

ened to shoot me. I was dumbfounded. Here were the names of people I had never heard of. These questions were asked of children in high schools. I, an old man, who had lived in the United States all these years, did not know there were any such people. I could have said, as did an old gentleman in our town who had retired: "Strange how much I have forgotten of what I learned when I went to school. But there is one date in history that I never forget, and that is the year 355. I remember the date, but I cannot remember what happened then." The trouble with me was that I didn't even recognize the dates that were asked in some of the questions.

It does not seem right to give examinations of that sort, but some of the children learn a surprising number of facts. If you or I were teaching, I know what we would do. We would get the questions in September and drill the children on those questions and answers. We would have the children memorize and memorize, and when spring came they would pass the examination. That would be well. How long would they remember it? Until they passed the examination. The Lord has fixed it so that we forget the things we do not need.

Suppose you should come along and ask those children, "What are your convictions about wars? Are they worth while? What results come from wars? Do we go up or down when we have wars? What is your conviction about such things?" Maybe they could answer them. Maybe not. The thing we are concerned about is that the children should get some understanding from what they read. They ought to get some wisdom from what we teach. Are our present methods going to leave time enough for the teacher to develop such understanding?

Many people have a wonderful understanding of life without having gone through some of the subjects that we have in our school. When I was county superintendent I used to stop at farm homes to feed my horse and for another reason; I was hungry myself. Often I was surprised at the understanding which some of these fine farmers' wives had; surprised, because they had not gone to school as much as I had. I had come out of the university and had an academic type of mind.

I wonder if we are wise enough to give our children and young people the understanding they should have? L. F. Jacks, in his book "Education of the Whole Man," speaks of the "disguised imperatives," and states that every time a child reads a book, every time he listens to a lecture, he will find commands hidden back of declarative sentences provided he knows how to look for them. "Don't be this kind of a man. Don't do things that way." Our young people today drive on our highways. They try this and they try that. Why do they? Because there have been no disguised imperatives that became imperatives to them. They feel that they must go out and try many things for themselves. How are we to help our young people find the disguised imperatives so that their lives may be lived as we in Minnesota should like to have them lived?

You have been very patient and very kind. I thank you.

Mr. Swendsen: We want to thank you, Dr. Boraas, for your very interesting speech. It was full of practical suggestions and I think it was founded on common sense. You gave us something to think about. Thank you very much.

We have with us today Mr. Nilson, who is director of the work for handicapped children in the public schools, also assistant director in the department of re-education of the State Board of Education. We are pleased to have Mr. Nilson with us. He will now speak on "Special Educational Facilities for Handicapped Children."

SPECIAL EDUCATIONAL FACILITIES FOR HANDICAPPED CHILDREN IN MINNESOTA

Kenneth Nilson

Assistant Director of Re-education and Director of Special Classes,
State Department of Education

Mr. Chairman, Friends: Several times I have revised my plans of presenting certain facts to you this morning, and the last time I revised them was within the last fifteen minutes.

The work which I represent has two phases; the one is vocational rehabilitation of the adult disabled, and the other is special work for the handicapped in the public schools of the state. Both have a point of common interest with the work represented by members of this audience. The two are very closely related; the one is concerned with adults; the other, with children.

Special classes in the public schools of Minnesota are so called because they attempt to give an opportunity for special training to children who are handicapped mentally or physically.

There are five types which the state of Minnesota aids in the public schools. They are the physically handicapped, the deaf and the partially deaf, the blind and the partially blind, the crippled, the mentally subnormal, and, finally, the speech defectives.

This work was begun in 1915. Acts were passed by the legislature at that time which indicated that four types—the deaf, the blind, the mentally subnormal, and speech defectives—could be organized specially in the public schools so as to receive state aid for the instruction given. In 1921 the legislature passed an act providing certain instruction for crippled children in public schools provided definite classes were organized in their behalf.

There are less than 300 such special class teachers in the state: Teachers for the deaf, the blind, the crippled, speech defectives, and mental defectives. There were 293 of them in the year 1931-32, of which Minneapolis public schools had 192, St. Paul had 52, Duluth had 29, and other public schools in towns and smaller cities had 119 teachers.

