrative board showing the amount of money received and expended and a detailed statement of its activities for said period, and a copy of such report shall be furnished each member of legislature at the first session following the filing of such report with the governor.25

Eugene B. Elliott, superintendent of Public Instruction

25Complied Laws of Michigan, 1929. (12896-12904)
stated in a directory of adjustment services in Michigan for exceptional children that five parents or guardians of crippled children may petition for a class in order that these children may have an education. Transportation is authorized for each crippled child to be taken to the hospital for treatment but there is no law requiring the transportation for these children to classes or schools.

The teachers for crippled children in the state of Michigan are required to have a Michigan Life or Provisional Permanent Certificate; thirty semester hours of credit in special education and related subjects. Every teacher teaching crippled children must have the following courses: Education of Exceptional Children or a Survey of Special Education and Mental Hygiene, Mental and Educational Testing, Guidance and Occupational Information, speech correction, Mental deficiency, delinquency, abnormal psychology, anatomy, social psychiatry, child welfare or equivalents; arts and crafts; care and education of crippled children, therapeutic care of crippled children, pathology of the crippled child or equivalents; directing teaching of crippled children. The state will pay the excess cost above the average cost of educating the normal children in first nine grades, but the cost must not exceed two hundred dollars ($200.00) a year for each child. In keeping with this law there were in 1940 thirty cities having special class

26 Department of Public Instruction, Education of Exceptional Children Service, Lansing, Michigan (Approved September 15, 1939).
instruction for crippled children. Seven cities have summer
camps for the exceptional children. Eleven cities have hospital
schools.

Some of the outstanding schools for the crippled children
in Michigan will be described below:

Detroit organized the first class for crippled children
in January, 1910, in the Harris School, and in September of the
same year the class was transferred to the Clinton school,
using the lower floor which had to be remodeled for this purpose.

In February 1919 the Nellie Leland School which was
built especially for the crippled children was opened. The
school became so crowded that an addition had to be built and
in 1921 this made it possible for the school to care for three
hundred fifty pupils. The next few years brought a demand for
placement in this school and as the classes were established
temporarily in the elementary schools, Shulze and Von Zile.
In 1929 the Dr. Charles H. Oakman School was opened and classes
for crippled children were discontinued at Shulze school, fol-
lowed three years later by the classes being closed at Von Zile
school and all the crippled children being transferred to Le-
land and Oakman schools.27

The Leland school is a three story building in the
shape of an el. There are twelve classrooms; an auditorium,
rooms for household arts, shop, art and crafts, speech correction,

27Board of Education, Detroit Public School Bulletin,
1937. Education of Crippled Children.
The Oakman school is a rectangular, one story building, built around a central court. On the three sides there are thirteen classrooms, a library, and an art and crafts room opening upon a wide terrace, which is used as an open air study. The clinical facilities include a physiotherapy treatment room, an ultra violet light room, a therapeutic pool, an examining room, an infirmary, dressing room, showers, plaster room, dental clinic and a roof solarium.

To be admitted to either of these schools children must have recommendation of the orthopedic surgeon in charge. There is a clinic held one day a week, for which the parents make appointments by telephoning to the schools. Decisions on admittance are made after a consultation with the orthopedic surgeon, the psychologist and the principal.

The children come to school in motor coaches especially designed for crippled children. Each coach has an attendant as well as the driver. The daily program begins at 9:00 o’clock and lasts six hours. The children have half an hour for lunch, followed by rest and play periods. The instructional program is much the same as that of the regular school so the children may transfer back and forth. The teachers give individual
instruction which is necessary because of the many interruptions for treatments, rest and various physical corrective activities. Special training is given in arts and in various types of handwork having therapeutic value. Clubs such as music and art are provided to interest the children. Pupils of the seventh, eighth and ninth grades are divided on the basis of chronological age, mental age, social age and economic status, which places them in either high school preparatory, or prevocational groups. Care is taken to see that the students who are planning to enter high school be given the proper training for entrance requirements, while the pupils who are in prevocational groups are given practical work.

The teachers of these students are responsible for their citizenship, guidance, and scholarship. During this period each child is taught to realize his responsibilities and limitations in the industrial fields in which he may hope to compete. At this time he becomes acquainted with the State Rehabilitations Department and other agencies that work with handicapped people. Both schools are equipped with physiotherapy in various forms, which makes this service available for children whose parents are not able to afford private care. In addition to this treatment, muscle tests are made by the physiotherapists, braces and special shoes are ordered, and records are kept on each case. X-ray service is also available, provided by the Board of Health through the Herman Kiefer Hospital.28

28Board of Education of Detroit, Michigan. Educating the Crippled Children in Detroit, Michigan Public Schools.
Battle Creek has the Ann J. Kellogg school, named for W. K. Kellogg's mother, which is recognized as the most outstanding school for exceptional children in the United States. Mr. Kellogg financed the school and he has created the W. K. Kellogg Foundation that furnishes additional medical, psychological and other health services at the school. Because of this foundation and the reimbursement from the State of Michigan for handicapped children, the local taxpayers do not have to pay extra taxes.

There are eight classrooms for the lower grades equipped with auxiliary industrial workshops. There is a health suite which consists of an examining room, a clinic, a dental room and offices. The kindergarten and first grade have model rooms and between these rooms is a miniature house in which the children play. The lower floor has industrial arts, shop, wardrobes, drinking fountains, lavatory and toilets; while on the second floor are two large playrooms. The building also has an attractive library, a cafeteria and a well equipped gymnasium all of which are excellently lighted and ventilated.

The program is flexible in order that the handicapped children may work as rapidly as they are able, so that they may be transferred to a regular school as soon as they have made their physical adjustments.

The school has an advisory board which consists of representatives from the Board of Education, the W. K. Kellogg Foundation, the State Crippled Children's Committee, health officer of the city of Battle Creek, the president of Calhoun
County Medical Society, the school physician, the general chairman of the consulting physicians, the medical director of W. K. Kellogg Foundation, superintendent of Battle Creek Public Schools, and the principal of the Ann J. Kellogg School.  

**Iowa**

Iowa does not have any fore-sighted plans for the education of crippled children. Rather she chooses to finance it for a biennium period. For 1941-1943 the forty-ninth general assembly has made an appropriation of twenty thousand dollars ($20,000.00) per year for the education of Iowa's handicapped children.

The Department of Public Instruction has set up the following plan for the use of the appropriation:

A. School districts will be reimbursed for amounts paid by them in previously approved programs for the following services to physically handicapped children:

1. Transportation to regular public school classes.

2. Classroom instruction to those unable to attend school by the regular classroom teacher through use of electrical two-way teaching devices.

3. Home instruction by a duly certificated visiting teacher of those unable to attend school, where the use of electrical two-way teaching devices is impractical.

B. Applications for approval of the program for each particular child shall be upon forms provided by the department,

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29American School Board Journal, August 1932, p. 35.
shall be accompanied by physicians' certificates, and shall have the approval of county superintendents. Applications are subject to final approval by the department of public instruction.

C. Arrangements for these services are to be made, after approval by the department, by the board of education of the school district in which the pupils reside.

D. The district in which the children attend school will be reimbursed by the state for the cost of approved services up to a certain maximum.

E. Requisition for reimbursement should be sent to the state department of public instruction upon the form which it provides.

F. If the total amount available is insufficient to care for applications filed according to plan herein described, the amount available will be allocated to those school districts forwarding applications for approval of program which are approvable until available funds are exhausted by allocation. Applications received subsequently will be filed seriatim as received and will receive consideration in order, if and when additional funds become available.

Procedure for Securing Reimbursement

A. The local school district shall make all arrangements for the development of the program approved for eligible pupil or pupils. In making these arrangements the following cautions should be observed:
1. Persons who are employed after program approval to transport pupils should be responsible drivers who are at least sixteen years of age and who are each provided with satisfactory operator's license and appropriate and adequate conveyance.

2. The two-way teaching instruments purchased after program approval should conform to the standard specifications recommended by the department and should be carefully tested as to efficient, satisfactory performance.

3. The persons who are employed for home instruction after program approval should have teacher's certificates in force in Iowa, should not be otherwise employed by a school district, and should meet the same qualifications as other teachers employed in the same school district.

B. County superintendents will be supplied with application forms. Additional copies may be secured from the department of public instruction upon request. A separate application is to be made for each individual pupil. Samples of these applications are shown at the end of the discussion of Iowa's education for handicapped children.

C. Two copies of each application should be filed with the state department of public instruction. Each application should be accompanied by a physician's certificate and should have the approval of the county superintendent. Delay in approval of application may be avoided by giving complete information.

D. As soon as an application has been acted upon by the superintendent of public instruction, notice will be sent to the district concerned.
E. Persons who, after the approval of applications, provide transportation, provide equipment, or give home instruction for physically handicapped children will be paid by the district in which the pupil resides.

