

The State Teachers College of Colorado

Special Bulletin

Department of Exceptional Children

Summer Term, June 16 to July 25
1913



GREELEY, COLORADO

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**STATE TEACHERS COLLEGE
OF COLORADO**

SPECIAL BULLETIN

**Department of Exceptional
Children**

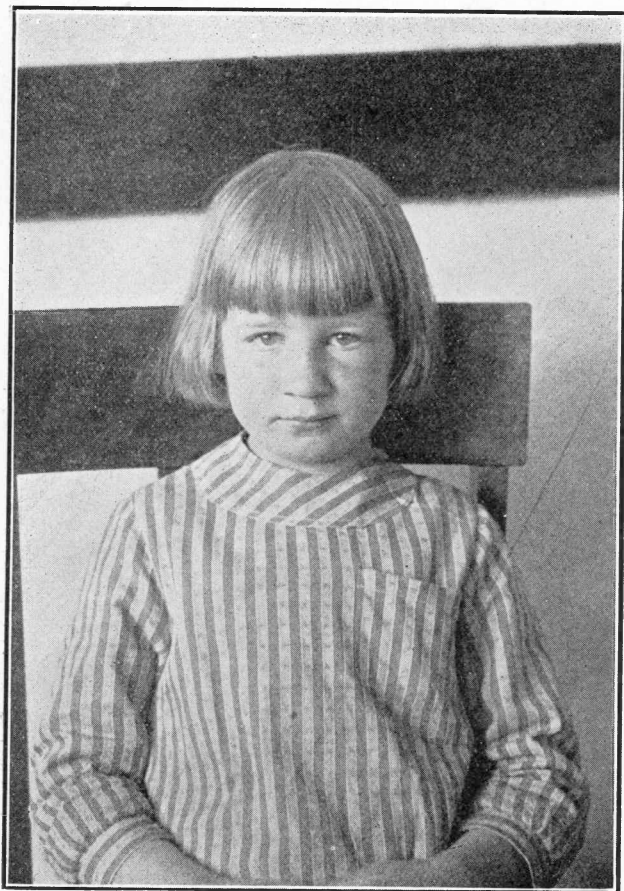
**A Description of a Course on
Exceptional Children**