In the discussion which follows, particular mention of the city schools is made as against those out in the state. That may not be fair from some standpoints, but there is a purpose in showing it. It is well to show that the well organized school systems take more frequent advantage of such opportunities. Whether desirable or not, the fact remains that they do so. It will be observed that the teachers of special classes in school systems other than St. Paul, Minneapolis and Duluth, number 110 out of approximately 300 such teachers, or slightly more than a third.

The pupil enrollment in the three cities and out in the state is approximately as follows: Of the 7,800 pupils of all the types of pupils throughout the state, 3,400 or more are in Minneapolis; 1,300 or more, in St. Paul; more than 600 in Duluth; and about 2,500 in other cities and villages. The number 2,500 represents about 30 per cent of the entire enrollment.

It might be interesting to learn the counties which are represented in this program. There are 33 of them, as follows: Beltrami, Blue Earth, Brown, Chippewa, Clay, Crow Wing, Dakota, Douglas, Freeborn, Goodhue,

Hennepin, Hubbard, Itasca, Kittson, Koochiching, Le Sueur, Marshall, Morrison, Mower, Nicollet, Olmsted, Pennington, Pipestone, Polk, Ramsey, Rice, Roseau, St. Louis, Stearns, Stouls, Swift, Washington, Winona.

One should notice the geographic distribution of counties. They are well represented, and not confined to any particular part of the state. The enrollment of physically handicapped pupils shows the number of 808 altogether, of which 477 are in Minneapolis, 142 in St. Paul, 84 in Duluth, and 103 elsewhere in the state; meaning, then, that about 12 per cent of the number are found in the last group.

If one would split this group into the types which have been included—namely, the deaf, the blind and the crippled—these results would be found:

There are 20 teachers in the special classes for the deaf, of which 9 are in Minneapolis, 3 in St. Paul, 1 in Duluth, and 7 in other parts of the state. The pupil enrollment is 206 throughout the state, of which there are 95 in Minneapolis, 36 in St. Paul, 10 in Duluth, and 65 in other parts of the state.

For the teachers of the blind there is a slightly larger number. There are 24 teachers throughout the state, with 12 in Minneapolis, 5 in St. Paul, 3 in Duluth, and 4 elsewhere. Out of a total enrollment of 233 special class blind pupils in the state, there are 107 in Minneapolis, 53 in St. Paul, 35 in Duluth, and 38 elsewhere.

Classes for crippled children present a somewhat different situation. It is a very expensive type of education to provide, for the reason that it means expensive equipment and certain attendants to help the teachers in caring for the children, since not only education is contemplated but care as well. In the beginning, Minneapolis was the only city to undertake this kind of special education. The Michael J. Dowling School was the only one of its kind for a long time. Duluth followed with the Madison school, and, more recently, St. Paul with the Lindsay school. There were 367 children enrolled in these three schools in 1931-1932, of which Minneapolis had 275; St. Paul, 53; and Duluth, 39. There are no other classes of that sort in public schools of the state at present.

There are seven cities and towns throughout the state which have special classes for the blind: Chisholm, Coleraine, Duluth, Hibbing, Minneapolis, St. Cloud and St. Paul. South St. Paul had such a class at one time, but finally dropped it because of the fact that the children moved out of the school district.

The special classes for the deaf in the state are in six school systems. There are 30 classes, located in Duluth, Minneapolis, Rochester, St. Cloud, St. Paul, and Virginia. Virginia and St. Cloud are the more recent places to acquire such classes. Eveleth had such a class at one time, but abandoned it, and Virginia took it up from there on.

Special classes for the deaf and the blind receive the highest amounts of state aid per pupil. The statutes provided aid for the blind at the rate of \$300 per pupil. Such was the original act. It has been prorated ten per cent by the legislature, making it \$270 per pupil. Classes for the deaf received originally an aid of \$250 per pupil, which likewise has been prorated ten per cent, making it \$225 per pupil. Crippled children received aid of \$350 per pupil originally, which has been prorated by the legislature to \$225 per pupil. All such aids receive still an additional prorating according to statute.