F. The district which has paid, after approval, for these services will be reimbursed by the department of public instruction for the cost of transportation, for the purchase price of two-way teaching instruments, and for one-half the wage paid the visiting teacher upon receipt of proper reports and requisitions for state aid. State aid will be distributed twice a year on or about February 15, and June 15.

G. New applications for each pupil who is to be transported, or for whom two-way teaching equipment is to be used, or who is to receive home instruction by a visiting teacher should be filed with the department of public instruction at the beginning of each school year or whenever such service to a pupil is instituted.

Eligibility of Pupils

A. To be eligible for state aid each pupil should be of normal mental ability.

B. These services are available only to a pupil who is enrolled in a public school within Iowa.

C. A pupil who is to be transported to school should be able to participate in the work of regularly maintained classes of the school but unable to attend school through his own efforts and the means provided for the transportation of normal children.
D. A pupil who is to be provided with two-way teaching equipment should be so situated as to benefit from its use. Age, classroom experience, extent and type of disability, and the matter of available telephone or other wiring, all should be given consideration.

E. A pupil who is to receive home instruction by a visiting teacher should be one so physically disabled as to be unable to leave his own home and attend regular public school classes, so situated that classroom instruction by two-way teaching equipment is not practicable.

F. Physical condition of the pupil shall be certified by a competent physician. This certificate is part of the application form.

Basic for Reimbursement

The board of education of the district in which the physically handicapped child resides shall pay the cost of the approved program according to the terms previously agreed upon. Reimbursement will be made by the state following the close of the first semester and again at the close of the school year. The purchase price of necessary instruments will be reimbursed after installation and efficient and satisfactory performance. Requisition forms are supplied by the department. Other details of reimbursement are set forth below:

A. Transportation of physically handicapped children:

1. State aid for the transportation of physically handicapped children shall be for the approved cost of transportation to the
district providing such facilities. The total reimbursement for transportation of any child shall not exceed the rate of $10.00 for each month of twenty days. The transportation schedule in use is:

<table>
<thead>
<tr>
<th>Distance</th>
<th>Per Month</th>
<th>Distance</th>
<th>Per Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 mile or less</td>
<td>$5.00</td>
<td>1 3/4 miles</td>
<td>$8.00</td>
</tr>
<tr>
<td>1 1/4 miles</td>
<td>$6.00</td>
<td>2 miles</td>
<td>$9.00</td>
</tr>
<tr>
<td>1 1/2 miles</td>
<td>$7.00</td>
<td>Over 2 miles</td>
<td>$10.00</td>
</tr>
</tbody>
</table>

2. Reimbursement will be made only for those days when pupils are actually transported to school and shall not exceed the sum paid out by the school district for such transportation.

3. Reimbursement for the transportation of physically handicapped children may include pupils who are attending a public school outside the school corporation in which they reside. In such instances the payment of tuition will be made as provided for in Sections 4233-1, 4247, and 4277, Code of Iowa, or by agreement between the parent or guardian of the child transported and the board of education of the school attended.

4. If a child is transported in a vehicle in which other children are also transported, the rate of reimbursement shall not exceed the average cost per child transported in that vehicle.

5. If a vehicle is used exclusively for transportation of two or more physically handicapped children to school, reimbursement for each additional child shall not exceed one-fifth of the cost of transporting the first child.

B. Purchase of equipment for extending classroom instruction to the home of physically handicapped children:

1. The state will reimburse the district purchasing such instruments for the purchase
price but not in excess of the amount designated in the particular approved application authorizing purchase.

2. The equipment is to be cared for and maintained by the district and in the event of discontinuance of its use in the extension of classroom instruction to a physically handicapped child the department is to be notified and the instruments surrendered to the department for use elsewhere.

C. Home instruction of physically handicapped children by visiting teacher:

1. The state will reimburse the district providing for such visiting teacher for one-half the amount paid the teacher. The reimbursement by the state shall not exceed the rate of $10.00 per child per month for a minimum of thirty hours of home instruction per month.

2. If two or more eligible children are receiving home instruction in the same home, reimbursement for the instruction of each additional child shall not exceed one-half of the reimbursement provided for the instruction of the first child.

3. Reimbursement by the state shall not exceed one-half the amount paid by the school district for home teaching.

4. Reimbursement by the state shall not be made unless the teacher shall have a certificate meeting the minimum requirements for approval of teachers in the district making application, which certificate is registered in the office of the county superintendent.

5. Reimbursement by the state shall not be made when the visiting teacher is otherwise employed by a school district, either in the district applying or elsewhere.

Other Services

These regulations are subject to revision from time to
time as experience may justify. Additional service, or service of a different type, may be arranged to meet the needs of individual cases.  

Iowa has no law regulating the age or number of exceptional children that constitute a class. Transportation is provided for each child who is not able to walk to school but the cost must not exceed ten dollars ($10.00) per month of twenty days. Responsible drivers are chosen and they must be over sixteen years of age. The teachers of handicapped children must have the same qualifications as a teacher teaching normal children which includes a teachers certificate that is in force in Iowa.

The Board of Education in the district where the children reside pays the cost of the approved program and is reimbursed from the state at the close of each semester.

Schools or classes for physically handicapped are maintained in Des Moines, Sioux City, Cedar Rapids, Ottumwa and East Waterloo.

One of the most unusual schools for the handicapped children is located in Des Moines, this school was opened in 1931. It was a gift from Doctor and Mrs. David Smouse. Doctor Smouse had lost one eye when a small boy and Mrs. Smouse was

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30 Jessie M. Parker, Superintendent of Public Instruction of the State of Iowa, State Aid for Education of Physically Handicapped Children. (Mimeograph Copy)
frail, unable to attend public school, so they realized the need of a school for exceptional children.

The building, of brick and stone, is located in the heart of the residential section of Des Moines, comprising ten acres which are beautifully landscaped. Over the entrance of the building is the inscription "Let naught but happiness dwell within these portals." In the vestibule entrance there are plaster models of Della Robbia's Bambini which are faced across the corridor by a stone tablet with a message to the handicapped children from Dr. Smouse, "Be steadfast and courageous; be brave and true; believe in yourselves and carry on." In the court there is a fountain done in colored tile, a relief of Michelangelo's Mother and Child as its motif.

There are four floor levels, two at the front and two at the back of the building. The two at the front are one-half story apart connected by ramps. They are also connected by stairs for the children who can use them. The first floor has a cafeteria, kitchen, home economics room, laboratories, an apartment unit used to teach household arts, manual training and industrial art rooms.

Four classrooms, a vestibule entrance, patio and courts are on the one-half story at the front. On the second floor at the rear are the principal's office, waiting room, nurse's office, shower dressing room and a playroom which may be used as an auditorium. The second front has two regular classrooms, three rooms for the deaf and a sight saving room. Over the second floor is a playroof surrounded by a four foot wall.
The equipment of this building is made to meet the demands of the handicapped children. All of the desks, tables, chairs and easels are adjustable and are decorated in bright cherry red. Many beautiful paintings and hangings are hung on the walls to create a restful and homelike atmosphere. The heating and ventilating system is a separate unit so that each teacher may regulate the temperature in her room without disturbing the rest of the building.

The playroom is an old English type room which has a large stone fire place at one end of the room while at the other end is a small stage under which the folding chairs may be stored so the playroom can be converted into an auditorium. The rest room is on the south west side, and has sixty cots which are made of Chinese red with gray green canvas tops, having on each cot a green blanket. The walls of this room are soft green. After the rest period, which lasts forty minutes, blankets are put in the lockers. These lockers are heated and ventilated so the warm air will pass through the bedding.

The dining room is very attractive having on three sides a border showing the incidents from the life of Don Quixote. The predominate color is robin egg blue; at the windows are brown drapes. The children's lunch is supervised by the director of home economics and the school principal, who is a graduate nurse.

The children who are able come to school on the street cars, and the others come in taxicabs or in the school bus.
The course of study is the same as the City of Des Moines only adapted to meet the needs of these children. Physiotherapy treatment room is in charge of the physiotherapist who also has charge of corrective gymnastics. The general physical education is conducted either in the indoor playroom, or on the playroof.

After this excellent physical care many of the children are able to return to the regular schools.31

31Rall I. Grisby, The Des Moines House of Dreams. (Pamphlet) By the Director of Department of Pupil Adjustment.
State of Iowa  
DEPARTMENT OF PUBLIC INSTRUCTION  
Jessie M. Parker, Superintendent  
Des Moines

Application for Approval  
TRANSPORTATION OF PHYSICALLY HANDICAPPED CHILD

Name of District

The district requests approval of its program of assistance to a physically handicapped child. It is proposed to furnish TRANSPORTATION to classroom for:

Name of Pupil

Date of Birth

Grade attended

Has pupil been transported previously?

