

STATE OF CALIFORNIA

THIRTY-SECOND BIENNIAL REPORT

OF THE

Superintendent of Public  
Instruction

FOR THE

SCHOOL YEARS ENDING JUNE 30, 1925, and JUNE 30, 1926

Transmitted to the Governor

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2. The parent-teacher clubs must give real sympathy and cooperation.

3. There must be real sympathy and cooperation on the part of those in direct charge of the adult education program.

4. The school board must make provision without charge for the following:

- (a) A suitable classroom capable of seating about thirty parents.
- (b) A suitable room for a nursery school.
- (c) Heat, light, and janitor service.
- (d) Reference materials needed for members of the classes.

The classes are limited to thirty members to be selected according to methods worked out by Dr. Stolz and each local superintendent. Effort has been made to have each class truly representative of the community. Members are pledged to attend regularly and for the full time.

#### **Extension of the Work.**

After the development of the course and of a reasonably satisfactory technique of parent education, we propose reducing the amount of time given by the active director to actual class work with parents, and assigning him for part-time to the work of training teachers of parent education classes, and to the supervision of parent education classes conducted in the public schools. Provision will be made for the training of directors of parent education classes who can be certified for work in the public schools. It is planned to make the parent education work a part of the special day and evening class program, in which case no additional legislation for the financing of parent education will be required.

If by such methods as have been outlined above we can help parents solve the problems of child training, we may succeed in having the home reassume some of the many functions it has been transferring to the school. This can undoubtedly be done to the advantage of the children who should have similarity of training both in home and school.

#### **DEPARTMENT OF SPEECH CORRECTION.**

In September, 1925, I appointed Mrs. Mabel Farrington Gifford Assistant Superintendent of Public Instruction in charge of the department of speech correction. The appointment of Mrs. Gifford was made possible through the generosity of the California Speech Foundation, which supplies funds for the maintenance of the speech department. Before her appointment Mrs. Gifford served several years as supervisor of speech correction in the San Francisco city schools, and had also been connected with the San Francisco State Teachers College. Mrs. Gifford was assigned to the duty of instructing public school teachers in methods of handling children who stutter, stammer, or show nervous hesitation in speech. She was also directed to make a survey of speech correction problems in the state.

Mrs. Gifford's services were made available without charge for teachers' institutes and for conferences with groups of teachers. Mrs. Gifford also conferred with city and county superintendents and conducted surveys in various counties.

I am pleased to announce that the donor who made possible Mrs. Gifford's appointment has agreed to finance her work for at least another year.

#### **Classification of Speech Defects.**

For convenience in classifying, the different speech defects may be thus arranged:

1. The nervous speech disorders, under which come stammering, stuttering, cluttering, and nervous hesitation.
2. Retarded speech in both normal and subnormal children.
3. Infantile substitutions not caused by mouth malformations.
4. Substitutions of sounds or imperfect speech caused by malformations of the speech organs.
5. Voice defects, not organic.
6. Voice defects after certain operations, such as cleft palate or adenoid.
7. Imperfect speech through partial deafness.
8. Aphasia, sensory or motor.
9. Foreign substitution of speech sounds, caused by foreign environment.
10. Sluggish enunciation due to poor muscular coordination, which may possibly have been caused by certain diseases of childhood.

#### **Beginnings of Speech Work in California.**

The first organized work in the schools of California in speech correction was started in September, 1916, in the San Francisco school department, under the supervision of Mrs. Mabel Farrington Gifford, at a time when the subject was still in its pioneer stage in the United States. Five schools were chosen as centers. The defective speech classes from the schools in each district assembled at their respective center one-half day each week. The other days of the week these classes received twenty minutes drill from the teacher assigned to accompany the pupils to the center. A complete record of each pupil was kept, consisting of conditions before and during correction.

The classes were divided into two divisions, class 1 consisting of stammerers, stutterers and cluttering cases, class 2 consisting of lisps and cases of infantile speech, faulty articulation and enunciation. Model lessons were given for class 1 in the physiological and psychological training for stammerers and stutterers with exercises for the development and control of the outer speech mechanism, establishment of confidence, emotional control and poise. Written instructions were given each teacher for the purpose of accurately following up the instruction given by the supervisor. For class 2, tongue, mouth, vocal gymnastics and special drills in phonetics and voice development were given. Articulation and enunciation exercises were clearly outlined and the schedule arranged for home practice.

Of the total enrollment of 1486 pupils, 39 per cent were enrolled in class 1; 61 per cent in class 2. The department received splendid cooperation from superintendents, principals and teachers of the entire school department. Parents and teachers rapidly became interested in the work, particularly from the view point of the greater efficiency of

the child. In the past, children having defective speech had been retarded in their school grades and general development, owing to their inability to properly express their ideas.

During the first year only primary and grammar grade cases were handled. In 1917 high school classes were added, which included not only nervous speech disorders, but also the correction of foreign pronunciation. The work grew steadily during this interval, and two full-time speech teachers were appointed to assist in teaching and visiting the 12 speech centers in the elementary schools.

During the spring term, January to June, 1924, the work was carried on in 90 schools, including 2 junior high schools and 6 high schools. The total number of stuttering and articulation cases treated was 2955, of which 1051 were stutterers and 1904 articulation cases (including foreign mispronunciation). Of the total number 2461 were either improved or corrected. The following table gives the individual group figures:

<i>Stutterers</i>		<i>Articulation cases</i>	
Gross enrollment -----	1051	Gross enrollment -----	1904
Corrected -----	281	Corrected -----	576
Improved -----	523	Improved -----	1081

During the last year, 1926, five full-time speech teachers have been added, covering 90 elementary schools, 5 junior high and 6 senior high schools with a grand total of speech defectives numbering 3180. Of this number 1032 were stammerers, 742 boys and 290 girls. Of the 2148 articulation cases, 1336 were boys and 812 girls. In the stammering group 235 were reported corrected and 712 improved. In the articulation report 494 were corrected and 1523 were improved.