The historic plan of caring for handicapped children in this country has been through the state institution. Special classes, or "day-school classes" as they are sometimes called, are quite a recent development. The last thirty-five years, perhaps, have shown these classes developing in this coun-

try. They constitute quite a young institution when compared with the state schools for the deaf and the blind which began a hundred years ago or more in this country.

The teaching of the deaf is one of the most difficult phases of elementary education. There is probably no part of special education for handicapped children which is such a challenge to the profession as the teaching of the deaf. Those who work with the deaf understand that the difficulty lies in bringing to these children an appreciation of language concepts. A child who is born deaf has no early language concepts, and probably never gets them except as he is taught them in school. The effective teaching which has been done with children who are deaf is one of the achievements in elementary education.

Teaching the blind is likewise difficult. A teacher who can do that thing effectively, who can actually teach blind children to see—and that is really what it amounts to—is doing an admirable work. The speaker recalls an instance not long ago, while visiting the State School for the Blind, in which the teacher very graciously and kindly called a child to the front of the room in order that visitors might observe more closely. The readiness with which the child stepped to the relief map and pointed out places on it was a joy to behold. It was an illustration of that subtle kind of teaching which one probably can never have in teaching sighted children in the public schools.

There is a type of special instruction for which there is no counterpart in the state institutions. It is referred to as speech correction. Aid is given on the "per teacher" basis. Normally a teacher can handle a group of 100 to 175 speech defectives in a given year, depending upon the seriousness of the defect which the child has. The Department of Education is quite insistent upon having a physical examination first, in order that the child may get a good start. One would be astonished, perhaps, to see the types of difficulty which are presented in these special classes for correction. Quite a large number, to be sure, are stammerers or stutterers. Others are lispers. Others have a continuation of baby talk, which may become a defect. In this work there is a type of teacher who is highly trained to cope with situations such as these.

In this state there are at the present time ten school systems giving speech correction. Last year the report had these school systems: Albert Lea, Chisholm, Duluth, Mankato, Minneapolis, Rochester, St. Paul, Virginia, and Winona. During the present year Austin also established this work. In 1931-1932 there were 21 teachers handling this type of special class. These teachers were distributed in the following manner: Minneapolis had 10; St. Paul, 3; Duluth, 1; and there were 7 in other parts of the state.

The number of such pupils per teacher is, of course, much greater here than in other types of special class where the number is necessarily limited, as with the deaf and the blind. Twenty-one speech correction teachers in the state handled in 1931-1932 over 3,700 pupils. Minneapolis had nearly 2,000 pupils; St. Paul, more than 500; Duluth, less than 200; and other teachers in the state had nearly 1,000 pupils with defective speech.

There is, finally, one other type which will be of interest to this group because of the fact that there is a corresponding work in one of the state institutions. The speaker refers to the work which Dr. Murdoch takes care of in the School for Feeble-Minded. There are many difficulties encountered in teaching children of that kind. One must express admiration for the

work that is done there under the direction of Miss Cashman. The work in some respects is not unlike that attempted in special classes for the mentally retarded throughout the state.

The policy of the Department of Education is a liberal one with mentally slow children. It does insist, however, that the state shall say who and when children shall be placed in these classes for instruction. That probably follows as a corollary to state aid for each pupil. There is no restriction with regard to organization, administration and teaching of these classes, provided, of course, that the teaching is effective.

This group would be interested to know that in Red Wing is the only public school in the state which has the Winnetka type of organization for its special classes. It is decidedly an individual plan of development, and that, by the way, is the core of instruction in these special classes for mentally handicapped children. Other schools have highly departmentalized plans for taking care of these children. The maximum number per teacher employed is 15 mentally subnormal pupils. The aid per pupil is less than \$90 for those attending throughout the year. There are 209 teachers for this type in the state: 58 in Minneapolis, 37 in St. Paul, 22 in Duluth, and 92 elsewhere in the state.