Means of transportation: Regular school bus  
special vehicle  
Other (specify)

Distance (one way)

Number of children transported to school in this vehicle

Cost of transportation per month

Number of months for which reimbursement is requested

I hereby certify that the above statements are true to the best of my knowledge and belief.

Secretary, Board of Education  
Post Office Address  
Date , 194

President, Board of Education  
Post Office Address  
Date , 194

PHYSICIAN'S CERTIFICATE

After personal examination I find this pupil in such physical condition as to be unable to get to school through self-effort, of normal mental ability, and able to profit from attendance in regular school classes if transportation facilities are provided.

The nature and cause of the child's handicap are as follows:

Probable duration of disability

Date , 194

Physician

APPROVAL OF COUNTY SUPERINTENDENT

I know the pertinent facts concerning this pupil and believe that transportation to classroom, in accordance with the regulations of the department of public instruction, is necessary.

Date , 194

County Superintendent

The above application is hereby approved this day of , 194

Superintendent of Public Instruction
State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Jessie M. Parker, Superintendent
Des Moines

Application for Approval
CLASSROOM INSTRUCTION OF PHYSICALLY HANDICAPPED CHILD
BY TWO-WAY TEACHING DEVICE

Name of District

The district requests approval of its program of assistance to a physically handicapped child. It is proposed to furnish classroom instruction by TWO-WAY TEACHING EQUIPMENT.

Name of Pupil __________________________ Date of Birth

Date last attended school __________________________ Grade last attended __________________________

Present grade __________________________ Is electricity available at schoolhouse?

At pupil's home? __________________________ Distance between classroom and pupil's home __________________________ miles. Is a metallic circuit (telephone line or other) available?

Name of telephone company __________________________ Equipment now on hand __________________________ What new equipment is desired?

I hereby certify that the above statements are true to the best of my knowledge and belief.

Secretary, Board of Education __________________________ President, Board of Education __________________________

Post Office Address __________________________ Post Office Address __________________________

Date __________________________, 194 __________________________ Date __________________________, 194 __________________________

PHYSICIAN'S CERTIFICATE

After personal examination I find that this pupil is in such physical condition as to be unable to attend school, is of normal mental ability, and can profit by classroom instruction by the use of school-to-home equipment.

The nature and cause of the child's handicap are as follows:

Probable duration of confinement __________________________

Date __________________________, 194 __________________________

Physician __________________________

APPROVAL OF COUNTY SUPERINTENDENT

I know the pertinent facts concerning this pupil and believe that home instruction by means of the school-to-home instruments, in accordance with the regulations of the department of public instruction, is necessary. Arrangements under way utilize the services of his regular classroom teacher.

Date __________________________, 194 __________________________

County Superintendent __________________________

(Do not write below this line)

The above application is hereby approved this ______ day of ______, 194

Superintendent of Public Instruction __________________________
State of Iowa

DEPARTMENT OF PUBLIC INSTRUCTION  County
Jessie M. Parker, Superintendent
Des Moines

Application for Approval
HOME INSTRUCTION OF PHYSICALLY HANDICAPPED CHILD
BY VISITING TEACHER

Name of District

The district requests approval of its program of assistance to a physically handicapped child. It is proposed to furnish a VISITING TEACHER.

Name of Pupil  Date of Birth

Date last attended school  Present school grade

Has pupil received home instruction before? If so, when?

Name of teacher to be employed  Amount to be paid teacher per month of thirty hours

The use of electrical school-to-home equipment is not practical because

I hereby certify that the above statements are true to the best of my knowledge and belief.

Secretary, Board of Education

President, Board of Education

Post Office Address  Post Office Address

Date 194  Date 194

PHYSICIAN'S CERTIFICATE

After personal examination I find that this pupil is in such physical condition as to be unable to attend school, is of normal mental ability, and can profit by home instruction.

The nature and cause of the child's handicap are as follows:

Probable duration of confinement

Date 194

Physician

APPROVAL OF COUNTY SUPERINTENDENT

I know the pertinent facts concerning this pupil and believe that home instruction by a visiting teacher, in accordance with the regulations of the department of public instruction, is necessary. The teacher named, , has registered in my office a certificate in force, and meets the minimum requirements for approval of teachers in the school district making this application, and is not otherwise employed by a school district, either in this district or elsewhere.

Date 194

County Superintendent

(Do not write below this line)

The above application is hereby approved this day of 194

Superintendent of Public Instruction
Indiana

The Indiana law has the following provisions for the education of its physically handicapped:

28-3501. Establishment authorized. The board of school trustees or board of school commissioners of any school city or town and the trustee of any township in this state is hereby authorized to establish and organize special classes as part of the public school system of such city town or township, for children who are entitled to attend school therein, and who on account of physical disability, can not be taught advantageous-ly in regular classes of such school corporation, whenever ten or more children of any special type are found within any school corporation who will profit by a type of instruction, different from that given in or afforded by the regular classes of such corporation.

28-3502 (6884.2) Examination of children at direction of superintendent. Except as hereinafter otherwise provided the superintendent of schools of the respective cities, towns and counties are hereby authorized to have any of the children under their respective jurisdiction examined by a regularly licensed and practicing physician or other competent person for the purpose of ascertaining and determining whether such children are fit and suitable candidates for any of the types of special classes established or proposed to be established under the provisions of this act. No child shall be obliged to sub-mit to a medical or physical examination whose parent or
guardian objects to such examination. Any such objection shall be made in writing, shall be signed by the parent or guardian of such child and shall be delivered to child's teacher or to any person who might order or conduct such examination in the absence of such objection.

28-3503 (6884.3) Type of Class. Approval by state board of education. Rules and regulations. Before any type of special class organized or to be organized under provisions of this act, is established in any school corporation of this state, such type of special class shall be submitted to and shall be approved by the state board of education. The state board of education shall adopt and promulgate such rules and regulations as may be deemed necessary for the proper administration of this act.

28-3504. Transportation of children. School cities, town and townships may provide transportation for children who are enrolled in special classes organized and established under the provisions of this act, in cases where such children are physically unable to reach the school where they are entitled to attend, or where such school is situated at a greater distance from the home of any such child or children than the regular school.

28-3505. Provisions of lunches. School cities, towns and township may provide lunches for and without charge to children who are enrolled in special classes organized and established under provisions of this act.
28-3506 (6884.6) Reimbursement by state for part of excess cost of instruction. Any school corporation which establishes organizes and maintains special classes as provided for in this act shall be entitled to be reimbursed by the state in an amount equal to three-fourths of the cost of instruction in such special classes in excess of the cost of instruction of the same number of children in the regular classes of the schools of such corporation, based upon the average daily attendance. Any school city, town or township having claims for reimbursement against the state under the provisions of this act, shall present such claims to the state board of education on or before the first day of July of the year immediately following and completion of the work for which it is entitled to reimbursement from the state. The state board of education shall, if they approve the claim, authorize its payment by the state superintendent of public instruction. All claims authorized by this section shall be paid out of the common school revenue fund, and a sufficient amount to pay all such claims shall be reserved by the state superintendent of public instruction at the time of its apportionment. The state board of education shall prescribe such rules and regulations as may be necessary to provide for the proper reimbursement of such school corporation.

28-3507 (6884.7) Transfer of children to another school corporation. Tuition fees. In the event there are not enough children of any one (1) special type in any school
corporation to warrant the establishment and organization of a special class or special classes in the schools of such school corporation, such children may be transferred to a school corporation in the schools of which such or any such special classes have been established and organized. Such transfers may be made by the mutual agreement of the school authorities of the school corporations affected. The school corporation transferring children shall pay to the school corporation to which such children are transferred an amount equal to the cost per child in the special class or classes in the schools of the school corporation to which such child is transferred, and in which he is enrolled. Any school corporation transferring any such children shall be entitled to be reimbursed by the state in the amount and manner provided for in section 6(28-3506) of this act. Transfer tuition due and owing any school corporation, shall be paid at the same time and in the same manner as is provided for the payment of regular transfer tuition.

28-3508 (6884.8) Organization of joint, special classes. Any two (2) or more school corporations by the mutual agreement of the respective school authorities thereof, may establish and organize, jointly, a special class or special classes in the schools of any one (1) or more of such school corporations and prorate the cost of such special class or special classes on the basis of the average daily attendance of children from the school corporation so jointly. (Acts 1927 ch 211. 8-. 599.

28-3509 (6884.9) Act applicable only to common schools.
Nothing contained in this act shall be so construed as to include types or special work established, organized and maintained in any of the institutions of the state, but shall be construed to apply to the common schools of the state only.  