**Summer Term Opens June 16, 1913, and Continues
Six Weeks. Credit Given Toward Graduation.**

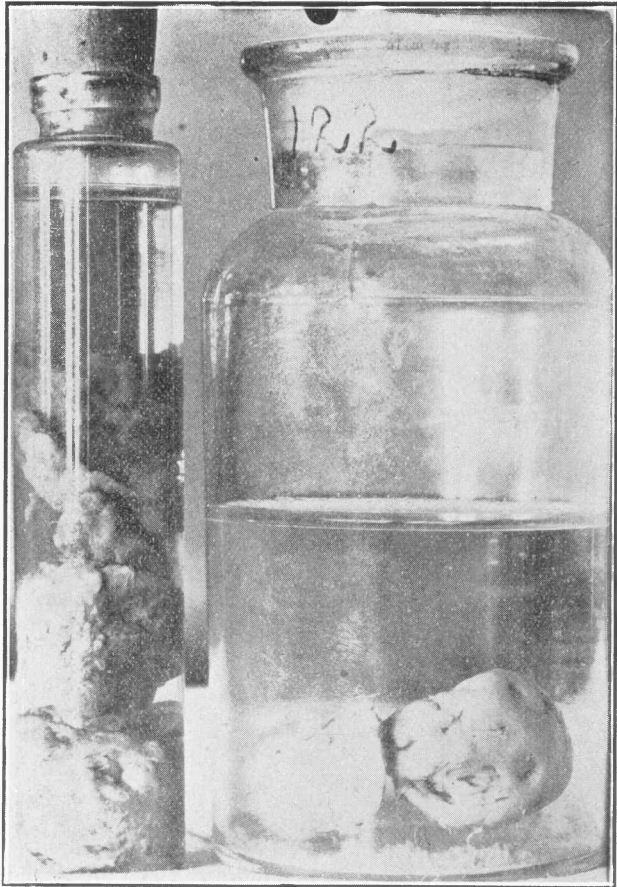


**FOR FURTHER INFORMATION ADDRESS
STATE TEACHERS COLLEGE
GREELEY, COLORADO**

SIMPLIFIED SPELLING



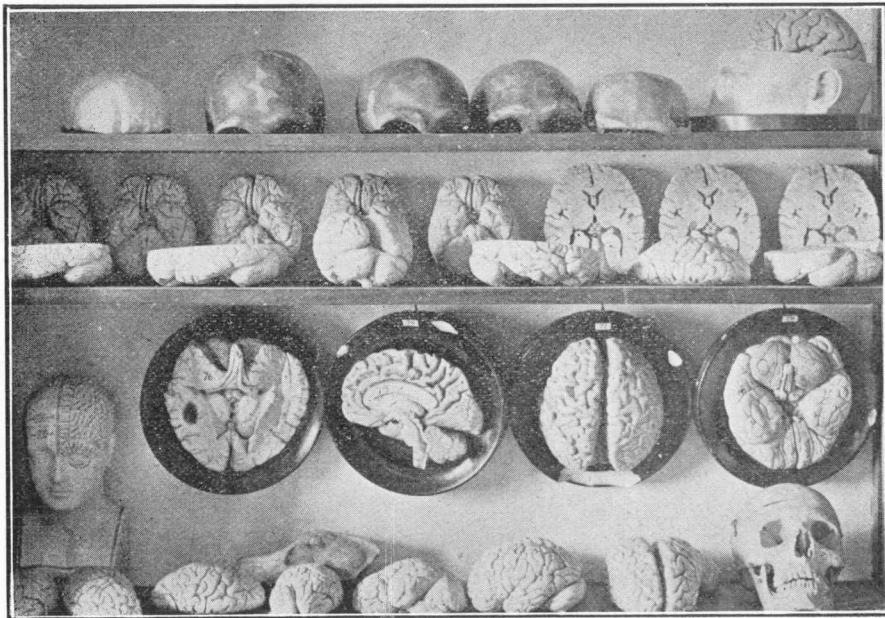
This girl was one of the dullest children in her grade, but after the removal of her tonsils and adenoids, she suddenly became one of the brightest.



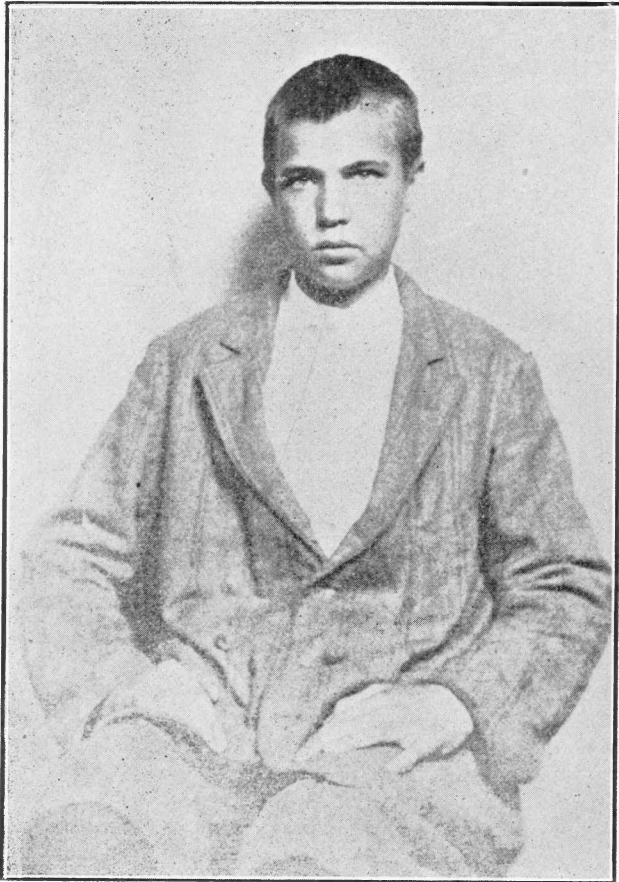
The 7-year-old girl from whom the tonsils and adenoids on the left were removed gained 10 pounds during the subsequent 4 weeks.