The range in type of school systems having such classes is very wide, with a city like Minneapolis at one end, having 58 teachers, and a northern village like Karlstad at the other having one teacher in a consolidated school doing a fine piece of work for such children. There are more than 3,300 pupils of this kind in special classes, of which more than 900 are in Minneapolis, more than 600 in St. Paul, nearly 400 in Duluth, and nearly 1,400 throughout the state.

It might be interesting to know that these were the cities and towns where special classes for the mentally subnormal were provided in 1931-1932: Albert Lea, Alexandria, Appleton, Austin, Bemidji, Brainerd, Buhl, Chisholm, Coleraine, Crookston, Crosby, Duluth, Ely, Eveleth, Faribault, Fergus Falls, Grand Rapids, Hibbing, International Falls, Karlstad, Little Falls, Mankato, Minneapolis, Montevideo, Moorhead, Nashwauk, New Ulm, North Mankato, Owatonna, Park Rapids, Pipestone, Red Wing, Redwood Falls, Rochester, St. Cloud, St. Louis Park, St. Paul, South St. Paul, Stillwater, Thief River Falls, Virginia, Warroad and Winona.

An examination of the above facts may give one the picture that the rural areas appear the less favored. That may not come as a failure of the statute, but because of local conditions. Perhaps one is that the community may not feel that it is in position to undertake special work of this kind.

A serious difficulty in carrying on these classes is the so-called stigma which seems to place itself upon the child when he is placed in a class for mentally subnormal children. That sort of thing can be overcome, however, and it is being overcome effectively by thoughtful superintendents, teachers and boards of education. It means, moreover, an almost endless task to present these classes to the public in such a way as to reduce that feeling.

Not many changes have come about in the number for each type of class. One might say that the number of classes for the deaf and the blind has grown, although slowly. The greatest shift has been with classes for the mentally subnormal. It is always interesting to observe schools asking for reinstatement of classes that have lapsed and the number that apply for the first time.

In organizing the instruction of these classes in the future, it is going to be necessary to see how effective this instruction may be. Plans are now

being devised with school men and teachers of these classes to get at the actual number of children who have been benefited by them. One might go into any school system that has had the work for the mentally abnormal for several years, and might have pointed out to him one child after another who has been benefited by this instruction to such an extent that he has been passed on to the regular organization, even to the junior high school.

It is a very interesting problem. It is very necessary to work it out sympathetically and with understanding. There is a cordial relationship between these special class departments and the state institutions doing much the same kind of work. There is a place for each of the two types of endeavor. There are some things which the institutions do which the special classes cannot think of doing, and there are probably some things which can be done in the special classes to very good advantage which may not be taken care of quite so well in state institutions. The special classes may not have begun with the idea of cooperating with state institutions, but since there are the two plans of work it is only sensible that cooperation should develop. That was one reason why the speaker was glad to have an opportunity to present some of these facts to you.

Mr. Swendsen: I want to thank you, Mr. Nilson, for your very valuable speech. I think to most of us it was rather a revelation to see what an enormous work the state of Minnesota does for the handicapped children through the State Board of Education.

The Board of Control is very much interested in schooling for the wards for whom it is responsible. We have schools in most of the institutions; in the penal institutions, the State Reformatory and the State Prison, and in the correctional institutions, the Training School for Boys at Red Wing and the Home School for Girls at Sauk Center. We have a very good school at Gillette State Hospital, one at the State Public School at Owatonna, of course, and in some of the institutions for the mentally deficient children.

The improvement in the schools at the state institutions has come within the last few years, since we have had a woman member on the Board of Control. Mrs. La Du, being an ex-school teacher, immediately took interest in the schools at the institutions, and brought about wonderful improvements. It is also through her and her standing with the Department of Education that we have had most excellent cooperation from that particular department. Mrs. La Du had interviews with the authorities at the University also. The result is that we have very fine cooperation from that institution. We feel that our schools are doing about as well as could be expected under the circumstances. I am perfectly willing, as a member of the Board, to give the lady member most of the credit for what the schools are doing.