(Act 1927, ch 211 9 p. 599)

There are only three cities in Indiana having educational facilities for crippled children. Indianapolis has three schools, two of which are hospital schools, South Bend has one school and a summer camp and Ft. Wayne has a school. These few schools serve principally their own communities, leaving a large portion of the state with no educational opportunities for the handicapped.

The financial law for educating the exceptional children in the state was revised in 1927 and now states,

Any school corporation which establishes, organizes and maintains special classes for this act shall be entitled to be reimbursed by the state in amount equal to three-fourths of the cost of instruction in such special classes in excess of cost of instruction of same number of children in regular classes of the schools of such corporation, based upon the average daily attendance. . . There must be ten or more children before a class may be formed.

Transportation may be provided for the children enrolled in special classes by school cities, towns or townships.

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33Grover Van Duyn, Reimbursement by State for part of Excess Cost of Instruction, p. 91. (Indiana School Law)
There are no specific qualifications for teachers who teach exceptional children in Indiana. The teachers receive the same compensation as the regular classroom instructors.

The James Whitcomb Riley Hospital School is conducted by Mrs. Daisy Garrison, as teacher under the direction of Miss Jeannette Riker, supervisor of Special Education in the Indianapolis Public Schools. The city course of study is used as the standard. When the children come to the school, as they do from any part of the state, they are asked to bring an outline of advanced work from their school so they may progress with their class at home.

In this new situation there is a strain upon the children for they are at the hospital for treatment and they must become adjusted before they enter classes.

The school is located on the third floor of the hospital and is provided with adjustable furniture including tables which fit over the wheel carts. The children are made comfortable before they begin their work. They do not come regularly, therefore the school work must be arranged not to interfere with the medical care. All school work must be individual although there are subjects, like social studies in which they all may have common interest. The older children enjoy helping the younger ones with their work. The high school students come to school after the other pupils have left, as they require more time for their work.

The City Hospital has a school, like the one at the
Riley Hospital, for the Indianapolis children who are unable to attend the city school on account of their injuries. Miss Jane Jenner is in charge of this school.  

In September, 1925 the Indianapolis Board of School Commissioners organized the first school for crippled children. The Indianapolis Foundation financed it and the Public Health Nursing Association made a survey of the children and found about four hundred between the ages of seven and twenty-one who were crippled. Out of this number some were so helpless and their injuries so severe that they would not profit by being in school. Sixty names of the more hopeful and urgent cases were sent to Superintendent E. U. Graff of Indianapolis Public Schools. Then a list was sent to the therapist, Miss Ethel Schofield and Mrs. Jeannette Williams, principal of the crippled school. From this list twenty names were selected. Grades one through eight were used as a basis for classification and types of all physical handicaps were incorporated. The geographical problem was considered, and children from every part of Indianapolis were selected. 

From these various physical handicaps came the selection of the kind of necessary equipment which was bought by the Indianapolis Foundation. The salaries of the nurse, the attendant and the cook were paid by the Foundation. 

The handicapped children had a physical examination by a specialist. Most of the children came from the James Whitcomb

34Mrs. Daisy Garrison, Personal Interview about James Whitcomb Riley Hospital School.
Riley Hospital for Children, their history sheets accompanied them. Contagious and infectious cases were excluded.

The Board of School Commissioners and the Superintendent selected the first floor of School Number Five for the pioneer work, as this building is close to the center of the city. On this floor were drinking fountains and toilets. Also it was convenient for the children to enter and leave the building.

For transportation a bus was used with a driver and an attendant in charge of the children. The mileage on the speedometer often showed ninety miles a day, thus some of the children had long rides. This was too hard on them and taxicabs were used so that the mileage could be lessened. The driver of the cab had to be approved and he was required to keep supervision of the children.

From 1930-1935 seven taxicabs were used to transport the children to and from school. One remained at school for clinic trips or any emergency. This system has proved so satisfactory that even at the present time taxicabs are used.

As soon as the school opened, a cook was employed who served hot luncheons at noon. But between 1930-1935, it was necessary to employ two cooks; the same number being used in 1940.

In October, 1925 Miss Ida Catherine Waltz, a registered nurse, was added to the staff. The school continues to have one registered nurse and four physical therapists.

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35Mrs. Jeannette Williams, Personal Interview about the first school.
At the time of the organization of this school twenty children were enrolled but by 1930 ninety children were enrolled. During the years 1930-1935, the enrollment gradually increased until it was about two hundred. When the school moved to 1401 East Tenth Street there were ninety-seven boys and one hundred and twelve girls. At present two hundred children attend although two hundred and twenty-five can be accommodated.

This school was primarily organized for Indianapolis school children, but provision has been made so that any crippled child living in Indiana who receives medical attention at the James Whitcomb Riley Hospital for Children may attend this school. Upon recommendation of the hospital such a child is placed in an approved boarding home which is financed by the county from which he comes or by his parents.

The original teaching staff consisted of a directing principal, a classroom teacher, and a special teacher of physical education, provided by the City Board of School Commissioners. By 1930 the number of regular teachers had been increased to three. During the period 1930-1935 the school demanded the services of five classroom teachers and one special teacher in physical education. The teaching staff at the present time comprises one principal, nine regular teachers, four special teachers, and one occupational therapist.

The new building for crippled children was made possible largely through a gift of sixty-nine thousand one hundred sixty-six dollars ($69,166.00) by Mrs. Henrietta West Roberts in
memory of her husband, James E. Roberts, for whom the school is named.

Through the Public Works Administration the School City received a Federal Grant of forty-five per cent of the cost of the building which amounts to ninety-eight thousand two hundred fourteen dollars ($98,214.00). The Board of School Commissioners gave seventy-two thousand three hundred thirty-four dollars ($72,334.00) which was raised by municipal bonds and on September 10, 1935 authorized the erection of the building. It is modernistic in design, decoration and equipment. The school has nine regular classrooms, special rooms for auditorium, home economics, manual training, occupational therapy, physiotherapy and hydrotherapy. The unusual feature is the equipment for the medical service.

On the first floor are six classrooms. Each floor is constructed of asphalt tile with cactus field and golden tan spots. Each classroom has a window seat with a space for books and supplies. The radiators are grilled to prevent the children from getting burned if they should fall against them. The large primary room is exceptionally bright and cheerful. Its walls are tinted peach with blue stenciled border. It has a curved window which makes an attractive room.

The auditorium has a seating capacity of approximately three hundred and fifty. The stage which is decorated in light green and cream, is hung with a curtain of rust damask, green and gold in modernistic design. Besides being used for school assemblies it also serves for rest periods. The room will
accommodate more than forty cots. Storage space for the blankets is built in concealed shelves in the walls while the chairs are kept on large trucks under the stage.

The elevator is opposite the office. It is very large so it may accommodate several cots. Modern safety devices, automatic doors and push buttons are part of the equipment. This building also has ramps as well as stairways between the first and second floors. The ramps were constructed to assist children using crutches and wheel chairs.

The dining room which will seat ninety-two children has attractively decorated walls in Italian blue and citron yellow with rust border. This room was furnished by the Kiwanis Club. The kitchen adjoins the dining room and has all electric appliances. Here, because of the large number of children, a luncheon is served twice daily. Those who are served early are given milk lunch in the afternoon. This procedure is reversed for those who must receive the luncheon later in the morning. A nominal price is charged the children who are able to pay for it.

The walls of the corridor which are in tints of green have a fire proof ceiling finished in an ivory tone. The light fixtures are three parallel circular chrome bands around an opaque white shade. The woodwork of the entire building is finished in silver gray.

The reception room is decorated in brown and tan and has modernistic furniture. This room was furnished by the Murat Temple Mystic Shrine.
The visitors room is a lounge which has two white walls and two blue walls with the ceiling in Hungarian blue. This room was furnished by the Lions Club.

The solarium is on the second floor and is used for rest periods. Eventually it will have a large sun lamp overhead.

The sun deck is at the end of the corridor. Here the children take sun baths and exercise in the open air. This room opens into the physical educational room, or as it is called at the James E. Roberts School, the rhythm room. It is provided with gymnastic equipment, designed especially for crippled children, including stalls and parallel bars. Other special equipment includes four treatment sitz baths, dressing rooms and showers. Physical training consists of the re-education of the muscles. The infantile paralysis cases usually report three times a week while the children with birth injuries go twice a week.

The physiotherapy room is used for giving special curative treatment and exercise while hydrotherapy room contains a Hubbard tank which is similar to a swimming pool. There is another tank which is made of ceramic tile and is large enough to accommodate a nurse and a pupil. In the tanks the children are given the benefits of a massage and they exercise in warm water which is heated to ninety degrees.

The occupational therapy room was equipped and is maintained by Kappa Kappa Kappa Sorority. Upon a doctor's recommendation the children are sent to this room to develop their muscles.
Three well ventilated rest rooms contain cots where the children under supervision take naps at specific periods.

