THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A STUDY OF SPECIAL EDUCATION PROGRAMS IN STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

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Norman, Oklahoma

1957

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A STUDY OF SPECIAL EDUCATION PROGRAMS IN

STATE TEACHERS COLLEGES IN THE

SOUTHERN ACCREDITING AREA

APPROVED BY

DISSERTATION COMMITTEE

Dedicated to my parents Mr. and Mrs. Sam H. White

for their constant encouragement

ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation to Dr. Funston F. Gaither, her major professor and director of this study, for his encouragement and guidance throughout her doctoral program. The writer is grateful also to the other members of her committee: Dr. Albert J. Croft, Dr. Frank A. Palyeat, Dr. Gail Shannon, Dr. Ellsworth Collings, and Dr. Lawrence T. Rogers for their helpful suggestions and criticisms, and for their reading and evaluation of the manuscript.

Appreciation is also extended to the persons in charge of the special education programs included in this study and to the state supervisors of special education in the Southern Accrediting Area for data submitted for the study.

In addition, the writer is deeply grateful to her husband, Woodrow H. Jones, for his assistance, his warm encouragement, and his patient understanding.

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A STUDY OF SPECIAL EDUCATION PROGRAMS IN STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA

CHAPTER I

INTRODUCTION

Background and Need for the Study

A basic premise of American education is that every child is entitled to education appropriate to his abilities and needs. The increased interest in special education programs for exceptional children[1] is a manifestation of this idea. "This . . . takes on new meaning as local school systems attempt increasingly to provide for the four or five million exceptional children of school age."[2]

Since the turn of the present century, special interest groups have been a major force behind the education of exceptional children. National, state, and local voluntary agencies together with parents of handicapped children have made known the educational needs of these

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[1]Throughout this study the term "exceptional children" will be used to refer to those children who deviate from the so-called normal or average to the extent that they need special educational services for the realization of their potentialities.

[2]Romaine P. Mackie and Lloyd M. Dunn, State Certification Requirements for Teachers of Exceptional Children (Washington: U. S. Government Printing Office, 1955), p. 1.

individuals who differ from the so-called normal.[1] As these interested people have presented their case to the public, to governors, legislators, and administrators, they have caused attention to be directed to the need for personnel in the different areas of special education.

State legislation (see Appendices A and B), especially in the southern states where this movement has only recently begun to take root, has made new provisions or modified existing ones for the establishment of pre-service and in-service teacher education programs in the area of special education.

State legislation is generally recognized as essential to an adequate program of education. School laws are both an expression of the people's belief in education and a basis for financing and administering schools. It follows from this manifestation that as the educational horizons broaden new legislation or modification of old legislation becomes a necessity.[2] A recent report of the State of Massachusetts Special Commission to study training facilities for retarded children emphasizes the importance of state legislation to special education:

> The handicapped child, born into the world with only a fighting chance at happy adulthood, needs our help. In the battle for equal opportunity, the allies of these children are the parents, the special class teachers, the legislators and professional workers. To win the battle requires the heavy artillery of humane legislation which sets the machinery of wise government

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[1]Lloyd M. Dunn, Teachers for the South's Handicapped Children (Atlanta: Higgins-McArthur Company, 1955), p. 2.

[2]Romaine P. Mackie et al., Directors and Supervisors of Special Education in Local School Systems, A Report Based on Findings from the Study, "Qualification and Preparation of Teachers of Exceptional Children." (Washington: U.S. Government Printing Office, 1955), p. 27.

in motion for them.[1]

The increase in state provisions for the preparation of special education personnel is viewed by many educators with both satisfaction and concern. Mackie and Dunn refer to this situation as follows:

> Satisfaction comes from the recognition of the need for qualified persons to teach the Nation's handicapped and gifted children. Concern stems from the recognition of the need for evaluation of the facilities which should be available at colleges planning to develop teacher preparation programs.[2]

Recent reports show that over 26,000 teachers are needed to provide adequate education programs for the exceptional children in the South; this region now has approximately 3,700 such teachers.[3] It is axiomatic that without proper and sufficient personnel, the best programs will fail. This view is reflected in unmistakable terms by Balentine:

> Before very significant progress can be made in the area of special education, the teachers must have preparation which will enable them to conduct classes and give instruction to certain atypical children. It is apparent the atypical children in the schools are not receiving the special service which they need.[4]

Almost one million school-age handicapped children in the South

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[1]Commonwealth of Massachusetts, Report of the Special Commission Established to Make an Investigation and Study Relative to Training Facilities Available for Retarded Children, House of Representatives, Report No. 2580, January, 1956, p. 7.

[2]Romaine P. Mackie and Lloyd M. Dunn, College and University Programs for the Preparation of Teachers of Exceptional Children (Washington: U.S. Government Printing Office, 1954), p. 11.

[3]Dunn, Teachers for the South's Handicapped Children, p. xi.

[4]Jack Balentine, "Reports of Selected Superintendents on Their Practices for the Improvement of Classroom Instruction in Oklahoma Schools" (unpublished Ed.D. dissertation, 1952, University of Oklahoma), p. 116.

need special education services; and, by 1960, this number will increase to something like one and one-quarter million.[1] A conservative estimate of the number of exceptional children in the State of Louisiana is from 75,000 to 100,000.[2] A closer look at the problem inherent in the foregoing statement may be found in the ratio of speech and hearing therapists to speech defective children in Louisiana:

> ...we could estimate that there are here in Louisiana at the moment approximately 33,000 children with severe speech defects. By actual count 7,703 children in Louisiana are now receiving some kind of assistance. By actual count there are 32 "speech and hearing therapists" in parish and city school systems; 9 in coordinated centers, and 3 in the Special Education Programs - or a total of 44. A survey has not been made of the qualifications of these persons. We know, however, that some are completely untrained; others, who are partially trained.... An estimate that there are 35 qualified therapists in Louisiana at the present time is a very lenient one. So let us say we have 35 speech therapists. We need 330 to take care of just the severe cases of public school age (33,000 children with speech defects; 100 cases per therapist).[3]

The ratio of children needing special education services to trained personnel available to render these services is emphasized in the following data: The state of Florida has 73,000 children who need special education services and only 735 teachers available to render these services.[4] Mississippi gives the number of children needing special education services as 55,000 with 55 teachers available to render

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[1]Dunn, Teachers for the South's Handicapped Children, p. xi.

[2]Cordelia Brong, "Speech and Hearing Programs in Louisiana," Proceedings of the First Louisiana Conference on Handicapped Children (Baton Rouge, La., 1956), p. 65.

[3]Ibid.

[4]Letter to the writer from Robert D. Gates, Consultant, Education for Exceptional Children, State Department of Education, Tallahassee, Florida, March 21, 1957.

these services.[1] The State of North Carolina has an estimated fifty-five thousand children needing special education services and 250 teachers available to provide these services.[2]

Many of the state supported teachers colleges in the Southern Accrediting Area have accepted the responsibility of preparing teachers needed to provide adequate educational programs for exceptional children. But, these institutions already burdened with the problems of influx of students, and a shortage of staff and building facilities are experiencing much difficulty in their effort to set up an adequate teacher-education program in special education. The personnel of many of these institutions have found little time to study and plan for a long range program that would be educationally sound. In line with the lack mentioned here, there is also reason for concern for the nationwide dearth of organized information in regard to administrative organization, operational procedures, curricular content, community resources, and related agency services which are highly essential to an effective program for the preparation of special education personnel.[3]

Clearly, there is a need for more information regarding basic fundamentals of a teacher education program for exceptional children.

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[1]Letter to the writer from W. R. Burris, Supervisor of Special Education, State Department of Education, Jackson, Mississippi, March 20, 1957.

[2]Letter to the writer from Felix S. Barker, Director, Division of Special Education, State Department of Education, Jackson, Mississippi, March 20, 1957.