We have educators here. We have had splendid speeches. Let us take a few minutes to discuss them. I will ask Mr. Vevele to open the discussion.

M. R. Vevele, Superintendent, School for the Blind: Those of us who have had an opportunity to work under the State Department of Education know the splendid type of cooperation and service that is extended to the public schools and to the state institution schools by the men who are charged with the responsibility of this work. I think it is a splendid thing for us today to have an opportunity to get acquainted with men from the State Department of Education and the State Board of Education, and to solicit from them the type of cooperation which will make it a little easier for us to conduct our own schools. The standards determined by them should be the standards that we will use in directing our schools. Even though there is a splendid type of cooperation between the State Board of Control

and the State Board of Education, we get rather far removed from the standards set up by the State Board of Education, hence it is an excellent thing for us to have an opportunity to hear from them today.

Some years ago about 15 per cent of the adult blind were entirely self-supporting, but during the troublesome times of recent years that figure has been materially reduced. It has been stated that not more than fifty-five per cent of those normal in every respect are self-sustaining today. Because of this we are forced to accept the conclusion that our schools are facing a new situation which makes it necessary to reorganize our methods of teaching and to educate our people for the proper type of activity during unassigned time. We are facing a situation which necessitates the development of a course of study that will make it possible for the students who go through our schools to be so trained that they will be able to use their leisure in a constructive way. I know that this is true with respect to the pupils of the School for the Blind. After our students are through with a prescribed course of instruction there is very little opportunity for gainful occupation, and as a result they have a vast amount of time on their hands with which they do not know what to do. If we are able to develop courses which will train these people to properly use their leisure time it will enable them to become much better citizens in the communities in which they live, and to be much happier.

We are facing the necessity for a reconsideration of values or our whole system of education fails. Manufacturing establishments announce that it is possible for them to train a person within a period of two or three hours to do a certain kind of work, and that, as far as that particular work is concerned, they do not need any other education. We are no longer required to educate our people for trades or vocations, but for the purpose of helping them to live happily and profitably.

I sometimes think that an educational program which trains one to properly use his leisure time is more important than the one which gives only the type of basic knowledge about which we hear so much. H. L. Mencken in a recent article came out very positively in favor of eliminating the frills of education. After reading this article one is impressed with his lack of ability to understand the whole program of education. He has no conception of what it really means either in a general or in a special way, for the frills of education are often basic requirements for some and are rapidly becoming to be standards for all.

I might take a few minutes to tell you about an experiment which we are attempting to carry out at the Minnesota School for the Blind in an attempt to make it possible for us to more advantageously direct the people who come to us for advice concerning the type of work they ought to carry at school as well as the type of activity they should go into in later life.

We have organized a department of pupil analysis. We hired a teacher who had majored in psychology at the University of Minnesota to head the department. We have tested all of our people with the Hayes-Binet test and have secured through a program of retesting an I. Q. which we consider reliable. However, we do not rely on these test scores only, but use them in addition to all the other information that we can get from the teachers and from the work of the pupils in the class room. This information becomes of great value in determining what type of work is best suited to the pupil's needs. All the new pupils who have been to school elsewhere are placed in this department for the purpose of testing and classifying.

May I tell you about one case which will illustrate some of the things we are doing in this department? Last year a boy, sixteen years of age, who had had very few opportunities to attend school, came to us. He was placed in our special department. After testing him and after giving him an opportunity to demonstrate what he was able to do in school, we decided that he could not do the work that was being done in a grade higher than the third. He had attended both private and public schools, but had accomplished very little because of a lack of vision. His parents thought he was feeble-minded and his teachers reported that he had gone as far as it was possible for him to go in school. The boy himself was discouraged and freely admitted that he was not interested in school. We gave him a mental test and found that he had an I. Q. of 108. We learned that he had sufficient ability to do the type of work that would be required of him in a standard grade organization. We started him out in the third grade and gave him special and personal attention. When he found out that we were interested in doing something for him, he himself became concerned and confided in his teacher that he was interested in knowing how far he could go in school. After careful consideration we advised him that we would try during the year to prepare him for a promotion to the seventh grade for the next year. When he learned this a decided change came over him. We did put him in the seventh grade for this year, and next year he will finish his eighth-grade work. He is doing acceptable work in all departments including the industrial department and is intensely interested in doing the best he can in every line of activity assigned to him.

