

**FOURTH BIENNIAL REPORT**  
**OF THE**  
**State Board of Education**  
**State of California**

**1918-1920**



**CALIFORNIA STATE PRINTING OFFICE**  
**SACRAMENTO**  
1921

6857

mately seven thousand mentally defective children not cared for in these institutions. The public schools must care for this large number. Present laws providing for uniformity of courses of study and textbooks should be amended so as to make possible the organization of special classes for atypical children. Special financial provision should be made for the support of such classes. Legislation toward this end is earnestly recommended.

#### **Education of Crippled Children.**

The registration of minors revealed the fact that there are nine hundred sixteen boy cripples and five hundred ninety girl cripples in the state of California. A more thorough-going survey made by Mrs. L. P. Crane under the auspices of the California Federation of Women's Clubs indicates that the number of crippled children is even larger than the registration indicates. No special provision is made in the public schools for the education of crippled children and no provision is made by the state for their care and education. Most of these cripples are mentally alert and active and would profit greatly from proper training. Our larger cities have a sufficient number of cripples to justify the organization of special classes. I therefore recommend that section sixteen hundred and eighteen be amended so as to include provision for the education of crippled children in special classes, for the transportation of such children to and from school and for special aid for special classes established for cripples.

#### **Training for Overcoming Speech Defects.**

Next to feeble-mindedness, defects of speech constitute the most serious handicap in the progress of children. Mrs. Mabel Farrington Gifford who has supervised the work of overcoming speech defects in the San Francisco public schools in a recent report says: "The stammerer, stutterer or clutterer is unfitted for recitation in school and subjected to ridicule by companions resulting in loss of confidence and initiative. He is unable to hold a position in life satisfactorily where it is necessary to meet the public. The foreigner cannot be truly Americanized until his speech is as his American companion's. The ridicule of his foreign accent often alienates him from the spirit of American democracy. The individual with poor enunciation is accepted as inefficient in business life. The business men of the country are demanding clear, clean-cut enunciation and good voices as one of the most essential features of personality. A most important feature in life is the contact of the individual with his fellows and his means of contact is his voice and his speech." Mrs. Gifford estimates that there are approximately twenty thousand cases of defective speech and voice in the school enrollment in San Francisco needing attention. In addition there are approximately nineteen hundred cases of adults and minor

pupils enrolled in the night schools needing attention on account of special defects. About eight hundred of these cases may be traced to nervous disorders, about fourteen hundred to articulation defects, about ten thousand to foreign pronunciation and the balance to indistinct enunciation and voice defects.

The state of New York has recently passed a bill authorizing the establishment of a special speech center in each community of over twenty-five thousand inhabitants. Special speech departments have been established in the public schools of San Francisco, Chicago, Detroit, Buffalo, Minneapolis, St. Paul, New York, Boston and other large cities. I earnestly recommend the employment in our larger cities of persons specially trained for overcoming speech defects. I also recommend that the state normal schools be encouraged to give special courses in overcoming speech defects so that all teachers may be able to correct minor articulation defects and foreign pronunciation.

#### EDUCATION OF DELINQUENTS.

The education of delinquent children is nearly related to the education of mental defectives. Psychological tests given at the various state schools indicate that approximately one-third of all the inmates of state schools are definitely feeble-minded. The maintenance of a state bureau of research which has been discussed elsewhere in this report would be most helpful in solving the problem of juvenile delinquency. I recommend that a closer relation between the state schools and the public school system be established. I also wish to commend the plan for the establishment of a state school whose purpose shall be to prevent delinquency by anticipating it. Finally let me call attention to the fact that the work of educating the great number of delinquent and defective children in California will require the services of several hundred teachers. One of the normal schools should be selected and encouraged to undertake the work of preparing teachers for special classes maintained for defective and delinquent children.

#### THE TRAINING AND CERTIFICATION OF TEACHERS.

A teacher-training policy cannot be developed independent from the policies of the public school system. Significant tendencies in school administration in California that have developed or become accentuated during the last four or five years must be reckoned with in considering the problem of reshaping and developing a state policy of teacher-training. It is therefore desirable that these tendencies should be more definitely set forth.

#### Centralization of the Control of the Certification and Training of Teachers.

There has been a well-defined tendency since 1915 toward centralizing administration of the problems of certifying and training teachers.