[3]National Society for Crippled Children and Adults, Inc. and U.S. Office of Education, Opportunities for the Preparation of Teachers of Exceptional Children (Chicago: National Society for Crippled Children and Adult, Inc., 1949), p. 1.

Lee emphasizes this need when he refers to the range that research on educating exceptional children should encompass. He states that:

> Our research must emphasize education and training including curriculum, teaching methods, teaching aids, and evaluation of progress and maturation in relation to possible outcomes and goals. Effective education of the handicapped must, in my view, be projected in cooperation with public and private rehabilitation agencies to include counseling, guidance, vocational preparation for and placement in employment and follow-up evaluations over the total service program....Research on the preparation of teaching and other professional personnel should receive high priority, particularly in view of the U. S. Office of Education competency studies which are currently becoming available....[1]

To date, no comprehensive study of the status of teacher-education programs of exceptional children in the state teachers colleges in the Southern Accrediting Area has been reported in the literature. From the needs indicated in the previous discussion, a study of this nature is both timely and important.

The Problem

The problem of this study is to ascertain the status of special education programs for teachers of exceptional children in the state teachers colleges in the Southern Accrediting Area. The problem resolves itself into a study of the following phases:

1. The departmental framework in which the special education program operates.

2. The professional preparation of the special education program's personnel.

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[1]John J. Lee "The Range That Research on Educating Exceptional Children Should Encompass," Exceptional Children, XXII (May, 1956), p. 339.

3. The curricular content, enrollments, and degrees granted in the special education program.

4. The coordination of the special education program with community facilities, agencies, and other community institutions.

It is hoped that the results of this study will be used by colleges and universities as: (1) a basis for the development of curricula in special education, (2) a background against which already existing special education programs for teachers can be better evaluated; and (3) serve as basic reference material for special education of exceptional children.

Delimitation of the Problem

The study is limited geographically to the eleven states making up the Southern Association of Colleges and Secondary Schools. These states are: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. The study is further limited to state supported teacher-education institutions which indicated in the preliminary survey the presence of/or some aspects of a teacher-education program for work with exceptional children. Only the instructional services and those concomitant services which facilitate and/or are immediately tied up with the instructional program are studied.

Study of programs is limited to the academic year 1956-57, with the exception of the portion of the study dealing with trends and workshops held, which covers the period from 1951 to 1956; and the part dealing with degrees granted in special education which covers the period

from September 1, 1955 to August 31, 1956.

Definitions and Use of Terms

For the purpose of the present study, the following definitions will be used:

1. Special Education Program is used in a very broad sense to refer to any aspects of special education services including special courses, programs for teacher preparation as well as plans for future programs, and any services available which may serve as aids in the preparation of teachers to work with exceptional children.

2. Special Education is used to refer to all instructional services which are especially planned to meet the needs of exceptional children.

3. Sequence of Courses or Sequence of Preparation is used to indicate a minimum of specialized preparation in a specific area, involving:

> (1) A study of the characteristics (physical, mental, and emotional) of the particular condition under consideration;
>
> (2) A study of the teaching methods and curriculum adjustments needed; and
>
> (3) Observation and practice teaching.[1]

4. College is used as a general term referring to either a college or university.

5. Southern Accrediting Area refers to the geographical region comprising the schools accredited in the Southern Association of

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[1]National Society for Crippled Children and Adults, Inc. and U.S. Office of Education, Opportunities for the Preparation of Teachers . . . , p. 5.

Secondary Schools and Colleges.

6. State Teachers Colleges are state supported institutions of higher education which include teacher-education as a part of their academic program.

7. Groups of Colleges refer to the division of the participating colleges into enrollment groups as follows:

Group A: College enrollments 500-1,999

Group B: College enrollemnts 2,000-4,999

Group C: College enrollments 5,000 or over

8. Status is used to designate the position or state of the special education programs at the time of the study. Items considered were administrative organization and professional preparation of personnel; curricula, enrollments, degrees granted; coordination with community facilities and agencies; and problems and trends.

9. Trend is used to designate the general course or direction observed over the past five years by the persons responsible for special education programs for teachers of exceptional children.

10. Areas is a general term referring to the various groupings under which the subject matter of special education is organized.

Method of Research and Treatment of Data

The normative-survey[1] type research was used to collect the data for this study, which included the questionnaire, interviews, and personal correspondence. Supplementary information was gathered from

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[1]Carter V. Good and Douglas E. Scates, Methods of Research: Educational, Psychological, Sociological (New York: Appleton-Century Crofts, Inc., 1954), pp. 548-644.

current college bulletins, manuals of state special education programs, and related literature.

The items included in the questionnaire (see Appendix C) are representative of those criteria most frequently suggested for teacher-education programs of exceptional children, as well as those most frequently included in past studies.[1] The writer also drew from her own experience in the development of a special education program for teachers at Southern University, Baton Rouge, Louisiana, during the past year.

In keeping with the suggestions by Koos,[2] the items were first formulated into a tentative questionnaire. It was then submitted for criticism and suggestions to eleven persons, including college professors and state and local supervisors who have experience in the field of special education. Fellow associates in the special education program and in education at Southern University, who are acquainted with the mechanics of questionnaires and who are capable of criticizing their over-all construction were asked for their criticisms and suggestions. The questionnaire was then revised in keeping with the suggestions and criticisms.

Final preparation of the questionnaire was made in terms of

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[1]National Society for Crippled Children and Adults, Inc. and The U.S. Office of Education, Opportunities for the Preparation of Teachers . . . . Mackie and Dunn, College and University Programs . . . . Dunn, Teachers for the South's Handicapped Children.

[2]Leonard V. Koos, The Questionnaire in Education (New York: The Macmillan Company, 1928), p. 163.

Nixon's criteria for mechanics of form[1] and the recommendations of Good and Scates for both construction and administration of this type of instrument.[2]

A letter (see Appendix D) explaining the proposed study and inviting the college to participate, was sent to each president of the 94 state teachers colleges in the Southern Accrediting Area.[3] Enclosed in the letter was a Preliminary Survey post card (see Appendix E), requesting answers to the following questions:

(1) Will your college be willing to participate in this study?

(2) If answer "yes", what is the name and title of the person who would be most able to supply further information in this regard?

A follow-up letter (see Appendix F) and another Preliminary Survey card were mailed two weeks later to those who had not yet replied.

Of the 94 letters sent, 90 cards were returned. Fifty-five of the respondents stated that they had a special education program and expressed a willingness to participate in the study.

Two questionnaires, one for the respondent's file and the other to be filled out and returned to the writer, together with a covering letter (see Appendix G) were mailed to the individual designated by the president of each of the 55 colleges as being responsible for the

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[1]John E. Nixon, "The Mechanics of Questionnaire Construction," Journal of Educational Research, XLVII (March, 1954), pp. 481-487.

[2]Good and Scates, Methods of Research . . . , pp. 614-624.

[3]See Appendix D for criteria for participating in the study as set forth in the cover letter which accompanied the Preliminary Survey card.

special education program. A self-addressed stamped envelope accompained the questionnaires. A follow-up letter (see Appendix H) along with another questionnaire was sent two weeks later to those who had not yet replied.

Table 1 summarizes the responses to the questionnaires by colleges grouped according to enrollments. Group A colleges were sent 22 questionnaires. Twenty, or 91 per cent, responded. These 20 responses included 13, or 59.5 per cent, complete questionnaires; five, or 22.5 per cent, incomplete questionnaires; and two, or 9 per cent, other acknowledgments in the form of letters. Two, or 9 per cent, of this group failed to respond. Group B colleges were sent twenty-two questionnaires and returned 17, or 77 per cent, of them complete three, or 13.6 per cent, incomplete one, or 4.7 per cent, other acknowledgments in the form of letters and no response to one, or 4.7 per cent. Group C colleges were sent 11 questionnaires and returned 10, or 91 per cent, of them complete; and one, or 9 per cent failed to respond. Of the 55 questionnaires sent, 40, or 73 per cent; of them were returned complete. The study is based on information obtained from the 40 complete questionnaires.