I sincerely hope that it will be possible for us to increase the usefulness of the department for pupil analysis so that we may be able not only to use it in our regular school, but to extend its activity to the summer school for the adult blind and to make it possible to advise them more definitely as to what activity they should enter. We have always thought it necessary to train these people for industrial pursuits, but I believe the time has come when we shall have to change our minds and to consider the industrial subjects from the viewpoint of a general value and organize the work for more of our people along literary lines.

I am very glad for this opportunity to meet the members of the State Board of Education and for the advice that has been given to us in our special field of activity.

Mr. Swendaen: I will ask Mr. Elstad, superintendent of the School for the Deaf, to say a few words.

Leonard M. Elstad, Superintendent, School for the Deaf: It has certainly been a pleasure for me to be here this morning and to listen to the remarks made by the gentlemen from the State Board of Education.

Mr. Nilson referred to the relationship between the special work which is being done in the public schools of the state for handicapped children and the work which is being done in the state institutions, and said that there is a place for each of the two types of endeavor. Because of the depression and because of the lack of room, there will probably be seventy-five children throughout the state whom we are not going to be able to take this fall. That shows that there is room for the day schools, also. While they cover much the same ground that we cover, there are some things which we can do which they cannot do.

Mr. Nilson also stated that the city children are the ones who get the most from these special day schools; that the rural communities are less favored. I think that our school takes care of these children from the rural

communities who cannot go to special day schools, I sometimes think the public day schools give us the pupils they cannot take care of, but we are glad to take them also.

I was very much interested in Dr. Boraas' reference to the three R's. If, because of changed conditions today, it is necessary for us to concern ourselves more about what we are teaching hearing children, how much more essential is it that what we teach those who cannot hear shall be of benefit to them!

This has come to me rather forcibly in these last few days, as members of our graduating class are thinking about what they are going to do when they leave school. Recommendations have been asked for by three boys. I inquired if they had anything in view, but I am sorry to say that they had not. When these pupils come to the office to inquire where they can probably get work after graduation, I do not have anything very encouraging to tell them, but when I say, "I will write a recommendation for you," they go out with a smile.

In normal times ninety per cent of the deaf are self-supporting. Mr. Vevie said fifteen per cent of the adult blind can make their living. The deaf do not ask for charity. They do not need it. You do not see deaf beggars on the street. If you do, they are fakes. Failure of the deaf to get work is not due to lack of ability on their part, but rather to the attitude which the public takes. If a deaf man asks for a position, usually he is not met with much favor.

I heard recently of an executive who for two years had had a stenographer who was deaf, but he did not know it. She had always been fortunate enough to have him face her when he was dictating, which enabled her to read his lips, but one day he turned around so that his back was toward her and she did not get anything that he said. When he turned back and saw the expression on her face, he asked, "What is the matter?" She said, "I can't hear." Upon his inquiring how long that had been going on, she replied: "Two years." The executive remarked: "That is a peculiar thing. I am afraid I shall not be able to use you any more." The fact that she had served him faithfully and well for two years did not count with him. That is the attitude the deaf often have to combat.

I have made it a point, in addressing groups that visit the school, among whom there will be future employers, to tell them that if they will only give the deaf a chance to show that they can do the work, they will usually be found to be very faithful employees.

Mr. Swendsen: Mr. Fulton, have you anything to say?