The revised courses of study for the academic subjects are used in the James E. Roberts School just as in the other Indianapolis Schools, in order that the children may return to their respective districts or meet the requirements of higher schools.

The daily program begins when the first children arrive which is at 8:15 a.m. The teachers help these children with reading until the others come. This is followed by social studies and other subjects. After the first group leaves at 2:25 p.m. the teachers give individual instructions to the remaining children.

Few extra curricular activities are feasible in a school for crippled children, but the Junior High School at the James E. Roberts School has organized a troop of Girl Scouts, whose programs take the place of the usual club period in the Indianapolis Public Schools.

A Public Address System is a part of the School equipment with the radio center located in the auditorium where the programs are broadcasted. The different rooms are responsible for the programs and they enjoy giving these entertainments for their playmates.

According to an Indianapolis City Ordinance fire drills are held once a month. First the heart cases leave the building followed by the wheel chairs which are brought down the ramps.
During the fire drill absolute silence is maintained and every one must leave the building in an orderly but not hurried manner.

When pupils leave the James E. Roberts School at the close of their Junior High School training almost without exception they enter a Senior High School in the city. Later their progress in education follows the same course as that of normal children; some seeking higher education, some entering the business world, and others assuming their family obligations.

Between the years 1935 and 1940 a school for crippled colored children was needed and School Number 26 was chosen for this purpose. In 1938 twenty-nine children entered this school and at the present time there are twenty-four in attendance. There are no special teachers but there is a physiotherapist who gives the treatments to the children.

The children have their recitations with the other children. But they have the same morning luncheons and regular rest periods as the children in the James E. Roberts School.36

In the spring of 1941 as a result of an epidemic of infantile paralysis, bedside teaching was needed in Indianapolis, and as there was no money provided in the school budget for this, the Kappa Kappa Kappa sorority was called upon to help finance this project. It was decided to have a visiting teacher, and Miss Margaret Stormont was chosen. She visited nine children for one hour twice weekly. This only lasted for

36 Files at the Indianapolis School Administration Office.
three months, the sorority lacking the money necessary to con-
tinue it longer.37

The School City of Ft. Wayne, Indiana in September
1926 assumed the responsibility of maintaining a school for
the crippled children which had been under the direction of the
Elks Club for about three years, this was located in a private
dwelling next door to the Miner School. There were about fif-
ten children attending this school for crippled children.

Mrs. Eliza Hanna Hayden gave the Hanna Homestead to the
school city for a school for the crippled children in 1937.
The school board of Ft. Wayne maintains the building, furnishes
the teacher and medical service. A school doctor calls every
day and the physical status of the children is checked. The
doctor also determines the amount and kind of work each child
is physically able to do. The state pays for one third of the
cost of equipment, materials and supplies. The school pays for
the remainder. The school also provides the services of psy-
chologist who does testing and assists in placement. A visiting
nurse from the visiting nurse agency calls every day, this
service is supplied by the agency which is partly supported by
the Community Fund. The Work Progress Administration furnishes
a cook and also maid service. There are twenty-five children
enrolled at the school. They follow the standardized course
of study and are supervised by the director of elementary

37Kappa Kappa Kappa, Report from the Secretary's Book,
June 1941.
education, as the children from the crippled school are often transferred to regular school classes.

In Ft. Wayne the E. Jane Hamilton Society, which is a civic organization, recognized the needs for education of the crippled children who were confined to their beds for indefinite periods. Thus, in 1933, bedside teaching of the crippled children was started. An instructor was chosen, who called upon these children at their homes, giving individual work. The children are given the same course of study as the one offered in the Ft. Wayne Public Schools. In the last few years, many of those taught have returned to their regular classes in the public schools, or to the Hanna Homestead school for crippled children.38

South Bend, Indiana, started an educational program for the crippled children in 1929 which was discontinued in 1932 but was reorganized in 1934. This is under the direction of the South Bend Public School System and is located in Children's Dispensary and Hospital Association Building, 1045 W. Washington Street. The children must be recommended by their physician, then they have a careful psychological examination by Dr. Gladys Frith before they are admitted.

Children may attend from grades one to six, and after that they are returned to normal classes. There are two teachers and a supervising principal. In 1940-1941 forty-four children

attended this school. There are two school rooms, equipped with adjustable movable desks and wheel chairs for those who need them. Cots are provided for each child so he may have his daily supervised rest periods. Hot lunch is furnished by the Kiwanis Club, while the milk is provided by the Tuberculosis League. The children are brought to school in taxicabs. Physical therapy and ultra violet ray treatments are given the children upon recommendations of their physicians.

This school will be enlarged and moved to Tippecanoe Place (the old Studebaker mansion on Washington Street) which has been purchased by E. M. Morris and given to the South Bend school city and will be ready for occupancy in September 1942.

South Bend has a summer camp program for handicapped children which was started in the summer of 1937 and for three years was conducted on rented property but in the spring of 1940 a camp was donated to the dispensary by Mr. and Mrs. C. L. Millhouse. This camp site covers eleven acres and has a seven thousand dollar building especially equipped for these children. In the summer of 1941 the camp was conducted for two five week periods with thirty children enrolled for each period. The staff consists of a director, three councilors, two orderlies and kitchen staff. The entire cost of this camp is financed by the St. Joseph County Society for Crippled Children.39

CHAPTER III

COMPARISON OF THE EDUCATIONAL PROVISIONS FOR CRIPPLED CHILDREN IN THE STATES OF OHIO, ILLINOIS, MICHIGAN, IOWA AND INDIANA

In a comparison of the educational provisions for crippled children of several states, it is apparent that Indiana is excelled in many items by Illinois, Iowa, Michigan and Ohio. The following statistics show this to be true.

**Age.**

<table>
<thead>
<tr>
<th>State</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio</td>
<td>5 to 21</td>
</tr>
<tr>
<td>Illinois</td>
<td>5 to 21</td>
</tr>
<tr>
<td>Michigan</td>
<td>6 to 21</td>
</tr>
<tr>
<td>Iowa</td>
<td>No law</td>
</tr>
<tr>
<td>Indiana</td>
<td>6 to 21</td>
</tr>
</tbody>
</table>

The laws of the states of Illinois and Ohio require them to begin their education of crippled children a year earlier than the states of Indiana and Michigan as shown in Table 1 thus giving the crippled children in Illinois and Ohio an opportunity to make an earlier adjustment. The four states consider twenty-one years as the basis for completion of education. Iowa has no age law for compulsory education.
Aims.

The aims for education in Ohio are that each crippled child shall have a suitable education; that the state help the child to become physically fit, responsible and independent; to help him create an attitude that he is no different from other children; and to establish educational centers in different sections of the state. The other states have not set up aims for the education of their crippled children. Ohio is the leading state in having organized its educational program.

Costs.

a. Boarding of Crippled Children:

The states of Illinois, Indiana, Iowa and Michigan have no laws requiring the licensing of boarding homes whereas the law of the state of Ohio provides that the director of special education must investigate and license the homes and pay the board of non-resident crippled children. The board for these children must not exceed two hundred fifty dollars ($250.00) per person for nine months.

b. Tuition of Crippled Children Attending School in Another District.

The states of Illinois, Iowa and Michigan have no laws requiring the district in which the crippled child lives to pay the tuition to another district in which the crippled child is attending school. Indiana law provides for the school corporation where the crippled child lives to pay the amount equal to the cost in the special class where the child is attending
school. This money must be paid at the time of the regular transfer tuition. Ohio law states the board of education where the child resides must pay the crippled child's tuition to another district. Indiana and Ohio are the only states that provide for tuition to be paid to the district where the crippled child is sent to school.

c. Financial Statement.

**TABLE 2**

FINANCING EDUCATION OF CRIPPLED CHILDREN (EXCESS COST)

<table>
<thead>
<tr>
<th>State</th>
<th>How Financed</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio</td>
<td>by state</td>
<td>$300.00 per child</td>
</tr>
<tr>
<td>Illinois</td>
<td>by state</td>
<td>$300.00 per child</td>
</tr>
<tr>
<td>Michigan</td>
<td>by state</td>
<td>$200.00 per child</td>
</tr>
<tr>
<td>Iowa</td>
<td>by state</td>
<td>$20,000 (1941-43)</td>
</tr>
<tr>
<td>Indiana</td>
<td>by state</td>
<td>3/4 of excess cost</td>
</tr>
</tbody>
</table>

The states of Ohio and Illinois pay all the excess cost up to three hundred dollars ($300.00) per child for the education of their crippled children, while the state of Michigan pays the excess cost up to two hundred dollars ($200.00) per child, the state of Iowa has the allotment of twenty thousand ($20,000.00) for a biennial period and the state of Indiana pays only three fourths of the excess cost for the education of its crippled children. With only this small amount for the education
of the state's crippled children, Iowa has five cities that have provided for the education of the crippled children while Indiana has only three cities that have educational facilities.