The data obtained in this study are presented as follows: Chapter II, gives a survey of the pertinent literature in the field of special education; Chapter III, presents an analysis of the data obtained from the questionnaires; Chapter IV, presents a summary of the findings and conclusions derived from the data.

TABLE 1

NUMBER AND PER CENT OF RESPONSES TO QUESTIONNAIRES SENT TO PERSONS IN CHARGE OF SPECIAL EDUCATION PROGRAMS DURING THE ACADEMIC YEAR 1956-57 IN 55 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA

Colleges Grouped According to Enrollments	Questionnaires Sent	Complete Questionnaires Returned		Incomplete Questionnaires Returned		No. Responses to Questionnaires		Other Acknowledgments		Totals for 55 Colleges	
	No.	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Group A 22 Colleges Enrollments of 500-1,999	22	13	59.5	5	22.5	2	9.0	2	9.0	22	100.0
Group B 22 Colleges Enrollments of 2,000-4,999	22	17	77.0	3	13.6	1	4.7	1	4.7	22	100.0
Group C 11 Colleges Enrollments of 5,000 or over	11	10	91.0	0	0.0	1	9.0	0	0.0	11	100.0
Totals	55	40	73.0	8	15.0	4	7.0	3	5.0	55	100.0

CHAPTER II

A REVIEW OF RELATED LITERATURE

Introduction

No attempt is made in this chapter to review all of the extensive literature concerning special education programs for exceptional children. Only two types of studies which seem particularly important in connection with the present investigation are reviewed here. These are (1) studies which considered the problems of college and university programs for the preparation of teachers of exceptional children and (2) studies concerned with legislative provisions for state assistance to special education programs for teachers of exceptional children.

Studies Concerning College and University Special Education Programs

The first report on the preparation of teachers of exceptional children in the United States was made in 1929 by the International Council for the Education of Exceptional Children.[1] This publication

[1]National Society for Crippled Children and Adults, Inc. and U.S. Office of Education, Opportunities for the Preparation of Teachers, p. 1.

listed forty-three colleges in the United States and two in Canada which offered courses in the area of exceptional children.

Schleier made a study of the education of special teachers in 1931, and found that ninety-nine colleges and universities were offering some courses related to the mentally handicapped. These institutions offered sporadic courses, but made no attempt to organize a curriculum. Schleier reported further that three teachers colleges and three normal schools had established departments of special education.[1]

The subcommittee of the White House Conference issued a bulletin on teacher-education for exceptional children in 1931, which reported seventy-one institutions offering opportunities for study to prospective teachers of exceptional children.[2] This report still has significant influence on practices in teacher education for exceptional children and is often cited as a standard reference.[3]

In 1936, a third investigation of college and university programs for the preparation of special education teachers was made. Martens states that:

> ...the number of colleges and universities announcing one or more courses preparatory to teaching of exceptional children had by that time grown to 101. In addition, 17 residential or other highly specialized schools had participated in carrying on

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[1]Louis M. Schleier, Problems in the Training of Certain Special-Class Teachers (Teachers College Contributions to Education, No. 496. New York: Bureau of Publications, Columbia University, 1931), p. 69.

[2]Francis E. Lord and Samuel A. Kirk, "The Education of Teachers of Special Classes," The Education of Exceptional Children, Forty-Ninth Yearbook of the National Society for the Study of Education, Part II (Chicago: Chicago University Press, 1950), p. 107.

[3]Ibid., p. 102.

> teacher-education programs, either as independent units or in cooperation with some near-by university or college.[1]

Since 1936, and more especially since 1940, the phenomenal growth of state programs for the education of exceptional children has created a great demand for teachers. For the year ending with the summer sessions of 1948, there were one hundred seventy-five institutions of higher learning offering one or more courses in special education. This represented an increase of one hundred forty-six percent since 1931. Martens[2] concludes that these figures are evidence of the mounting importance being attached to the preparation of teachers to work with exceptional children.

Mackie and Dunn[3] in their 1954 study reported 122 colleges and universities in the United States as offering specialized sequences of preparation for teachers in one or more areas of exceptionality. During the period covered by this study 1953-1954, there were more faculty offering more courses in speech correction than in any other areas. Courses in speech and hearing, as a combined area, were second; mentally retarded was third with the deaf and the hard of hearing following in that order. The largest number of students who were enrolled in special education courses were taking speech correction. The second largest group was enrolled in the area of the mentally retarded, with speech

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[1] National Society for Crippled Children and Adults, Inc. and U.S. Office of Education, Opportunities for Preparation of Teachers . . ., p. 1.

[2] Ibid.

[3] Romaine P. Mackie and Lloyd M. Dunn, College and University Programs for the Preparation of Teachers of Exceptional Children (Washington: U. S. Government Printing Office, 1954), p. 10.

and hearing, and the deaf following in the order named. The number of degrees granted during this period was, likewise, related to kind of courses and numbers of students enrolled in these courses.[1]

The Biennial Survey of Education, 1952-1954 reported that:

> A major conclusion of the 1947-1948 report still stands: there is no doubt . . . that many exceptional children are still going without the special instruction they should have. Despite the growth that has taken place, special education needs to be developed much further before all who require it will be served.[2]

Of the nine areas of special education listed in the Biennial Survey referred to above, speech correction had made the greatest increase over the period studied. Over a five year period it had increased 68 per cent and in 1952-1953 was offering services to 306,747 children. This was more than 60 per cent of all children receiving special education services. In contrast to the relatively rapid increase of services to the children with speech disorders, services for the deaf and hard of hearing were significantly below the rate of increase in other areas. The unavailability of specialized teachers and a growing tendency to place only the most severely handicapped children in special classes probably were responsible for these small increases.[3]

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[1] Ibid.

[2] Mabel C. Rice and Arthur S. Hill, Biennial Survey of Education: Statistics of Special Education for Exceptional Children (Washington: U.S. Government Printing Office, 1952-1954), p. iv.

[3] Ibid., p. 18.

During the spring of 1954, the Southern Regional Education Board[1] in response to requests that it study the region's need for special education personnel, appointed a Commission on the Training of Teachers of Handicapped Children to find answers to the following questions:

1. What is the present and future need for speech correctionists, for teachers of the various types of handicapped pupils, and for supervisory and college instructional personnel in the Southern region?

2. What personnel are the colleges and universities of the South preparing to meet this need?

3. What is the difference between the supply of and demand for teachers of the various sorts of handicapped children?

4. What are the barriers to meeting the need for additional qualified personnel?

5. What plan of action would alleviate shortages of personnel?[2]

The Commission's findings and recommendations were presented to the Southern Regional Education Board at its meeting in November, 1954. The findings revealed that:

> Almost one million school-age handicapped children in the South need special education services; and, by 1960, the number will have increased to one and one-quarter million. The demand for qualified personnel to teach handicapped children is increasing rapidly and will continue to do so for some years ahead; all states in the South have difficulty

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[1]The members of this board include the governors, ex officio, and three other persons appointed by them from each of the following states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

[2]Lloyd M. Dunn, Teachers for the South's Handicapped Children (Atlanta: Higgins-McArthur Company, 1955), p. viii.

finding well-trained teachers of all kinds of handicapped children.

> Over 26,000 teachers are needed to provide adequate educational programs for handicapped children in the South; the region now has only about 3,700 such teachers.[1]

In regard to the need for special education teacher preparation programs, the Southern Regional Commission reported as follows:

> An estimated 60 per cent of the teachers now employed in special education in the South need additional training, but programs for training teachers are either inadequate or nonexistent in several areas of special education. In 1954-55 only 55 teacher education institutions in the region reported partial or complete training programs in one or more areas of special education. Of this number 26 had programs in speech and hearing only.
>
> No institutions in the South have complete training programs for teachers of the blind or teachers of the partially seeing. . . .Many existing programs for training special teachers are token in nature, with few full-time faculty and limited practicum facilities.[2]

The Commission's recommendations were largely directed toward specific improvement in the teacher preparation programs. Typical of this is recommendation number I:

> We recommend that present programs of teacher preparation be extended or augumented, since lack of qualified teachers is a major barrier to the expansion and improvement of educational programs for handicapped children in the South[3]

Studies Concerning Legislative Provisions for Special Education Programs for Teachers

In Chapter I of the present study, there was mention made of the importance of state legislation to the special education programs (see

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[1] Ibid., p. xi.