J. T. Fulton, Superintendent, State Training School: I haven't much to say. Anyone working in an institution such as we have here realizes that education is a very fine thing, but that character is a greater thing. Practically all our failures are character failures. Many of our boys are quite capable of carrying their work in the grade and high schools, but they lack the essential stability of character that will enable them to utilize their education. Education is of questionable value unless it is supported by dependable character. If we fail to reach a boy on the character side, his education simply equips him to be a better crook and a more clever rascal. I am aware that constant effort is made to build up integrity, trustworthiness and honor in the children of the public schools and in our institutional schools. However, I DO feel that character training has been neglected to some extent by the educators. We know something of the delinquencies with which the superintendents and teachers of the public schools are call-

ed upon to deal constantly. Too often a child is well started on the way to a delinquent life before his parents realize the situation. Of course, we expect the subnormal type to fail, but how about these bright chaps? I am sure the Warden will agree that many of his men are clever and well educated.

Because I know there is a widespread misapprehension concerning the work of the correctional institutions, I should like to say that our academic school will be in session this afternoon and we hope you will visit it. Our principal, Miss Adams, will be pleased to meet you.

We DO feel we owe a great deal to Mrs. La Du for what she has done for our school. Much of what you will see in the school today is due to her insistence upon maintenance of proper standards and preparation on the part of the teaching staff.

I should like to say that we recently made a little survey covering the boys who passed through the institution from 1925 to 1931, between 1,000 and 1,100 boys, and we find that Mr. Sullivan and Mr. Vasaly have only 160 of the boys who passed through our institution during that period. All but 17% are getting along. How long that status will be maintained among the parolees, I do not know, but it has stood for five years. To that extent we feel we are succeeding, but we do regret that the greater part of our publicity comes from the boys who fail and who make the crime headlines in the papers.

Mr. Swendsen: Mrs. La Du, have you anything to say?

Blanche L. La Du, Member State Board of Control: Mr. Chairman and Friends—Thank you, Mr. Swendsen. I do not deserve so much praise. The superintendents know that no one member of the Board of Control is responsible for the progress in the institutions. It is true that because of our many duties some of us pay attention to one phase of the work and others choose other phases, but it takes the understanding and support of the Board members and the superintendents also in order to make our work successful.

I want to express our appreciation and thanks to the speakers of this morning's session. We have always had splendid co-operation from the Department of Education. It is fitting at this time that we say a word of appreciation and acknowledgment of that splendid co-operation which Mr. J. M. McConnell, who has recently passed away, has always given to our department. The State of Minnesota has lost one of its finest citizens and leading educators. Our Board has lost a valuable coworker, and personally I have lost a very good friend. We shall all miss him. The members of his staff have given generously of their time and ability whenever requested to do so on behalf of our state institutions.

It is a pleasure to have Dr. Boraas with us today. His practical presentation of the entire subject of modern trends in education has been interesting and helpful. It is true that educators today are thinking along very different lines from what they did a decade ago. They are faced with such different situations that it is no wonder they are divided into different groups, as Dr. Boraas states—those who want to continue clinging to the academic type of education and those who advocate a more liberal field of education. Those who realize that the old school system of strictly academic training has not been an entire success want to try new things. There has never been a time when the educational field has had a bigger challenge than it has today. There are over sixteen million children in the United States not attending school at the present time. A few years ago a large majority of these children were engaged in industry. It was quite alarming

when those under the age of sixteen or under the age of fourteen left school to go into the shops and factories, but now with our present economic condition we have to consider that these children must be taken out of industry in order to make place for the adult workers. If they are to be taken out, they cannot be allowed to remain idle. The majority of these children should be returned to the school; not necessarily school in the narrow academic sense, but school that will train them in the broadest way.

As superintendents, as leaders, as teachers, we must think clearly of what we are going to do in the future. Which one of these educational groups are we going to follow? It is true we must not lose sight of the fundamental principles underlying sound educational policies. It is essential that we be able to read, to write, to know something of history and geography. Geography, particularly, is becoming of real interest to our boys and girls because their horizons are broadening. We read in this morning's paper about a man from a farm who came into town for the first time when he was forty-eight years old. Such experiences are not going to happen with our boys and girls. They travel all over the country, and geography has become vitally interesting to them. American history is interesting. We need it in order to give us knowledge of men and their accomplishments and the influence and service of great lives in the development of our country. History makes for good citizenship. We need a certain amount of academic training, but we must also have that other training that will fit us for life.

