

as is called for by most clinical blanks, so that each factor count for what it should. It is highly desirable that some method be devised.

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## NEWS AND NOTES

The State of Minnesota is to try out the plan of state support to special classes for deaf, blind, speech defective and mentally sub-normal children, in any special, independent, or common school district in the state. Under the authority of Chapter 194 of the Laws of 1915, application may be made by any such district to the State Superintendent of Education for permission to establish a school for one or more of the above classes, if there are not less than five (5) children of any such class between the ages of four (4) and sixteen (16) [as to deaf children ten (10) to sixteen (16)] in actual attendance, the State Superintendent may grant permission to establish such school. For every child taught in any such school for deaf, blind, or mentally deficient, holding a nine-months session, the State Superintendent shall pay to the district \$100 on July 1st succeeding. For each deaf or speech pupil, the law specifically provides for a pro rata payment of the same amount, when the term of instruction in the case of any pupil is less

than nine months. In the other cases, the Department of Education require a full term attendance to secure the state aid. In general theintendent of Education must approve of the plan of instruction, qualifications of instructors. The instruction for the deaf must being to the combined system which includes the oral, aural, the ma every method known to the profession; and the courses and m instruction shall be substantially equal or equivalent in efficienc course and methods of instruction established and employed in School for the Deaf at Faribault.

Dr. E. A. Meyerding, medical examiner for the public scho Paul, has been the moving spirit back of this legislation, and his been to attempt a practical training near their own homes of such of any of these classes as may presumably be as well trained in a equipped day school, as they would be in a boarding school. It been no friction between the people interested in this movement management of the state institutions at Faribault.

Soon after the law became effective, the Superintendent of called a meeting of the superintendents of schools in St. Paul, M and Duluth, with their medical examiners, the Professor of Edu the State University, and the superintendents of schools for spec at Faribault (Deaf, Blind, and Feeble-Minded), for the purpose eing a plan of organization, qualifications of teachers, and eligibil pils. As a result the Department of Education adopted, among following rules governing the schools for the mentally subnormal.

1. Teachers will be known as Directing Teachers and Assistant ers.
2. They both must have academic and professional qualificat alent for those required for teachers doing corresponding wor special state institutions, at least two years' successful experience ing normal children, and those who will teach the speech defective subnormal, special preparation at least equivalent to that given in mer term in connection with the School for Feeble-Minded at F

The directing teachers must have had at least one year's exp teaching the special class.

The teachers must have certificates for their work, either "general."

3. The selection of teachers and fixing of their salaries rest local superintendent of schools.
4. Admission to the schools will be upon the authority of Superintendents based upon the standard tests recognized and the departments of education. *No child to be admitted to the Subnormals who is less than two years nor more than four years normal development for his age.*
5. All remedial physical defects which may in any way

development, decrease or impair his physical or mental capacity, must be removed or remedied before admission to any of the special classes.

*The establishment of special schools will be restricted to school districts which provide regular and adequate medical inspection and health supervision.*

How the plan will work out is yet to be determined.

Speaking only of the schools for the mentally subnormal, the first effect, of course, is to stimulate a demand for teachers of special qualification for such work. The intelligent, well-trained and conscientious institution teacher is being appreciated outside of the institution as never before, and it is possible to supply the demand for such.

The movement will bring the work of the institutions and the public schools into closer relations than have heretofore existed, and this will be true for both.

There will be a more pressing demand for good summer school training in institutions where actual contact with the individuals of all types and degrees of mental deficiency can be had.

We consider this law well drawn, and the policy of those who are directing the movement is well calculated to meet the situation as well as it can be done.

We shall hope to discuss this matter later, after the experiment has been carried out for awhile.

A. C. R.