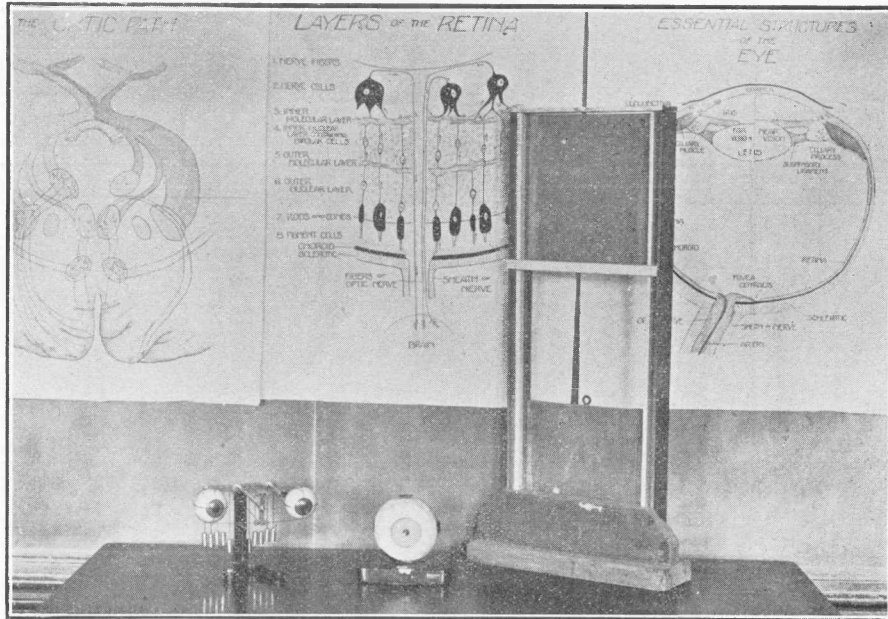
Testing Hearing.



Models Used in Studying the Brain.



(After Psychological Clinic, 1910).
An overgrown boy of 12 years, who is a victim of remediable physical ailments.



Apparatus Used in the Study of Visual Perception.

I. SPECIAL FACULTY.

NOTE:—A faculty of specialists in certain lines in this Department will have charge of the work. The names that appear below are a sufficient guaranty of the power and efficiency of the Department. These persons have devoted a large share of their lives to the solution and interpretation and adjustment of the people who come under this particular Department of study:

- Z. X. Snyder, Ph.D., President.
- J. D. Heilman, Ph.D., Director.
- L. Witmer, Ph.D., Clinical Work.
- H. H. Goddard, Ph.D., Defective and Dependent Children.
- M. P. E. Groszmann, Ph.D., Exceptional Children.
- T. J. Tynan, Criminals.
- G. S. Hall, Ph.D., Adolescents.
- D. S. Jordan, Ph.D., Biological Elements.
- F. B. Cooper, Ph.D., Public Schools and Delinquency.
- B. W. DeBusk, A.B., Abnormal Psychology.

II. INTRODUCTION.

Exceptional Children—There is a large group of children, approximately 75 per cent, who show relatively small differences in their ability to perform the tasks required of them by the home, the school, and the social environment in general. These children may properly be called the normal group. All other children are exceptional. A few of them, about 5 per cent, are exceptionally bright. In the literature which treats of them they have been called extra-bright, accelerated, talented, super-normal, and specially gifted children. The remaining 20 per cent deviate from the normal group in the direction of inferiority. In writing about them the terms retarded, arrested, and sub-normal have been used. They may be divided into a number of sub-groups. The lowest of these constitutes the truly feeble-minded class. The general terms used to designate this class are feeble-minded, mentally deficient, and mentally defective. For the sub-groups of greater ability the following terms have been employed: borderland cases, feebly gifted, backward, slow,

and dull. At present, however, there is no unanimity in the use of the terms applied to exceptional children.

As used in the description of this course the term **exceptional** connotes not only the children who deviate from the normal group in general ability, but also those who deviate in specific abilities and capacities. It includes all children with marked physical or mental deficiencies, whether these deficiencies are general or specific. We regard as exceptional the children with physical stigmata, with pronounced disturbances in growth, in nutrition, and in the nervous system and sense organs; also those who show any kind of speech defect, from lisp to aphasia, as well as those who are unable to read or spell or exhibit any other abnormality in their mental development.