[2] Ibid., p. xii.

[3] Ibid.

Appendix A and B). A number of reports and surveys have been made of state legislation and its relation to the education of exceptional children. Wallin refers to the status of state legislation in 1938:

> A few states provide subsidy for certain handicapped children. There is no uniformity in the program among the various states, but generally there is more favorable consideration to the physically handicapped than to the mentally or socially handicapped.[1]

Martens[2] formulated conclusions in terms of what she referred to as basic principles of state legislation, or a bill of rights for exceptional children. Principle number 10 concerns the state's responsibility in encouraging well-qualified personnel:

> In view of the dramatic growth of special educational provisions and the serious lack of teachers and other personnel to assume responsibility for the work, legislative consideration of the proper preparation of such personnel is important. There are now State laws that permit funds to be used for summer school scholarships. . . , or open the way for the State education department to make appropriate arrangements with any teacher-education institution in the State. All these means of providing adequate facilities for study may well be considered legitimate expenditures, in order that there may be well-qualified personnel in both teaching and supervisory positions. Exceptional children can be well taught and well prepared for life adjustment only as they have well-qualified teachers.[3]

Martens' plea for state legislation to assume more responsibility in preparing well-qualified teachers for exceptional children should not be construed to mean that advances were not being made at

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[1]J. E. Wallace Wallin, "Trends and Needs in the Training of Teachers for Special Classes for Handicapped Children," Journal of Educational Research, XXXI (March, 1938), pp. 506-526.

[2]Elise Martens, State Legislation for Education of Exceptional Children (Washington: U.S. Government Printing Office, 1949), pp. 52-57.

[3]Ibid.

that time in this direction. In order to qualify this point she states that the advances being made were:

1. The need of State guidance of the program is being increasingly recognized.

2. The educational needs of the mentally handicapped are increasingly recognized as a State responsibility.

3. The importance of beginning special education early and of carrying it through the adolescent years is being increasingly emphasized.

4. The high cost of education is being recognized. . . . That many of the States are sincerely trying to do this is reflected in their 1949 legislative actions.[1]

The three years between 1949 and 1952 are filled with developments in the area of special education legislation - both in extended legislation and new legislation. Hill[2] compares the legislative information reported by Martens and similar information pertaining to legislation in existence as of June, 1952:

> . . . during the 3-year period, 15 State legislatures passed bills extending existing or establishing new special education programs . . . . These legislative acts did not include increases in appropriations designed to implement more adequately already existing statutes . . . . All except two States have recognized the need for some type of special education service through legislative enactments.[3]

Hill summarizes the progress made in state legislation for special education by pointing out that although progress has been made, there is still a very serious lack of qualified teachers and qualified professional leadership:

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[1] Ibid.

[2] Arthur S. Hill, "Extending Special Education through State Legislation," School Life, XXXV (June, 1953), pp. 140-145.

[3] Ibid.

> The preparation of specialized teachers is likewise limited because qualified college personnel experienced in special education is difficult to find. In view of the current lag in teacher education in the various States, it would appear that the situation may get worse before it improves. Perhaps the most important conclusion to be reached from a review of the legislative data is that in special education, even more than in other areas of teacher shortage, there must be found effective ways and means of teacher recruitment and preparation consistent with the rapidly developing demand for special education services.[1]

Gilmore[2] made a comparison of some legislative provisions for special education and found first of all that with the enactment of Montana's new law in the 1955 legislative session, all 48 states now had legislation on their books making provision for some type of state assistance, either advisory service or financial aid, or both. At this time, 46 states were giving assistance in some form of reimbursement of expenses incurred by providing special education services. The State of Vermont accepted the initial responsibility for all expenditures for special education, but was reimbursed by the local school district in an amount not to exceed the district's per capita cost for normal children. New Hampshire's law stated that the expenses incurred by a school board in administering the law in relation to education for handicapped children shall be paid by the district in which the case arises. Gilmore found the following groups of exceptional children provided for:

State by state comparison shows that 48 states have provision

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[1] Ibid.

[2] Marguerite I. Gilmore, "A Comparison of Selected Legislative Provisions for Special Education in Local School Districts in Illinois with Those of Other States," Exceptional Children, XXII (March, 1956), pp. 237-241, 248.

> for the physically handicapped; 46 states have provision for the educable mentally handicapped; 19 states have provision for the trainable; 15 states have provision for the socially or emotionally maladjusted.[1]

This study by Gilmore quoted above is an examination of the nature of the legislative provisions for special education. In the same study it was found that "thirty states had permissive legislation; 13 states had permissive provisions for part of their program and mandatory provisions for the remainder."[2]

The most recent report from the U.S. Office of Education[3] concerning state law for special education of exceptional children, sums up the major progress made in the years between 1949 and 1955. It concludes that although content of the laws varies widely from state to state, certain patterns emerge. The following patterns are specifically related to teacher-education:

> Most states have special requirements for teachers of handicapped children. Many states are authorizing training programs and scholarships for teachers of exceptional children. Nearly every state provides that its State department of education or special board or agency at the state level shall supervise and approve special-education programs.[4]

With provisions for teacher-education exist requirements for teacher certification (see Appendix B). With the establishment of every new state program of special education, the state must seek to set

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[1] Ibid.

[2] Ibid.

[3] U.S. Office of Education, "A Report on State School Law: Special Education of Exceptional Children," School Life., XXXIX (November, 1956), pp. 142-146.

[4] Ibid.

standards of preparation that qualify for the work. Teacher certification has been one of the most persistent problems in the professional advancement of special education. How far the states have progressed toward meeting the need for special certification is revealed in the following reports. Mackie and Dunn[1] in their study concluded that in the past twenty-five years the number of states granting special certificates for teachers of exceptional children had increased rapidly. At the time of the study, 32 states and the District of Columbia had special certification requirements for teachers of one or more types of exceptional children. Counting the District of Columbia, the number of governmental units with special standards had tripled since 1931, when only 11 State departments of education reported such requirements.[2]

Mackie and Dunn present highlights of existing state certification requirements in 1954 by pointing out significant developments:

> More states have special standards for speech correctionists than for teachers in any of the other areas of exceptionality.
>
> Next to speech correction, the areas in which the largest number of states have special teacher standards are, in order, the hard-of-hearing, the crippled, the mentally retarded, and the partially seeing.
>
> The areas in which the least number of states have special requirements are for teachers of the blind, deaf, socially maladjusted, and gifted.
>
> Only one state has a special certificate for teachers of gifted.

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[1]Romaine P. Mackie and Lloyd M. Dunn, State Certification Requirements for Teachers of Exceptional Children, (U.S. Department of Health, Education and Welfare, Washington U.S. Government Printing Office, 1954), p. 5.

[2]Schleier, Problems in the Training of Certain . . . , p. 39.

> Sixteen states require teachers of exceptional children to hold only a regular teaching credential.[1]

It is becoming increasingly recognized that knowledge and abilities required by a teacher for a particular task should be carefully defined and described. If the teachers of exceptional children need skills and abilities over and beyond those of the regular classroom teacher, what are they? and how can they best be developed? In attempting to help solve this problem, Mackie and Dunn sought the opinions of special education personnel concerning state certification requirements and found that:

> The majority of special education personnel believe that teachers of exceptional children should first possess the competencies needed by teachers of normal children.
>
> Special education personnel favor the requirement of a regular teaching certificate plus a special credential (or special preparation) valid for teaching one type of exceptional children.[2]

At present a systematic analysis of competencies needed by teachers of exceptional children has been undertaken by a committee of the U.S. Office of Education. These competency studies (as they are labelled) are outgrowths of the broad study, "Qualification and Preparation of Teachers of Exceptional Children." To date, four publications[3] are available describing the qualifications, distinctive

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[1]Mackie and Dunn, State Certification Requirements . . . , p. 3.