A speech correction department was opened in Los Angeles, under Miss Alice Chapin, three years ago. Twelve teachers have been added to the staff and are covering 41 grammar schools and 18 junior and senior high schools. In 1926 the number of boys enrolled totaled 855 and the number of girls totaled 342, the combination number being 1197.

#### **Speech Work in San Francisco Junior and Senior High Schools.**

Simple work in general speech improvement was given in all 7-A classes and in 9-A classes.

This work included an understanding of simple mental hygiene:

- a. Fears—and how to overcome them.
- b. Likes and dislikes.
- c. How we can change ourselves.
- d. Poise—control—calmness.
- e. Anger instincts and their sublimation, etc.

The work brought good results and was greatly appreciated by the pupils. Most interesting reports were written by many of these adolescents, which were very gratifying. The teachers noted much improvement in general control, poise and calmness.

In the elementary and junior high schools four trained teachers have given full time to the work during the school year 1925-1926, handling 42 schools, each school receiving from 1½ to 3 hours time.

Sixty-one teachers, mostly opportunity teachers, have given part time to corrective speech work, of whom:

- 16 hold special state certificates for speech work;
- 24 have had special training (no certificates);
- 6 have had partial training for the special work;
- 15 have had no special training.

The work in the senior high schools is carried on by one teacher. It has been well organized.

#### **Speech Survey of Sonoma County.**

A partial survey of Sonoma County to ascertain the number of speech defectives in the public schools of that county was made by Mrs. Gifford in January, 1926. It was impossible to visit all the schools of the county, only the larger schools being visited.

Mrs. Gifford discovered during ten days' visiting, 25 stammerers and 132 articulation cases, making a total of 157 cases in the county.

During Mrs. Gifford's ten days' survey of the Sonoma County schools, she had the splendid cooperation of the teachers, principals, and the county superintendent of schools.

Miss Clark, the county superintendent, carefully arranged and advertised the centers, so that parents in the outlying districts could take advantage of this opportunity to bring their children in for examination. It was gratifying to see how many of the parents drove in to the centers in spite of the extremely cold weather.

This arrangement of centers enabled Mrs. Gifford to explain the causes and treatment of the various speech defects to both the parents and teachers. She also gave "first aid" treatments (lessons) to all the children.

From surveys in other cities and counties, it has been found that about 7 per cent of all the school children have one or more of the various speech defects. While a great many of the children having the minor speech defects, such as lisping and infantile speech, were not sent in to our centers, the number of recognized cases in Sonoma County amounted to approximately 150. This proves the need of trained speech teachers to instruct these children. Some of these children suffer from fears which keep them in a nervous state constantly. These fears should be removed by proper instruction. Most of the cases of stammering are caused by fears and emotional conflicts. Several other cases of defective speech were caused by defective hearing. Provision should be made for these cases to receive not only speech training, but also lip reading. Otherwise these children are greatly handicapped, not only in school, but in later social and business life.

#### **Training Teachers for Speech Defect Work.**

Under the University Extension Department classes are held for teachers covering the theoretical and practical phases in speech correction. Evening classes for adults having speech defects are also provided.

Between July, 1919, and June, 1923, the teacher-training work was carried on at the State Teachers College, San Francisco, where two courses were given, one to student teachers at the college, and the other,

an extension course, to teachers in service in the San Francisco School Department.

#### **Speech Clinic in San Francisco.**

In addition to the work given during the regular school hours, a clinic free to the public is maintained throughout the year at the Affiliated Colleges, under the auspices of the University of California Medical Department. Here on Saturday mornings classes are conducted for pupils, students and adults. Teachers are invited to bring cases from their various schools for diagnosis and individual instruction.

In 1915, this clinic was opened under the auspices of the pediatric department. Since then the other departments also have referred to the clinic all cases needing speech improvement. Every kind of a speech defect, from the simplest type—that of poor enunciation, in cases sponsored by interested teachers—to the most difficult, i. e., the nervous type, has visited the speech clinic at the University of California Hospital.

### **PROGRAM OF EDUCATION FOR PHYSICALLY HANDICAPPED CHILDREN.**

The California school system makes reasonably satisfactory provision for the education of children who are normal physically, mentally and morally. However, the state is not making thoroughly satisfactory provision for children under physical handicaps. While provision has been made for a state home for deaf and blind children during the last 60 years, and while the educational features of the school for deaf and blind children have received increasing emphasis during the last two or three decades, it was not until 1903 that the organization of special classes for deaf children was authorized by law. Special classes for crippled and blind children were not authorized until 1921. Provision is now made for the organization of special classes for these three types of children, admittance being limited to children between the ages of 3 and 21 years. In the case of deaf children, all teaching must be by the pure oral system. Provision is also made for a teacher apportionment for each nine deaf or blind or crippled children, or a fraction of such number not less than five, actually attending a special class for that particular type of children. This means that approximately \$1500 per annum is set aside out of state and county funds for each nine children under the physical handicaps mentioned above, in case the school district establishes special classes for their education.

Undoubtedly a great advance has been made during the last five years in the education of deaf, blind and crippled children in special classes. However, a survey, admittedly incomplete, made during the last year, indicates that the state is not offering educational advantages to a great number of physically handicapped children.

#### **Classification of Physically Handicapped Children.**

The survey showed the following classification of physically handicapped children:

- (1) Blind.
- (2) Deaf.
- (3) Crippled.