There is another class of children properly regarded as exceptional, because it deviates from a normal group in moral action, and in the capacity for moral development. Such deviates are morally exceptional. They are usually spoken of as moral delinquents and moral imbeciles. The terms **asocial** and **antisocial** have also been applied to the moral imbeciles. Our exceptional children, then, are those who depart from normality in mental, moral, and physical respects.

Exceptional Children and the Schools—Educational practice has demonstrated beyond doubt that the exceptional child is a misfit in the ordinary class for normal children. For this fact are many reasons, but two may be mentioned as especially obtrusive and significant. First, a school or class which is so organized as to meet the needs of the normal group of children cannot at the same time be the best possible for the exceptional children on account of the striking differences among the groups. The work adapted to the normal children is so far beyond the backward children that they are unable to make any responses, and is so easy for the extra-bright children that there is nothing for them to respond to for a large part of the time. In both cases the school is apt to do more harm than good unless there be considerable individual instruction. Where this alternative was tried, the complaint was made that the whole normal

group failed to make the progress expected of them on account of neglect.

Second, the exceptional child is out of place in the ordinary public school because his nature and needs are not understood by most teachers. They fail in analyzing the individual child's mind with sufficient accuracy to lay bare his mental defects and deficiencies, and therefore they are unable to ameliorate or cure them by proper pedagogical treatment. They do not know what physical changes may be necessary for the child's proper mental growth. It is for the removal of this as well as the first obstacle in the training of exceptional children that we have planned this course.

The Purpose of the Course—The general purpose of the course is to assist the teacher in solving the problems of the exceptional child by giving instruction in its physical, mental, and moral makeup. The causes of exceptional children, the means for detecting them, their pedagogical treatment, and the kind of class and school organization which they require will also be taken up. Practically all teachers are confronted with the problems of the exceptional child, and we hope to meet the needs of these teachers by offering this special work. There is no school in which all of the children are making normal progress. Some will fall behind their grade and others will forge ahead. Children with speech defects and with the inability to read are found in almost every school. We have had many letters and consultations with teachers who are eager to know what can and should be done with their particular exceptional cases. Here is a quotation from a letter received not long ago: "The case for which treatment is wanted is a little girl, eight years old. She seems to be partially paralyzed. She has been taught to spell a number of words orally, but that is all. I believe there is no doubt but that under scientific treatment she could be greatly benefited."

There is much material of value to the teacher on the subjects of organization and pedagogical treatment. In these subjects much may be learned from the Germans, who organized their first special class as early as 1859, and who have written

extensively on Curativ Pedagogy and Auxiliary Scool. We can also profit by the experience of many of our American cities, some of which hav had special classes for the last 15 to 20 years. Recently many means and methods of detecting the defectiv child hav been devised. These ar of the greatest importance to the teachers as well as to those who hav scool organization in charge. On the causes of retardation and their removal, there is also much that is new and of the utmost significance.

The Teachers Offering the Work on Exceptional Children—
In response to the demands made by the teachers of this and other states and to an appreciation of what is helpful to the teacher and modern in education, we hav pland a course and a series of five general lectures on the problems of the exceptional child. The greater-part of this work will be given by men who hav made the study of exceptional children their profession. In this field the work of Drs. Witmer, Goddard, and Groszmann is unexceld in this country. The remainder of the work will be offerd by one of our own teachers, Dr. Heilman, who studied for a number of years in Dr. Witmer's Psychological Laboratory and Clinic.

Dr. Witmer is not only a specialist on exceptional children, but also a well known psychologist and editor. As a psychologist he founded two laboratories of psychology, wrote a text-book and numerous articles on the subject of psychology. He is also director of the laboratory of psychology at the University of Pennsylvania. At this institution he also founded a psychological clinic for the examination and study of exceptional children. This was founded in 1896, and was the first of its kind. For the further study of retarded children he founded the hospital scool in 1907. In the same year he founded a journal, The Psychological Clinic, for the purpose of publishing the results of his work with retarded children. Dr. Witmer is also psychologist to the Pennsylvania Training School for Feeble-minded Children, at Elwyn, Pa.