[2]Ibid., p. 61.

[3]Romaine P. Mackie et al., Teachers of Children Who Are Deaf, A Report Based on Findings from the Study, "Qualification and Preparation of Teachers of Exceptional Children" (Washington: U.S. Government Printing Office, 1955). Romaine P. Mackie, Lloyd M. Dunn et al., Teachers of Children Who Are Blind, A Report Based on Findings from the Study,

competencies, and specialized preparation needed by teachers of children who are: (1) blind, (2) partially seeing, (3) deaf, and (4) specialized preparation needed by directors and supervisors of special education. Forthcoming U.S. Office of Education competency studies will deal with competencies needed by teachers of children who are: crippled, mentally retarded, socially and emotionally maladjusted, speech handicapped, hard-of-hearing, handicapped by special health problems, and the gifted. Also, separate studies are being made on special education administrative and supervisory personnel in State Departments of education and instructors in colleges and universities preparing teachers of exceptional children.

Summary

A review of the literature shows that since the late twenties, the combined effect of several important influences has brought the educational needs of exceptional children to the attention of the federal, state, and local government as well as to institutions of higher learning. The influences may be summarized as follows:

1. The International Council for the Education of Exceptional Children in 1929 spearheaded the movement toward special preparation of teachers to work with exceptional children.

"Qualification and Preparation of Teachers of Exceptional Children" (Washington: U.S. Government Printing Office, 1955). Romaine P. Mackie, Edith Cahoe et al., Teachers of Children Who Are Partially Seeing, A Report Based on Findings from the Study, "Qualification and Preparation of Teachers of Exceptional Children" (Washington: U.S. Government Printing Office, 1955). Romaine, P. Mackie, Anna M. Engel et al., Directors and Supervisors of Special Education in Local School Systems, A Report Based on Findings from the Study, "Qualification and Preparation of Teachers of Exceptional Children" (Washington: U.S. Government Printing Office, 1955).

2. The White House Conference in 1931 further emphasized the importance of special preparation of teachers of exceptional children.

3. The number of states setting up special certification requirements for children has increased rapidly over the past twenty-seven years.

4. Colleges and universities have redoubled their efforts to prepare adequate personnel to render services to exceptional children.

The extent to which state supported teachers colleges in the Southern Accrediting Area are meeting the challenge of preparing personnel to work with exceptional children is analyzed in the remaining portion of this study.

CHAPTER III

THE STATUS OF SPECIAL EDUCATION PROGRAMS AS SHOWN BY THE DATA

Introduction

The data obtained in the present investigation, show the current status of the special education programs for teachers of exceptional children of forty state teachers colleges in the Southern Accrediting Area. The results are discussed in the same order as the major phases studied appear on the questionnaire: (1) the departmental framework in which the special education program operates, (2) the professional preparation of the special education program's personnel, (3) the curricular offerings, enrollments, and degrees granted in the special education program, (4) the coordination of the special education program with community facilities, agencies, and institutions, and (5) the trends and related problems of the special education programs.

The data are presented in such a manner that a comparison of size of enrollment and policies and practices can easily be made. It is important to know the extent to which these policies and practices are present in colleges of various sizes in order to determine the extent to which the teacher preparation provisions vary. Usually, the larger a college's enrollment the more extensive is a particular program.

Consequently, the tables used in the presentation of the data have been divided into three groups according to the total enrollment of each participating college.

Group A colleges, with enrollments of 500 to 1,999, include 13, or 32.5, per cent of the 40 participating colleges. Group B colleges, with enrollments of 2,000 to 4,999, include 17, or 42.5 per cent, of the 40 participating colleges. Group C colleges, with enrollments of 5,000 or over, include 10, or 25 per cent, of the 40 participating colleges. The data are summarized and presented in 26 tables. Comments are made to further interpret the data presented, and to point out distributions and relationships.

Departmental Organization of the Special Education Programs

This section presents data reported by the respondents describing the organizational framework within which the special education programs of the 40 colleges operate.

Table 2 shows the number and percentage distribution of colleges according to the length of time the special education program has been in operation. The programs have operated from six months to 20 years in the 40 participating colleges.

All programs in Group A colleges have been in operation only for a time of about two years or less except one college which has a program that has been in operation from about 10 to 12 years. Group B and Group C colleges have special education programs which have been in operation from two years or less, to 20 years or more. Group B has only one program that is more than 12 years old. Group C has at least one college in

TABLE 2

LENGTH OF TIME SPECIAL EDUCATION PROGRAMS HAVE BEEN IN OPERATION AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Length of time (years)	Grouped According to Enrollments							
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		Totals 40 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
2 or less	6	15.0	4	10.0	1	2.5	11	27.5
Above 2	6	15.0	0	0.0	1	2.5	7	17.5
4 and over	0	0.0	3	7.5	1	2.5	4	10.0
6 and over	0	0.0	2	5.0	0	0.0	2	5.0
8 and over	0	0.0	3	7.5	1	2.5	4	10.0
10 and over	1	2.5	4	10.0	1	2.5	6	15.0
12 and over	0	0.0	0	0.0	1	2.5	1	2.5
14 and over	0	0.0	0	0.0	2	5.0	2	5.0
16 and over	0	0.0	0	0.0	1	2.5	1	2.5
18 and over	0	0.0	0	0.0	1	2.5	1	2.5
20 and over	0	0.0	1	2.5	0	0.0	1	2.5
Totals	13	32.5	17	42.5	10	25.0	40	100.0

every age class except the 6 years to less than 8 years, and the 20 years or over class. Twenty-two, or 55 per cent, of the 40 participating colleges show that the programs have been in operation for less than six years. The largest number in any class is that of 2 years or less which includes 11, or 27.5 per cent, of the participating colleges.

The recency of legal provisions for teacher preparation of exceptional children (see Appendix A) seems to be reflected in the average length of time the 40 colleges have had special education programs. By far, the majority of the states in the Southern Accrediting Area have had legal provisions for special education programs in colleges and universities for slightly more than five years. It should also be noted that the length of time the special education program has been in operation seems to be related to some degree, at least, to the size of the college's enrollment. For example, Group A colleges, the group of colleges with the smallest enrollment have as a general average had programs for a shorter length of time than Group B and C colleges.

Table 3 shows the number and percentages distribution of special education programs among colleges with regard to departments under which they operate. Almost one-third, or 30 per cent, of the special education programs are a part of the Departments of Education and Speech. Next in rank is the Department of Special Education in the School or College of Education, under which operate 17.5 per cent of the special education programs. Third in rank are the Departments of Special Education within the College or School of Education and Special Education without reference to a college or school. Both have six, or 15 per cent, of the special education programs operating under them.

TABLE 3

DEPARTMENTS UNDER WHICH THE SPECIAL EDUCATION PROGRAMS OPERATED AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Departments	Grouped According to Enrollments							
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		Totals 40 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Departments of Education and Health	0	0.0	1	2.5	0	0.0	1	2.5
Department of Education	4	10.0	2	5.0	0	0.0	6	15.0
Departments of Education and Speech	4	10.0	5	12.5	3	7.5	12	30.0
Departments of Education and Communications	0	0.0	1	2.5	0	0.0	1	2.5
Division of Professional Growth Opportunities, in Exceptional Children	0	0.0	1	2.5	0	0.0	1	2.5
Department of Personnel Services, College of Education in Cooperation with Speech and Psychology	0	0.0	1	2.5	0	0.0	1	2.5

TABLE 3--Continued

Departments	Grouped According to Enrollments: Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		Totals 40 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Department of Psychology	0	0.0	1	2.5	1	2.5	2	5.0
Department of Special Education within the College or School of Education	2	5.0	3	7.5	2	5.0	7	17.5
Departments of Education and English	1	2.5	0	0.0	0	0.0	1	2.5
Department of Special Education	1	2.5	2	5.0	3	7.5	6	15.0
Department of Speech	1	2.5	0	0.0	1	2.5	2	5.0
Totals	13	32.5	17	42.5	10	25.0	40	100.0

The writer feels that the last mentioned organization overlaps the Department of Special Education in the School or College of Education in cases where the participating college is divided into colleges and/or schools. On the other hand, where each department within the college functions independently, a Department of Special Education seems a logical organizational type. The remainder of the special education programs operate under a wide assortment of departments, with only one to two programs in each department as listed in Table 3.