Extent.

a. Schools.

Illinois has approximately seventeen cities that have classes or schools for the crippled children. Indiana has only three cities that provide education for the crippled children. Iowa has five cities that have educational facilities. Michigan has thirty cities which are outstanding because of their schools and classes for crippled children. Ohio also has thirty cities that have schools or classes for crippled children and the eighty-eight counties provide some kind of instruction for their crippled children.

b. Hospital Schools.

When Illinois sent its report on the educational facilities for crippled children in hospital schools, it was stated that there were about five hundred children in Chicago Hospitals who were receiving instruction. Indiana has only two hospital schools, Iowa did not report the number of hospital schools, Michigan has eleven hospital schools. Michigan also has county clinics where the crippled children may be examined and diagnosed. These clinics are held in each county annually. If there is a crippled child whose parents or guardians are not able to pay the cost of necessary treatment, the case is referred to the county judge and if in that county there is an orthopedic
surgeon the judge will order the child placed under his care, or if not, the child is taken to the university hospital. At the hospital the child will receive instruction. Ohio has eight cities that have hospital schools so Ohio has at least eight schools and perhaps more. Therefore Ohio and Michigan have the same number of cities having schools and classes. Michigan has more hospital schools than any other state. Indiana has not provided very well for the education of the crippled child while he is in the hospital for treatment. In the hospital schools the teachers must have the same qualifications as the teachers teaching crippled children in the schools for handicapped children.

**Fundamental Principles.**

Ohio has formulated these fundamental principles: The crippled children should have equal educational opportunities; educational programs should meet the needs of handicapped children, including vocational work as well as academic work; development of initiative and self reliance in the crippled children so they can care for themselves; they should attend school as long as they continue to grow physically and emotionally. The states of Illinois, Iowa, Michigan and Indiana have not set up any fundamental principles for the education of their crippled children. Again Ohio is the outstanding state in this respect.

**Home Instruction.**

Illinois, Indiana and Michigan have no laws in regard to the home instruction for crippled children. Iowa has a law
that states pupils who are unable to leave home may receive instruction from visiting teachers. If the pupils are old enough they may be provided with two-way teaching equipment making use of the home telephones. It seems as if this two-way teaching equipment would be very economical as many crippled children could receive instruction at one time. Ohio has a law that requires the Board of Education to provide at least five hours a week of instruction by a visiting teacher if the child is unable to leave home. Ohio is the only state that requires home instruction.

Inspection.

Illinois, Indiana, Iowa and Michigan have no laws for annual inspection but the Ohio law states that classes for crippled children must be inspected at least once a year. The inspector is appointed by the director of education.

How crippled children are located.

TABLE 3

<table>
<thead>
<tr>
<th>State</th>
<th>Law</th>
<th>By Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio</td>
<td>Yes</td>
<td>State Director</td>
</tr>
<tr>
<td>Illinois</td>
<td>Yes</td>
<td>Truant Officer</td>
</tr>
<tr>
<td>Michigan</td>
<td>Yes</td>
<td>Census Enumerator</td>
</tr>
<tr>
<td>Iowa</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Indiana</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
The states of Indiana and Iowa have no laws that make any one responsible for locating the crippled children. Illinois has a law which states the truant officer shall enroll every crippled child within his district. In the state of Michigan the school census enumerator shall register every crippled child. Ohio law says the state director has supervision of locating the crippled children. The three states Illinois, Michigan and Ohio have an accurate way in which to help locate their crippled children while Indiana has no law, and so several thousand crippled children are not getting the proper education.

Number of Parents that Petition for a Class.

TABLE 4

NUMBER OF PARENTS OR GUARDIANS THAT MAY PETITION FOR A CLASS

<table>
<thead>
<tr>
<th>State</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio</td>
<td>Eight</td>
</tr>
<tr>
<td>Illinois</td>
<td>One or more</td>
</tr>
<tr>
<td>Michigan</td>
<td>Five</td>
</tr>
<tr>
<td>Iowa</td>
<td>None specified</td>
</tr>
<tr>
<td>Indiana</td>
<td>Ten</td>
</tr>
</tbody>
</table>

Illinois will form a class or have instruction for one or more crippled children. Indiana must have at least ten parents or guardians to petition for a class for crippled children. The state of Michigan must have five parents or guardians
to petition before they may start a class for the handicapped children. Ohio law requires eight parents or guardians to petition to the Board of Education or the state director before a class may be started for the exceptional children. Michigan and Illinois have the best laws regarding the number of crippled children whose parents or guardians petition for class instruction.

**Personnel.**

**TABLE 5**

**APPOINTMENTS, QUALIFICATIONS AND SALARIES OF TEACHERS FOR CRIPPLED CHILDREN**

<table>
<thead>
<tr>
<th>State</th>
<th>Appointed by</th>
<th>Qualifications</th>
<th>Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio</td>
<td>Local board</td>
<td>Same as regular teachers</td>
<td>At least $100.00 or more per year</td>
</tr>
<tr>
<td></td>
<td>Approved by</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois</td>
<td>Local board</td>
<td>Same as for regular teachers</td>
<td>No law</td>
</tr>
<tr>
<td>Michigan</td>
<td>No law</td>
<td>Special qualifications</td>
<td>No law</td>
</tr>
<tr>
<td>Iowa</td>
<td>Same as regular teachers</td>
<td>Same as for normal children including</td>
<td>No law</td>
</tr>
<tr>
<td></td>
<td>children including Iowa certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana</td>
<td>Local board</td>
<td>Same as for normal children</td>
<td>No law</td>
</tr>
</tbody>
</table>

In the state of Illinois the teachers of crippled children are appointed by the local board of education and their qualifications must be the same as those of a teacher teaching
normal children plus additional training required by the state or local officials. They receive no extra compensation for their teaching. In the state of Indiana, teachers for crippled children are appointed by the local board, they must have the same qualifications as the teachers teaching normal children. They receive the same salaries as the other teachers having the same amount of experience and training. Teachers of crippled children in Iowa are appointed by the local board of education. The teachers of exceptional children must meet the same requirements as the regular teachers, all must have an Iowa certificate. There is no law in regard to their salaries. The state of Michigan has no law in regard to the appointing of the teachers of crippled children. The teachers are required to have the following specific qualifications before they are allowed to teach crippled children: Michigan Life Certificate or Provisional Permanent Certificate, thirty semester hours of credit in special education or related subjects, education of exceptional children or survey of special education, mental hygiene, guidance, occupational information, mental and educational testing, speech correction, mental deficiency, delinquency, abnormal psychology, anatomy, social psychiatry, child welfare or equivalents, arts and crafts, care and education of crippled children, therapeutics, pathology of crippled child or equivalent, and directing teaching of crippled child. In the state of Ohio, teachers for crippled children are appointed by the local board of education but these appointments must be
approved by the state director of special education. The teachers of exceptional children must have the same qualifications as the teachers who are teaching normal children plus special requirements made by the State Superintendent of Public Instruction. These teachers are to receive at least one hundred dollars ($100.00) more than the regular teachers with the same qualifications for their services.

The state of Michigan has the highest qualifications for the teachers of handicapped children of any of the states discussed in this dissertation. Ohio is the only state that has a law in regard to the salaries of the teachers of exceptional children. Indiana does not require special qualifications for the teachers of handicapped children and does not pay extra compensation for their services.

Standards of Conducting a Class.

In the state of Ohio the director of special education has the power to specify standards for classes of the crippled children. Often this includes the services of visiting teachers who investigate the home conditions of the crippled children who are attending these classes or of handicapped children who they think should be receiving instruction. These teachers who are employed by the local boards of education may be reimbursed by the state funds if the director approves of it. The states of Illinois, Indiana, Iowa and Michigan do not have directors to set up the standards for teaching crippled children.
Supervision.

TABLE 6
SUPERVISION OF CRIPPLED CHILDREN

<table>
<thead>
<tr>
<th>State</th>
<th>By Whom Supervised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio</td>
<td>Supervisor</td>
</tr>
<tr>
<td>Illinois</td>
<td>The State Superintendent of Public Instruction</td>
</tr>
<tr>
<td>Michigan</td>
<td>No law</td>
</tr>
<tr>
<td>Iowa</td>
<td>No law</td>
</tr>
<tr>
<td>Indiana</td>
<td>No law</td>
</tr>
</tbody>
</table>

In the states of Indiana, Iowa and Michigan there is no one who is directly responsible for the supervision of instruction for crippled children, whereas the state of Illinois has the State Superintendent of Public Instruction who acts as supervisor of the instruction of crippled children. In the states of Ohio there is a supervisor who develops and directs the program of instruction for the education of handicapped children. This makes the state of Ohio outstanding by being the only state in this group of states that has a supervisor responsible for the education of its handicapped children.