Dr. Goddard was the psychologist at Bryn Mawr College previous to 1906, but in this year he went as psychologist to the

New Jersey Training School for Feeble-minded Children at Vineland, N. J. Here he has been ever since studying the feeble-minded child, and organizing work for a more effective study the nature and problems of defectives. Some of the results of his work appear in books and numerous articles. For a number of years he has been directing a summer school for the training of teachers of the feeble-minded. He is also giving courses on the problems of the defectives at the University of New York and elsewhere. In addition to this he has taken a very active part in conferences dealing with exceptional children both here and abroad.

Dr. Groszmann founded the Groszmann School for Nervous and Atypical Children in 1900. This school is now located at Plainfield, N. J. It is primarily interested in the study and education of those exceptional children who are not truly feeble-minded, but who in Dr. Groszmann's terminology are backward, difficult, nervous, wrongly educated, and physically and otherwise handicapped. The National Association for the Study and Education of Exceptional Children had its beginnings in the Groszmann School, and was inaugurated in commemoration of the tenth anniversary of his school. Dr. Groszmann is the Educational Director of the above named association. He has given us a comprehensive classification of exceptional children and has published several books and a number of articles on the same problem. His work is spoken of in the highest terms of praise by those who are qualified to know.

III. SCOPE OF THE WORK.

Course 1. Outline of Dr. Witmer's Lectures in the General Course—This series of lectures is on growth and retardation. Its object is to show the significance of retardation problems for general educational work all along the line from the kindergarten to the college. It will be given to the whole school at 10 a. m.

Lecture 1—The history of retardation as a scientific concept, and its importance for psychology and education today.

Lecture 2—Eugenics versus Orthogenics, or the role of heredity and environment.

Lecture 3—Defectiv children, or children with defects, an important distinction for education.

Lecture 4—The extention of the methods of working with defectiv children to the normal and extra-bright children, both in this country and abroad, especially by Montessori in Italy.

Lecture 5—The socialization of the scools as an outcome of the effort to solv the retardation problem.

Course 2. Lectures on Exceptional Children—This course will run through the six weeks like all the other courses. There will be a regular recitation period each day, followd by a conference, if this be desired by the class. The three special lecturers mentiodn abov hav been secured for three weeks of the six

Dr. Goddard's Lectures.

These lectures take up the problems of the feeble-minded child.

Lecture 1—Diagnosis and prognosis of mental defects. Who is feeble-minded? How ar they to be recognized? What is to be expected from training?

Lecture 2—Relation of the problem of feeble-mindedness to other social problems, such as pauperism, crime, intemperance, and prostitution.

Lecture 3—The importance of early diagnosis of mental defect. The Binet tests as a means to this end.

Lecture 4—What can the public scools do toward a solution of this problem? Discussion of plans that hav been proposed and the methods that ar in operation at various places.

Lecture 5—Consideration of a comprehensiv plan for dealing with this entire problem, including a consideration of heredity and methods of control, such as sterilization, colonization, scool registration of all defectivs, etc.

Dr. Witmer's Lectures.

This series of lectures deals largely with clinical psychology.

Lecture 1—The clinical method in psychology and its application to the study of all kinds of children.

Lecture 2—The functions of a psychological clinic; its equipment and operation. The hospital scool as an essention adjunct.

Lecture 3—Social studies in clinical psychology.

Lecture 4—The description of various types of clinical cases. Especially such as are of most interest to the teacher.

Lecture 5—Dr. Montessori's work evaluated from the standpoint of teaching and that of education in general.

Dr. Groszmann's Lectures.

These are devoted to exceptional children who rank above the feeble-minded in ability.

Lecture 1—Classification and terminology. The backward, difficult, nervous, physically handicapt, wrongly educated, and otherwise handicapt child, versus the feeble-minded child. Developmental periods, or culture epochs.

Lecture 2—Causes of exceptional development. Child and family histories. The hereditary and environmental causes. The struggle of potentials. Vocational guidance.

Lecture 3—Methods of establishing the status of an exceptional child. The Binet-Simon, and Groszmann tests.

Lecture 4—Atypical and pseudo-atypical children.

Lecture 5—Sub-normal children. Borderland cases. Backward peoples and primitiv social strata. The problem of immigration and the white man's burden.

Dr. Heilman's Work.