Tables 4 and 5 contain data concerning titles used in the special education programs. Table 4 shows the number and percentage distribution of titles given to special education programs among the 40 colleges. Eleven different titles included all programs of the colleges that used titles. In 14, or 35 per cent, of the colleges no title was given to the program. The title Special Education is first in rank, being used by 18, or 22.5 per cent, of the colleges; followed by the title Speech Correction used by 12, or 15 per cent, of the colleges. The largest number of different titles can be seen in Group B colleges with 11, and the smallest number in Group C with seven different titles.

Table 5 shows the titles of persons in charge of the special education programs in the 40 colleges. The most popular titles are Coordinator of Special Education and Director of Special Education. These titles are used by seven colleges each respectively, a total of 14, or 35 per cent, of the colleges. Head, Department of Speech is next in rank used by 12.5 per cent of the 40 participating colleges. The title Dean or Coordinator of Instruction is used by 10 per cent of the colleges and another 10 per cent use the title Head, Department of Special Education.

TABLE 4

TITLES OF THE SPECIAL EDUCATION PROGRAMS AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Titles	Grouped According to Enrollments							
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		Totals 40 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Special Education	2	5.0	5	12.5	2	5.0	9	22.5
Divisions of Special Education	0	0.0	1	2.5	0	0.0	1	2.5
Curriculum for Special Education for Teachers of Exceptional Children	0	0.0	1	2.5	0	0.0	1	2.5
Special Education Program	0	0.0	1	2.5	1	2.5	2	5.0
Education of Exceptional Children	0	0.0	0	0.0	1	2.5	1	2.5
Professional Growth Opportunities in Exceptional Children	0	0.0	1	2.5	0	0.0	1	2.5
Special Education of Exceptional Children	1	2.5	0	0.0	0	0.0	1	2.5
Program for Exceptional Children	0	0.0	1	2.5	2	5.0	3	7.5
Special Education Sequence	1	2.5	0	0.0	0	0.0	1	2.5
Speech Correction	4	10.0	1	2.5	1	2.5	6	15.0
No Title Given	5	12.5	6	15.0	3	7.5	14	35.0
Totals	13	32.5	17	42.5	10	25.0	40	100.0

TABLE 5

TITLES OF PERSONS IN CHARGE OF SPECIAL EDUCATION PROGRAMS AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Titles	Grouped According to Enrollments							
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		Totals 40 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Coordinator of Special Education	2	5.0	4	10.0	1	2.5	7	17.5
Director of Special Education	3	7.5	2	5.0	2	5.0	7	17.5
Director of Special Education Center	0	0.0	1	2.5	0	0.0	1	2.5
Dean or Coordinator of Instruction	3	7.5	1	2.5	0	0.0	4	10.0
Director of Speech and Hearing Center	0	0.0	1	2.5	0	0.0	1	2.5
Chairman, Department of Education	1	2.5	1	2.5	0	0.0	2	5.0
Chairman, Program for Exceptional Children	0	0.0	0	0.0	1	2.5	1	2.5

TABLE 5--Continued

Titles	Grouped According to Enrollments: Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		Totals 40 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Head, Department of Speech	1	2.5	2	5.0	2	5.0	5	12.5
Professor Special Education	1	2.5	0	0.0	1	2.5	2	5.0
Professor of Education, Assigned to Special Education	1	2.5	2	5.0	0	0.0	3	7.5
Head, Department of Special Education	0	0.0	2	5.0	2	5.0	4	10.0
No Official Title	1	2.5	1	2.5	1	2.5	3	7.5
Totals	13	32.5	17	42.5	10	25.0	40	100.0

The titles of Director of Special Education, Director of Speech and Hearing Center, Chairman, Program for Exceptional Children, are the least popular titles being used only once each among three colleges.

The variety of titles given in Tables 5 and 6 would seem to indicate that no single suitable title for the person in charge of the program or the program, itself, has been found. There is also reason for concern about the lack of stabilization of the organizational framework of the programs which is evidenced in the data. Regardless of the title given the persons in charge of the special education programs, there are certain functions that are associated with the position. Chief among these functions is that of organizing and administering the program as a whole.

Since the design of this study did not include the collection of data concerning specific functions performed by the persons responsible for the programs, no conclusions can be drawn in this respect. Future research might well consider this phase of the administrative organization of special education programs.

As existing programs for teacher preparation for work with exceptional children are expanded and as new programs are established, there will be an increased need for persons qualified to give leadership to these programs at the college level. Much can be done now to lay the foundation for adequate professional standards for such position. Basic to the establishment of the best possible standards is improved understanding of the elements which contribute to effective leadership. This deepened understanding is needed by colleges and universities offering curricula for special educators.

Professional Preparation of the Personnel of the Special Education Programs

Tables 6 and 7 present data on the professional preparation of the personnel of the special education programs. Each of the tables shows (1) the specific area or areas of specialization of the special education personnel and (2) the total number and per cent of the personnel in each area of specialization reported.

Table 6 shows that for the 40 colleges studied, the range in training of the persons in charge of the programs varies from 24 with training in the area of the mentally retarded to one with training in the area of the blind. There are 20 each with training in the areas of the socially maladjusted and the slow learner, followed by 17 with training in the area of the speech defective, 14 in the area of the hard of hearing, 13 in the area of the gifted, 11 in area of the physically handicapped, eight in the area of the deaf, and six each in the areas of the partially seeing and special health problems.

The tangential or other areas of special education were listed as: clinical psychology, educational and vocational guidance, and remedial reading. Other areas of specialization listed included: school administration, sociology, and communication; which were not considered as directly concerned with special education and; therefore, are not included in the data.

Table 7 presents information concerning the areas in which the personnel of the special education programs has training. The number of areas of specialization of the personnel ranges from 58 in the area of the speech defective to nine in the area of the blind. Forty-one of the

TABLE 6

AREAS OF SPECIALIZATION OF PERSONS IN CHARGE OF THE SPECIAL EDUCATION PROGRAMS AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Areas of Specialization	Grouped According to Enrollments						Totals 40 Colleges	
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Mentally Retarded	8	25.8	10	12.7	6	13.0	24	15.4
Slow Learner	6	19.4	8	10.1	6	13.1	20	12.8
Socially Maladjusted	6	19.4	8	10.1	6	13.1	20	12.8
Speech Defective	4	12.9	7	8.1	6	13.1	17	10.9
Others[a]	3	9.7	10	12.7	3	6.5	16	10.0
Hard of Hearing	2	6.4	8	10.1	4	8.7	14	9.0
Gifted	2	6.4	7	8.9	4	8.7	13	8.3
Physically Handicapped	0	0.0	7	8.9	4	8.7	11	7.1
Deaf	2	6.4	7	7.6	2	4.3	8	5.1
Partially Seeing	0	0.0	4	5.4	2	4.3	6	4.0
Special Health Problems	0	0.0	4	5.4	2	4.3	6	4.0
Blind	0	0.0	0	0.0	1	2.2	1	0.6
Totals	31	100.0	79	100.0	46	100.0	156	100.0

[a]The term "Others" includes clinical psychology, educational and vocational guidance, and remedial reading.

