

It means not recitation but discussion—the interplay of mind on mind; it means reference books, not textbooks; it means pupil-teacher sharing of responsibility for choosing, planning, and evaluating subjectmatter and procedure, and for control of conduct; it means cooperation not competition between individuals and the group, sometimes interspersed with friction; it means allowing individuals and the group to make, discover, and correct mistakes; it means individual and group constructive criticism of work and personality traits; and it means creative outlets, including music, verse, dramatics, and art.

STATE SUPERVISION OF THE CORRECTION OF SPEECH DEFECTS—ABSTRACT

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The Bureau of Correction of Speech Defects and Disorders deals with:

1. Speech defects—lipping and other infantile substitutions. Delayed speech
2. Nervous speech disorders—stammering, stuttering and nervous hesitation
3. Speech reeducation following oral surgery—cleft palate
4. Speech training following orthodontia.
5. Voice and speech improvement.

The first remedial work in the correction of speech defects and disorders in the public schools of California, was started in 1916 in San Francisco, under the supervision of the present state chief of the Speech Correction Bureau. In 1925, the State Bureau was organized under the State Department of Education.

At the present time there are two field workers, besides the state chief, who introduce and promote the work and particularly interest teachers in coming to summer session and training so that speech classes may be established thruout the state.

The further activities of state chief and field workers include:

Supervision of teachers who have already taken the training courses and are doing their practise teaching

Conferences with city, county, and district superintendents, supervisors, principals, teachers, and county trustees

Talks at teachers' meetings, institutes, and teachers colleges

Talks to parents at PTA meetings, parent groups, clinics, and private conferences, demonstration lessons, and individual examinations

Conferences with coordinating agencies, such as boards of health, nurses, doctors, boys' club leaders, and behavior clinics

Talks to the public at service clubs, dinner clubs, etc.

At the close of school in June, 1930, classes in the correction of speech defects and disorders had been established in 33 school districts of California.

In November, 1929, the state department of education placed the children with speech defects on the same basis as the physically handicapped child,

so that they would receive from the state the same reimbursement for the cost of their education as is given for the crippled, the deafened and the blind. The annual reimbursements amount to \$200.00 (half from the state and half from the county) for each unit of average daily attendance.

AN ADEQUATE EDUCATIONAL PROGRAM FOR THE PHYSICALLY HANDICAPPED AS A MEASURE OF SOCIAL RESPONSIBILITY—ABSTRACT

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The problem of educating the physically handicapped is one that is facing the general public as well as education.

As no two types of handicap are the same, one can readily see that an adequate educational program for all types of physically handicapped children is not only very expensive but must be designed to meet the needs of such children.

The program in San Francisco at the present time includes: open air classes; health school; sunshine school for crippled children; hospital classes for crippled children; home teachers for home-bound crippled children; conservation of vision classes; oral school for the deaf; contact classes for the deaf and the hard of hearing; lip reading classes for the hard of hearing; correction of speech defects.

In all schools and classes for physically handicapped the Board of Education exercises general and pedagogic supervision and the Board of Health supervises the health, admission, and discharge of such children.

The ultimate aim is to give each physically handicapped child an opportunity to develop himself, to see that he is in the right place and to educate him to be selfsupporting.

The plea is for the education of the public and an understanding of these children individually by all who come in contact with them. Personal feelings should be put in the background and teachers, parents, boards of education, and civic and social organizations should all unite to help the handicapped child make his adjustment to life, thus being able to create his own destiny.

MINUTES OF MEETING OF TEACHERS AND ADMINISTRATORS INTERESTED IN SPECIAL EDUCATION

This meeting was held Thursday morning, July 2, 1931, at the University of Southern California for the purpose of organizing a department of the National Education Association which will include teachers and administrators of all exceptional children. The meeting was called and presided over by Dr. Cornelia S. Adair of Richmond, Virginia.

After explaining the purpose of the meeting, Dr. Adair asked each person present to rise and give his name and educational position and a short explanation of the work of his department, the purpose of this roll call being to learn the names under which special education at the present time is carried on in various localities.