This will take up phases of a course on exceptional children which have not been preempted by the other teachers. The historical aspects of the work on exceptional children are both of interest and value. The morally exceptional child often gives the teacher the greatest concern. There is also the whole problem of speech disturbances, from lispings to various kinds of aphasia. Provision will be made for demonstrating tests for measuring the intelligence. There will also be a presentation of the factors which retard children in the process of learning to read. Important concepts of a more or less general nature on the treatment and training of the exceptional child will be taken up. Other subjects of value are stigmata of degeneration, various other deformities and defects, nutrition, dental disabilities, physiological age, and the super-normal child.

Other Lectures.

There will be one or two lectures by each of the other men whose names appear on the faculty. Prof. DeBusk, one of our teachers of psychology, will lecture on The Contributions of the Freudian Movement to the Study of Exceptional Children. T. J. Tynan, the warden of our state penitentiary, will lecture on The Treatment of Individuals Who Fail to Conform to Moral Laws. Mr. Tynan has a well merited reputation in this and other states for his scientific procedure in the care and training of moral cases.





A case of Verbal Amnesia who has been taut how to read.




(After Psychological Clinic, 1910).
This girl appears to be an incorrigible degenerate.




She is the same girl, who appears in this picture to be normal.

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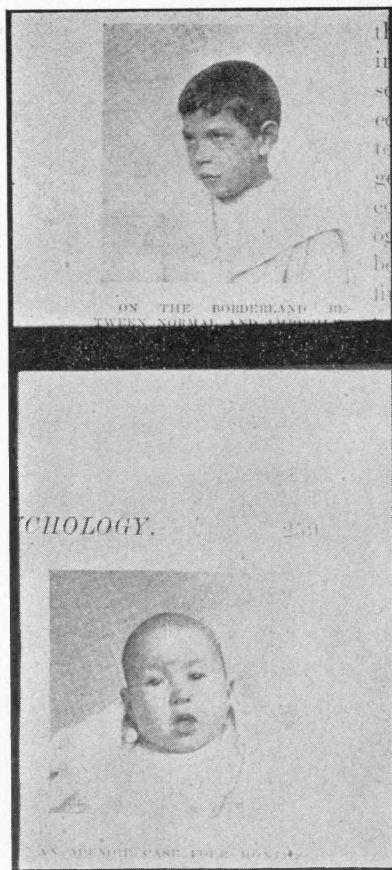
INSTITUTIONAL CASE, TRAIN-
 ABLE BUT NOT EDUCABLE.

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BACKWARD BECAUSE UNDER-
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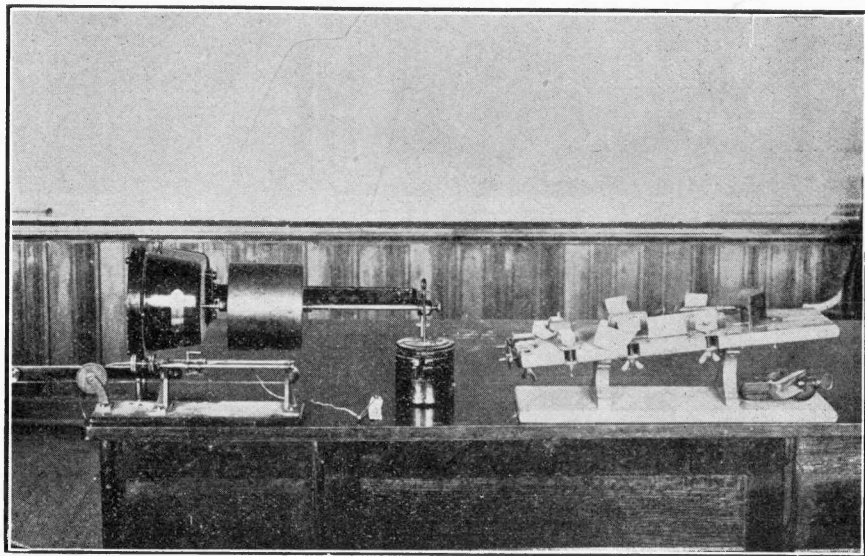
(Taken from the Psychological Clinic, 1911).



(Taken from the Psychological Clinic, 1911).



(After Psychological Clinic, 1910).
A Typical Group of Yung Adolescent Boys.



Lombard's Ergograf.