TABLE 7

AREAS OF SPECIALIZATION OF PERSONNEL OF SPECIAL EDUCATION PROGRAMS AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Areas of Specialization	Grouped According to Enrollments						Totals	
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		40 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Speech Defective	20	27.7	23	17.0	15	11.9	58	17.5
Slow Learner	14	19.4	15	11.2	12	9.5	41	12.4
Mentally Retarded	12	16.7	15	11.2	12	9.5	39	11.7
Socially Maladjusted	4	5.6	16	12.0	11	9.0	31	9.3
Hard of Hearing	6	8.3	12	9.0	13	10.1	31	9.3
Special Health	12	16.7	9	6.7	10	8.0	31	9.3
Physically Handicapped	0	0.0	14	10.5	15	11.9	29	8.8
Gifted	4	5.6	8	6.0	8	6.2	20	6.2
Deaf	0	0.0	8	6.0	10	8.0	18	5.4
Partially Seeing	0	0.0	5	3.7	12	9.5	17	5.0
Blind	0	0.0	5	3.7	4	3.2	9	2.7
Others[a]	0	0.0	4	3.0	4	3.2	8	2.4
Totals	72	100.0	134	100.0	126	100.0	332	100.0

[a]The term "Others" includes clinical psychology, educational and vocational guidance, and remedial reading.

special education personnel have special preparation in the area of the slow learner, 39 in the area of the mentally retarded; and 31 each in the areas of the hard of hearing, special health problems, and the socially maladjusted. There are 29 with training in the area of the physically handicapped, 20 in the area of the gifted and 17 in the area of the partially seeing.

It should be pointed out here that for Tables 6 and 7 it cannot be assumed that the individuals are instructing in each area as indicated by training. It might have been particularly desirable to have included in the questionnaire an inquiry as to what area or areas each member of the staff was instructing. The respondent was asked only to indicate the area or areas in which the special education program personnel had training. Therefore, the numbers in each area of specialization in Tables 6 and 7 do not represent persons, but areas of specialized training of the personnel.

Later in the report some rather interesting observations can be made by comparing the areas in which the special education personnel has training with what is actually reported in terms of curricular offerings of the teacher preparation program.

Table 8 summarizes the amount of time spent by the personnel of the special education programs of the 40 participating colleges in administering the program. There is a total of 80 full-time faculty members in the special education programs. The largest number of full time faculty members for one college group is 37 in Group B. The largest part-time faculty which is almost five times the size of the full-time faculty is in Group C where the full-time faculty is 15 and the

TABLE 8

NUMBER AND DISTRIBUTION OF PERSONNEL DEVOTING FULL-TIME OR PART-TIME TO THE SPECIAL EDUCATION PROGRAMS AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Type Personnel	Grouped According to Use of Staff Time							
	Group A Colleges		Group B Colleges		Group C Colleges		Total 40 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Number faculty members devoting full-time to special education program	28	50.0	37	39.0	15	13.0	80	30.3
Number faculty members devoting part-time to special education program	20	35.7	36	37.9	79	68.1	135	50.6
Number administrators devoting full-time to special education program	1	1.8	3	3.3	10	8.6	14	5.2
Number administrators devoting part-time to special education program	3	5.5	6	6.3	4	3.4	13	5.0
Number community personnel devoting part-time to special education program	4	7.0	13	13.5	8	6.9	25	8.9
Totals	56	100.0	95	100.0	116	100.0	267	100.0

part-time faculty is 79.

The number of administrators devoting full-time to the special education programs in the 40 colleges studied ranged from one, or 1.8 per cent, in Group A colleges to 10, or 8.6 per cent, in Group C colleges. Three, or 3.3 per cent, of the administrators in Group B colleges devoted full-time to the special education program and six, or 6.3 per cent of the administrators of this same group devoted only part-time to the program. Four, or 3.5 per cent, of the administrators of Group C colleges devoted part-time to the special education programs.

Because of the wording of the items on the time devoted to the special education program, it is not clear whether all the time reported was actually devoted to instructional duties. However, it is evident in these data that the majority of the special education personnel, a total of 126 for all the colleges, are part-time thus indicating that other activities consume some of the personnel's time. It should be remembered that many of the colleges employ a large number of specialists to give courses on a part-time basis. Table 8 amplifies this fact in that it shows the largest number of the part-time personnel being present in the colleges with the largest enrollments, the Group C colleges.

Another observation should be made here concerning the practice of employing persons for part-time instruction in the special education programs. It is felt that frequently the specialists who serve the program only on a part-time basis have neither the time, energy, nor interest in the special education program to do a very effective job. On the other hand, the practice of employing part-time specialists is defended on the basis of the wealth of experience, high qualification, and practical point of view they can contribute to the program.

Curricular Offerings, Enrollments, and Degrees Granted

The number of sequence of courses offered follows a particular pattern that is seen in subsequent distribution of number of persons majoring in special education (Table 13) and persons receiving degrees (Table 15). Table 9 shows that the largest number of sequence of courses was reported in the area of speech defective, 22; followed closely by the area of the mentally retarded which reported 20 sequence of courses. There were 13 sequence of courses reported in the physically handicapped, 11 in the hard of hearing, 10 in the slow learner, nine in the socially maladjusted, eight in special health problems, three each in the deaf and partially seeing, and one in others. There was a total of 108 sequence of courses offered by the entire group of colleges. Group A reported a total of six sequence of courses covering only three areas; the slow learner, the mentally retarded, and the speech defective. Not one respondent reported sequence of courses in the areas of the blind and the gifted.

The nature of preparation needed for the different groups of exceptional children differs in many respects. It is not surprising to find that not one of the 40 colleges studied offers a comprehensive sequence of courses for all types of exceptional children. Such an effort would not be desirable in many cases. For example, one college might be better equipped to prepare teachers of the mentally retarded, while another might be better equipped to prepare teachers of the deaf or the speech defective.

A summary of the single courses available in the special education

TABLE 9

NUMBER AND DISTRIBUTION OF SEQUENCE OF COURSES OFFERED BY SPECIAL EDUCATION PROGRAMS AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Areas	Grouped According to Enrollments							
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		Totals 40 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Speech Defective	2	33.4	12	20.0	8	19.0	22	20.4
Mentally Retarded	2	33.3	13	21.7	5	11.9	20	18.6
Physically Handicapped	0	0.0	7	11.6	6	14.2	13	12.0
Hard of Hearing	0	0.0	6	10.0	5	11.9	11	10.2
Slow Learner	2	33.3	6	10.0	2	5.0	10	9.2
Socially Maladjusted	0	0.0	4	6.7	5	12.0	9	8.3
Special Health Problems	0	0.0	4	6.7	4	9.5	8	7.4
Deaf	0	0.0	4	6.7	3	7.0	7	6.5
Partially Seeing	0	0.0	3	5.0	4	9.5	7	6.5
Others[a]	0	0.0	1	1.6	0	0.0	1	0.9
Blind	0	0.0	0	0.0	0	0.0	0	0.0
Gifted	0	0.0	0	0.0	0	0.0	0	0.0
Totals	6	100.0	60	100.0	42	100.0	108	100.0

[a]The term "Others" includes clinical psychology, educational and vocational guidance, and remedial reading.