Dr. Boraas, we have not forgotten the School of Charm. I have often observed that handicapped children in institutions need special training along those lines. Because of their handicap they are lacking in that ability to meet with ease and charm the people whom they must know in life. It may be their employer; it may be friends. To give them more confidence in themselves, to give them more ability to master the situation in spite of their handicaps, has been our aim in our institutional schools. If he is only a whistler, make him a good whistler, give him confidence in himself. So we have to think not only of having our instructors prepared to give them the training which our academic system requires, but to give them something broader than that—an education for life, a little of art, a little of music, so that they can appreciate the beauty of every-day life. There is much beauty in life which many of us miss. If we cannot go to Paris to visit the Louvre, if we cannot go to the cities, we miss the beauty of the great art galleries but we do not need to miss the gorgeous sunsets and the beautiful things of nature which surround us. There is beauty in the commonplace if we will only find it that will help every one of us to live fuller and happier lives.

May I relate an incident told me by a friend which illustrates the thought that our boys and girls are thinking? About a year ago a friend of mine was asked to speak before a group of high school students at their commencement exercises. She said she did not know what subject to choose. The instructors had told her she might talk about anything except the depression. She conceived the idea of having the children select a subject for her, so she sent out a questionnaire to three hundred pupils asking them what subject they would like to have her talk about if they had to listen to a speech. You would be surprised at the replies of those boys and girls. I think sometimes we of the older generation are surprised that our boys and girls know more than we think they know. Sometimes we think that the old way is the best way; that the boys and girls of today are selfish and frivolous and not thinking. I wonder if we are mistaken. Are they thinking

that the people of today—that is, our generation—have gotten things in pretty much of a mess and are they wondering how they are going to get out of it?

The children to whom my friend wrote did not ask hundreds of different questions. The five that I am going to mention included almost the entire list of replies.

1. Should we go on to college, or should we go to work? (Asked by about 20% of the group).
2. Which professions are crowded and in which are there the most opportunities for us?
3. If we do not go on to college, how can we go about getting a job?
4. What political party will be of the most aid in solving our present problems? (One hundred and fifteen asked that particular question.)
5. In what way can we help to bring about international peace?

You must admit those are thoughtful questions. I think that we, too, who are expected to guide the children, must realize the changing conditions and be alert and open-minded, or we are going to be left behind. The academic regime of three R's will not be all sufficient to the children of today.

At a National Educational Association meeting which I attended recently I heard a prominent educator say in reply to a question about the depression and its effect on education: "Are we coming through the depression all right?" He was an elderly man with an international experience in the field of education. He replied: "I have lived through fourteen depressions in the United States. I hope to live through this one. It is the most far-reaching of any depression we have ever had, but I believe we will come through. We are coming back to normal, but it is going to be a different normal."

Educators recognize the fact that the normal to which we are returning will be a different normal, and it is going to be a real problem for us to keep in touch with the new methods in education which will aid young men and women to adjust to this new normal.

Mr. Swendsen: We have had a very profitable forenoon here, with good speeches and good discussions. We have profited by it, I believe. Now we will adjourn for luncheon and come back here at two o'clock, when we will have a paper by Mr. Jager from the State Public School at Owatonna. He will speak on the subject, "The Difficulty of Placing Children Under Present Economic Conditions."

We stand adjourned.

Mr. Swendsen: I suppose some of the people are visiting the cottages, but I believe we will start our program.

We should have had Mr. Merrill with us today, but he could not be here, so we are glad to have Mr. Jager who has been connected with the institution thirty-four years.

How many children have you placed in that time, Mr. Jager?

H. J. Jager, Agent, State Public School: I couldn't say exactly. Several thousand.

Mr. Swendsen: Mr. Jager has given wonderful service to our state, and has been the right-hand man of Mr. Merrill all the time. We are pleased to have him with us. He will now speak to us on the "Difficulties of Placing Children Under Present Economic Conditions." Mr. Jager.