as is called for by most clinical blanks, so that each factor count for what it should. It is highly desirable that a method be devised.
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 can 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 blind, or mentally deficient, holding a nine-months session, the State Treasury shall pay to the district $100 on July 1st succeeding. For each deaf speech pupil, the law specifically provides for a pro rata payment of a like 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 will require a full term attendance to secure the state aid. In general the Superintendent of Education must approve of the plan of instruction, qualifications of instructors. The instruction for the deaf must belong to the combined system which includes the oral, aural, the manual, and every method known to the profession; and the courses and methods of instruction shall be substantially equal or equivalent in efficiency to the course and methods of instruction established and employed in the School for the Deaf at Faribault.

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

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

1. Teachers will be known as Directing Teachers and Assistants.
2. They both must have academic and professional qualifications equivalent for those required for teachers doing corresponding work in special state institutions, at least two years' successful experience teaching normal children, and those who will teach the speech defective subnormal, special preparation at least equivalent to that given in the summer term in connection with the School for Feeble-Minded at Faribault. The directing teachers must have had at least one year's experience teaching the special class.
3. The selection of teachers and fixing of their salaries rests with the local superintendent of schools.
4. Admission to the schools will be upon the authority of Superintendents based upon the standard tests recognized and accepted by the departments of education. No child to be admitted to the Classes for Subnormals who is less than two years nor more than four years below his normal development for his age.
5. All remedial physical defects which may in any way
In development, decrease or impair his physical or mental capacity, must be 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 this work. The intelligent, well-trained and conscientious institution teacher is being appreciated outside of the institution as never before, and it is impossible 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 good 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 tried out for awhile.

A. C. R.