Transportation.

TABLE 7
TRANSPORTATION

<table>
<thead>
<tr>
<th>State</th>
<th>To Classes in City</th>
<th>To Another District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio</td>
<td>Mandatory</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Illinois</td>
<td>No law</td>
<td>No law</td>
</tr>
<tr>
<td>Michigan</td>
<td>Limited</td>
<td>No law</td>
</tr>
<tr>
<td>Iowa</td>
<td>Mandatory</td>
<td>Agreement</td>
</tr>
<tr>
<td>Indiana</td>
<td>Optional</td>
<td>Optional</td>
</tr>
</tbody>
</table>
The state of Illinois does not have any laws which provide for the transportation of the crippled children in the city to the schools or classes they are attending nor does this state provide transportation for the handicapped children to another district where they attend school. The state of Indiana has a law which states that school cities, towns or townships may provide transportation for these exceptional children. This leaves it entirely up to the city, town or township as it does not require transportation either in the city or to another district. The state of Iowa has a mandatory law for transportation of crippled children in the city but this transportation must not exceed ten dollars ($10.00) for twenty days. Reimbursement will be made only for those days the pupils are actually transported to school. If two children are transported in the same car the transportation for the second child will not exceed one-fifth the cost of transporting the first child. If the crippled child is transported to another district it must be by agreement of the parent or guardian and the board of education where the child is to attend. The state of Michigan requires only the transportation of children to the hospitals. This state does not have a law demanding the city to transport the crippled children to school or to transport them to another district where they may attend a class or school. The state of Ohio has mandatory laws in which the city must transport crippled children to school, and if there is no school, then the children must be transported by the district in which they live to another
district where crippled children attend school. In this group of states, Ohio is the only state that has mandatory laws on transportation both in city and to another district. Iowa has a law requiring the city to transport the crippled children to school but does not demand that they be transported to another district except by the agreement of parents or guardians and the school board of education of the school to which the crippled children are taken.

Reports.

TABLE 8

<table>
<thead>
<tr>
<th>State</th>
<th>Paid By Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio</td>
<td>State Treasurer</td>
</tr>
<tr>
<td>Illinois</td>
<td>State Treasurer</td>
</tr>
<tr>
<td>Michigan</td>
<td>State Treasurer</td>
</tr>
<tr>
<td>Iowa</td>
<td>Local Board of Education</td>
</tr>
<tr>
<td>Indiana</td>
<td>State Superintendent</td>
</tr>
</tbody>
</table>

The Illinois law requires the Auditor of Public Accounts upon authorization of Director of Public Welfare to order the State Treasurer to pay excess cost on or before the first Monday in September, which would mean that the state treasurer would pay the excess cost up to three hundred dollars ($300.00) for each crippled child. In the state of Indiana the local school officials present claims to the State Board of Education, and if these claims are correct then the State Board authorizes the
State Superintendent to pay claims before the first day of July in the year following. Last year the crippled child cost the state approximately one hundred sixty-five dollars ($165.00) per child, as figured from the average daily attendance. (This state pays only three-fourths of the excess cost which means the cost of the normal child's education plus three-fourths of that sum.)

In the state of Michigan there is the, "Michigan Crippled Children's Commission," which is composed of five members. Two members are appointed to serve a period of one year, two members for two years and one for a period of three years, all these members are appointed by the governor. Four serve without compensation while the secretary-treasurer receives a salary not to exceed three thousand five hundred dollars ($3,500.00) per year. This commission has the power and authority to pay all expenses for education of crippled children paying monthly to the state treasurer an amount which is credited by the auditor for the maintenance of classes or schools.

In the state of Ohio the board of education at the close of the school year may send to the director of special education the names and residences of the persons instructed in special classes and the period of time each attended. The director upon receipt and approval of the report shall present a voucher to the auditor of the state in favor of the board of education equal to the amount of the cost of maintaining special
classes and instruction. If the auditor is satisfied as to the correctness he shall draw a warrant on the treasurer of the state for the amount.

The states of Illinois, Indiana, Iowa, Michigan and Ohio have their own way in collecting and paying the excess cost of education for crippled children and in making their reports, therefore there can be no comparison in this item.

In this comparison of the states it is found that Ohio has a better organized program for the education of crippled children. This state has set up aims, fundamental principles, laws providing home instruction, annual inspection, standards for class instruction, transportation in the city and to other districts, the eighty-eight counties provide instruction, a director of special education, a supervisor to direct the teaching of crippled children, and in these respects far surpass Indiana and the other states of Michigan, Iowa and Illinois.
CHAPTER IV

SUMMARY, AND CONCLUSIONS

The purpose of this study is to find if the surrounding states of Ohio, Illinois, Michigan and Iowa have provided better educational facilities for their crippled children than the state of Indiana which has only a few localities that have made provisions for their physically handicapped children.

In chapter two it has been shown that Ohio has thirty cities with buildings that are especially equipped for crippled children, either with a complete school or classes, as the need may be. Such equipment as a pool for therapy, a room for occupational therapy and ultra-violet ray lamps, are provided in these schools, as well as the therapists and teachers trained in the proper use of this material. Vocational work, consisting of manual training for the boys and home economics for the girls, is an outstanding feature of the curriculum. Hot lunches are provided in each of these buildings for these students, also supervised rest periods. Eight cities have hospital schools for the physically handicapped. The eighty-eight counties in Ohio either provide home instruction, or send their children to boarding homes so they may attend classes or schools, or some of the children go to the hospital schools.
The Ohio law requires the state to pay the excess cost over the cost for the regular education of the school children up to a maximum of two hundred dollars per child. There is a state director of special classes who helps to contact the crippled children and show them the value of special education. Parents of as few as eight exceptional children may petition for instruction and if the state does not provide this, then individual work must be given to these children amounting to five hours per week. The children may begin their work as early as five years of age. The state director must give his approval of the teachers who are to teach the exceptional children. These teachers are paid not less than one hundred dollars ($100.00) a year more than the teachers with the same training and experience who teach regular classes. The director appoints some competent person to inspect all classes for crippled children at least once a year. Transportation is provided for all children who are not able to walk to school. If there is no class or school in a district where the crippled child should attend school then he may be placed in a boarding home which has been inspected and licensed for this purpose. There is a state supervisor who develops and directs the program of instruction for the training of all handicapped children in the state of Ohio.

In the state of Illinois a truant officer of each district helps locate the crippled children, a report is sent to the superintendent of public instruction of the number of children found in each district.
The state law provides that a class may be organized with one or more crippled children. The age of the children should be from five to twenty-one years. The state pays the excess cost for the education of the crippled children up to three hundred dollars ($300.00) per pupil. The teachers must have the same qualifications as the regular teachers, plus the additional training which the State Board of Education or State Superintendent may require.

Michigan has thirty cities having educational facilities for crippled children, eleven hospitals have special instruction and seven summer camps are held each year.

The census enumerator registers the crippled children. Five parents or guardians may petition for a class of instruction for these children, who must be six years of age, or older. The state pays the excess cost up to two hundred dollars ($200.00) for the education of each child. This state has certain requirements that teachers for exceptional children must meet before they are qualified to teach crippled children.

In the state of Iowa there are five cities which have special classes or schools for crippled children. If the children are not able to attend classes they have classroom instruction using two-way teaching devices. Home instruction is provided where the use of two-way teaching devices are impractical.

The state of Iowa has been given twenty thousand dollars ($20,000.00) for the education of its physically handicapped children during 1941-1943.
Indiana has only three cities having educational facilities for the crippled children and has two hospital schools. The state pays only three-fourths of the cost above the regular cost for the education of the normal children, whereas the other states pay all the excess cost up to two or three hundred dollars per child.

In these three cities summing up the number of children that can be accommodated in schools, James E. Roberts has two hundred twenty-five children (225) the school for colored children twenty-eight (28), Ft. Wayne forty (40), and South Bend forty-four (44), gives a total of three hundred thirty-seven (337), crippled children who are receiving systematic education. There are provisions made for medical care for approximately twelve thousand crippled children in Indiana, of this number twenty-three hundred have been approved. This shows that a very small percentage of the crippled children of Indiana are receiving educational aid comparable to the medical aid rendered.

Comparing the population of Ohio and Indiana, it is found that Indiana is one half as large as Ohio, and it is reasonable to expect Indiana to support approximately one half as many schools or classes for crippled children. This not being the case, it is apparent that the crippled children's education is being neglected in Indiana.

There are no specific qualifications for teachers who

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1 C. W. Geile, Public Welfare in Indiana, December 1939, p. 11.
are planning to teach exceptional children in Indiana. For their services they receive no extra compensation.

Briefly, it has been shown that Indiana is behind the neighboring states in the education of its physically handicapped children, in the number of schools and classes, in certifications of teachers, transportation provisions, special course of study for the crippled children, in the supervision of the education of the handicapped children, and in having some one responsible to help locate these crippled children. Indiana has adequate laws for the education for these exceptional children but they are not being used.

Summary

Questions.

1. What was the manner of financing the first crippled school?

   The first crippled school was financed by the Indianapolis Foundation.

2. How is the present crippled school financed?

   By the local school board and the state, which pays three-fourths of the excess cost.

3. What equipment was used in the first crippled school, and what equipment is used at the present time?

   The Indianapolis Foundation bought the standard equipment for the crippled children's school in 1925. While today the James E. Roberts School is modernistic in design and has modern equipment.
4. How do the educational facilities for crippled children in Indiana compare with the educational facilities for crippled children in the neighboring states Ohio, Illinois, Michigan and Iowa?

Legal provisions.

1. What number of crippled children are required in a district before parents or guardians may petition for a class?

   The state of Ohio requires eight parents or guardians to petition for a class for crippled children; the state of Illinois requires one or more parents or guardians to petition for a class for crippled children; the state of Michigan requires five parents or guardians to petition for a class for crippled children; the state of Iowa did not state its requirements and the state of Indiana requires ten parents or guardians to petition for a class for crippled children.

2. How are crippled children located?

   The state director in the state of Ohio helps locate the crippled children; in the state of Illinois the truant officer helps locate the crippled children; in the state of Michigan the census enumerator helps locate the crippled children, while in the states of Iowa and Indiana there is no one to help locate the crippled children.

3. How are classes or schools financed?

   In the states of Ohio and Illinois the state pays the excess cost up to three hundred dollars ($300.00) per child; the state of Michigan pays the excess cost up to two hundred
dollars ($200.00) per child; the state of Iowa has twenty thousand dollars ($20,000.00) for a biennial period (1941-43), and the state of Indiana pays only three-fourths (3/4) of the excess cost for the education of crippled children.

4. What training is required of the teachers for crippled children?

The teachers in the states of Ohio, Illinois, Iowa and Indiana must have the same qualifications as the regular teachers, while the state of Michigan has special qualifications for its teachers for crippled children.

5. What is the course of study followed in these classes or schools?

The states of Ohio, Illinois, Michigan, Iowa and Indiana try to follow their own state course of study with modifications.

6. How many classes or schools are found in each of these states, Ohio, Illinois, Michigan, Iowa and Indiana?

The state of Ohio has thirty cities that have schools or classes for crippled children. In the state of Illinois Chicago is the outstanding city as it has four elementary schools and two high schools for crippled children. In the state of Michigan there are thirty cities that have schools for crippled children; the state of Iowa has five cities that have schools for crippled children, and the state of Indiana has three cities that have schools for the crippled children. Thus the state of Indiana has not provided as well for the education of its crippled children as Ohio, Illinois, Michigan and Iowa.
CHAPTER V

RECOMMENDATION

In planning a program for the education of crippled children, it must always be remembered that the aim is to help them educationally, socially, and emotionally, as well as physically. All too often stress has been placed upon physical improvement, to the exclusion of the other important factors. The training should make the children feel they have a place in the world, where they can be of some service to others and also help themselves. In order to have them realize this, not only medical aid is necessary, but also education, and education of a special type.

Under the existing law, Indiana allows classes to be organized for as few as ten exceptional children, and pays three-fourths of the excess cost of that education. Since this seems inadequate, the statutes should be changed to allow classes to be formed for eight children, the state agreeing to pay all the excess cost up to two hundred dollars per child. If this were done and advantage taken of the Federal Social Security Act which sets aside three million eight hundred seventy thousand dollars ($3,870,000.00) to help in locating crippled children in rural districts for medical aid and
hospitalization, there would be enough money to take adequate care of education for the crippled children.

There should be a state director of special education who would cooperate with the State Department of Public Welfare-Crippled Division in locating the crippled children and interesting them in classes which will provide the needed education. The director should determine the location of classes, the equipment of the rooms to be used, and should approve the qualifications of the teachers. He should be the general supervisor of all the special education work in the state.

The teachers for these classes must be carefully trained, and selected with special emphasis upon pleasing personality, sympathy and cheerfulness. Their training should include courses in clinical psychology, diagnostic teaching, handicraft and administration of special education. It would be helpful were the teachers experienced, having taught several grades, or even in the old-fashion one room school. For this specialized training the teachers would be entitled to extra compensation of one or two hundred dollars per year. Well trained therapists may be employed when adequate equipment is provided.

Indiana has ninety-two counties and the law for the education of exceptional children states that two or more school corporations, by mutual agreement of school authorities,

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may organize jointly for special classes, if necessary.  

Classes should be formed at thirty centers in the rural districts for the education of crippled children. The minimum equipment for a class in rural districts should be adjustable and moveable desks, cots (at least one cot for every three children), blankets, sheets, pillows and pillow cases. There must be equipment in the kitchen for the hot lunches which are to be served to the children at noon. Classes for milk lunch in the morning must be included. A visiting teacher should be provided for every two counties in the state so the children who are not able to attend school may be educated. The homes must cooperate with the teacher, making the children do as many things for themselves as possible, so that they will become independent, forgetting their handicaps and making them feel they are wanted and have a place to fill. In other words, the education given must make them accept their deformity and go on, finding the correct vocation so they will be self-supporting.

If the counties would join in their educational program, some students would not be able to be transported every day, necessitating that boarding homes be provided for them.

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2Burns' Annotated States of Indiana, Special Classes for Physically Disabled and Problem or Retarded Children (Acts 1927, ch. 211, Sec. 8, p. 599.

3Minimum Equipment for a class for exceptional Children. (Mimeograph Sheet) The Bureau of Information of Crippled Children, Elyria, Ohio.
These homes should be inspected by the state director and a licensing division set up. This would be done so the parents might know that the children would have proper care while they were away from their own homes.

Transportation must be provided for these children using busses for this purpose. These busses should be made especially for the crippled children, there should be an attendant to look after them and the bus driver must be very reliable.

There should be at least fifteen cities in Indiana having classes or schools for crippled children. These schools should have beside the minimum equipment a pool for therapy, a room for occupational therapy to help develop the muscles of these children, posture mirrors, stall bars, rings, infra red lamp, violet ray lamp, and a dining room where the children are served their noon lunches. Vocational training where the boys are taught a trade and the girls taught home economics. These schools may be departmentalized from the fourth grade, giving a chance for the children to choose their own subjects. They must be taught they have handicaps and led to choose the vocation which is best suited for them.

The school day should consist of five hours for academic work. When the children arrive they should be given a glass of milk; at eleven a hot lunch and then a supervised rest period for one half hour. The state course of study should be followed, supplemented by any local course of study deemed
necessary. Vocational work should be taught, helping guide these children to choose some kind of work in which they may be self-supporting.

In large cities there should be nursery schools so the crippled children may start at five years of age and began to make their adjustments.

Indiana should have at least six hospital schools, two in the northern part of the state, one in the eastern part, one in the western part and the two which are located in Indianapolis, thus giving each child an equal opportunity for an education. There must be individual instruction in these hospital schools, and should follow as nearly as possible the state course of study. The parents must cooperate with the instructors at the hospital. These children should have milk lunch in the morning unless on a strict diet. Handicraft must be taught also finger painting and clay modeling. Through the guidance of the teachers at these schools crippled children are taught their limitations and possibilities for their life vocation.

The program as set out in the above paragraphs is an ideal arrangement, which may not be possible of execution in all situations, but it is worthy of consideration of the people in Indiana who are interested in the proper education of crippled children. It is realized that this program would be expensive but there are local organizations which would be glad to cooperate with the state in making this educational program
possible. Some of these organizations are: Business and Professional Women Association, Kappa Kappa Kappa sorority, Woman's Club, American Association of University Women, Psi Iota Psi, Kiwanis, Rotary, Lions Club and the American Legion.

There was a colored child, Samuel E. Stewart, at the Riley Hospital in 1935 who was called, "that queer little crippled boy," as he was always very happy even though he had crippled limbs. This summer there was a newspaper article stating he had been selected for a scholarship to Harvard University. He was graduated as valedictorian of his High School class in Ft. Wayne. He is going to study medicine and wants to become a surgeon. It would be wonderful if many more of these crippled children could find their places in society and become independent and self-supporting. The only way this can be done is by providing a more adequate educational program for crippled children so they may have equal opportunities with normal children.

_Indianapolis News, August 7, 1941._
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Date May 18, 1942

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H. M. Whisen

Thesis title:

THE EDUCATIONAL FACILITIES FOR
CRIPPLED CHILDREN IN INDIANA,
ILLINOIS, IOWA, MICHIGAN, AND OHIO

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