TABLE 10

AREAS OF SPECIAL EDUCATION IN WHICH SINGLE COURSES WERE OFFERED DURING THE REGULAR ACADEMIC YEAR 1956-57 AS REPORTED BY 40 STATE COLLEGES IN THE SOUTHERN ACCREDITING AREA

Areas	Grouped According to Enrollments						Totals 40 Colleges	
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Gifted	0	0.0	7	27.0	2	50.0	9	21.3
Mentally Retarded	4	33.3	5	19.2	0	0.0	9	21.3
Slow Learner	4	33.3	3	11.5	0	0.0	7	16.7
Speech Defective	2	16.7	3	11.5	0	0.0	5	11.9
Special Health Problems	0	0.0	2	7.7	2	50.0	4	9.8
Hard of Hearing	0	0.0	3	11.5	0	0.0	3	7.2
Physically Handicapped	2	16.7	0	0.0	0	0.0	2	4.7
Socially Maladjusted	0	0.0	2	7.7	0	0.0	2	4.7
Others[a]	0	0.0	1	3.8	0	0.0	1	2.4
Blind	0	0.0	0	0.0	0	0.0	0	0.0
Deaf	0	0.0	0	0.0	0	0.0	0	0.0
Partially Seeing	0	0.0	0	0.0	0	0.0	0	0.0
Totals	12	100.0	26	100.0	4	100.0	42	100.0

[a]The term "Others" includes clinical psychology, educational and vocational guidance, and remedial reading.

programs is presented in Table 10. The areas of the gifted and mentally retarded lead all other groups with a total of nine single courses each. In view of the fact that not one college studied reported a sequence of preparation in the gifted (Table 9) it is significant that this area ranks high in number of single courses offered. This rank might be related to this area's similar high rank in Table 6 (areas of specialization of persons in charge) and Table 7 (areas of specialization of personnel). No single courses are offered in the areas of the blind, partially seeing, and the deaf. Group C colleges rate lowest in number of single courses with only four in two areas. Group A had a total of 12 single courses covering four areas and Group B a total of 26 single courses covering eight areas.

Table 11 shows the number and distribution of workshops held and the specific area of exceptionality which the workshops were concerned during the past five years. The largest number of workshops as well as the smallest number of areas of exceptionality covered was for Group A which reported 40 workshops in two different areas of exceptionality-the slow learner, and the mentally retarded.

Of the three college groups, colleges in Group B held workshops that covered the largest number of different areas of exceptionality, seven; Group C held the smallest number of workshops that included four different areas. In specific areas the largest number of workshops conducted was in the area of the slow learner, 19, followed by mentally retarded, 14, speech defective, seven, physically handicapped, five, and special health problems and partially seeing, two each.

A general view of the areas of special education in which

TABLE 11

AREAS OF SPECIAL EDUCATION IN WHICH WORKSHOPS WERE HELD DURING THE LAST FIVE YEARS 1951-1956 AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA

Areas	Grouped According to Enrollments						Totals 40 Colleges	
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Slow Learner	16	40.0	3	14.3	0	0.0	19	26.8
Others[a]	18	45.0	0	0.0	0	0.0	18	25.4
Mentally Retarded	6	15.0	6	28.6	2	20.0	14	19.8
Speech Defective	0	0.0	3	14.3	4	40.0	7	9.8
Physically Handicapped	0	0.0	3	14.3	2	20.0	5	7.0
Special Health Problems	0	0.0	2	9.5	2	20.0	4	5.6
Socially Maladjusted	0	0.0	2	9.5	0	0.0	2	2.8
Partially Seeing	0	0.0	2	9.5	0	0.0	2	2.8
Blind	0	0.0	0	0.0	0	0.0	0	0.0
Deaf	0	0.0	0	0.0	0	0.0	0	0.0
Gifted	0	0.0	0	0.0	0	0.0	0	0.0
Hard of Hearing	0	0.0	0	0.0	0	0.0	0	0.0
Totals	40	100.0	21	100.0	10	100.0	71	100.0

[a]The term "Others" includes clinical psychology, educational and vocational guidance, and remedial reading.

offerings comply with the state's certification requirements as reported by respondents is seen in Table 12. The largest number of curricular offerings meeting state certification requirements is 22, in the area of the speech defective. Next is the mentally retarded 18, with the physically handicapped 17, ranking third. The area of the hard of hearing ranks next with a total of 13, college offerings complying with state certification requirements. The slow learner and special health problems are next with eight each, the deaf and partially seeing seven each; and the smallest number, four, the socially maladjusted. None of the groups' offerings comply with state certification requirements for teaching the blind or the gifted.

It should be noted here that only two states in the Southern Accrediting Area, Louisiana and Tennessee, have certification requirements for teachers of the blind (see Appendix B).

It is significant to note further the manner in which state certification requirements for special education personnel are reflected in the data. For example, only three states in the Southern Accrediting Area; Louisiana, Kentucky, and Tennessee have certification requirements for teachers of the deaf (see Appendix B), and similarly only three special education programs reported a sequence of courses in this area. This suggested relationship may also be seen in the area of the gifted which, in spite of the extensive lip-service being given to it for some time, has no specific certification requirements established by any of the states in this area.

Table 13 shows that during the academic year 1956-57, there was a total of 698 students majoring in the various areas of special education.

TABLE 12

AREAS OF SPECIAL EDUCATION IN WHICH COURSE OFFERINGS COMPLY WITH STATE CERTIFICATION REQUIREMENTS AS REPORTED BY 40 STATE TEACHERS COLLEGES OF THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Areas	Grouped According to Enrollments						Totals 40 Colleges	
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Speech Defective	2	25.0	12	21.1	8	20.4	22	21.2
Mentally Retarded	0	0.0	13	22.8	5	13.0	18	17.3
Physically Handicapped	4	50.0	7	12.4	6	15.3	17	16.4
Hard of Hearing	2	25.0	6	10.5	5	13.0	13	12.5
Slow Learner	0	0.0	6	10.5	2	5.1	8	7.7
Special Health Problems	0	0.0	4	7.0	4	10.2	8	7.7
Deaf	0	0.0	4	7.0	3	7.7	7	6.7
Partially Seeing	0	0.0	3	5.2	4	10.2	7	6.7
Socially Maladjusted	0	0.0	2	3.5	2	5.1	4	3.8
Blind	0	0.0	0	0.0	0	0.0	0	0.0
Gifted	0	0.0	0	0.0	0	0.0	0	0.0
Others[a]	0	0.0	0	0.0	0	0.0	0	0.0
Totals	8	100.0	57	100.0	39	100.0	104	100.0

[a]The term "Others" includes clinical psychology, educational and vocational guidance, and remedial reading.

About a third of these 227 were majoring in the combined areas of the mentally retarded and the slow learner with another large number in the areas of speech correction and speech and hearing with a total of 167. A large number 195, of these students were taking survey courses in exceptional children. Much smaller numbers were enrolled in the hard of hearing 17, deaf 14, blind six, and the partially seeing two. No student was reported to be specializing in the area of the socially maladjusted, the gifted, and special health problems.

The number of different areas of special education in which students were enrolled corresponded to the size of the total college enrollment. For example, in Group A colleges, students were enrolled in only two different areas of special education; in Group B colleges students were enrolled in five different areas; and in Group C colleges students were enrolled in eight different areas of special education.

Again, the observation made earlier concerning the training of the special education programs' personnel not being fully utilized is evident here. Although 31 of the special education programs' personnel are trained in the areas of the socially maladjusted and special health problems, 20 trained in the area of the gifted, and 17 in the area of the partially seeing; there are no students majoring in any of these areas.

Examination of Table 13 reveals information on the number of students classified as undergraduates and graduate majors. One half of these majors 349 are classified at the undergraduate level and one half 349 are classified at the graduate level.

TABLE 13

NUMBER AND DISTRIBUTION OF PERSONS MAJORING IN VARIOUS AREAS OF SPECIAL EDUCATION AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Areas	Grouped According to Enrollments						Totals 40 colleges
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		
	Under-Grad.	Grad.	Under-Grad.	Grad.	Under-Grad.	Grad.	
Slow Learner and Mentally Retarded	22	29	18	52	56	50	227
Survey Courses in Exceptional Children	20	58	55	56	3	4	196
Speech Correction	0	0	46	0	72	8	126
Physically Handicapped	0	0	12	14	35	8	69
Speech and Hearing	0	0	41	0	0	0	41
Hard of Hearing	0	0	0	0	11	6	17
Deaf	0	0	0	0	2	12	14
Others[a]	0	0	0	0	6	0	6
Partially Seeing	0	0	0	0	0	2	2
Blind	0	0	0	0	0	0	0
Gifted	0	0	0	0	0	0	0
Socially Maladjusted	0	0	0	0	0	0	0
Special Health Problems	0	0	0	0	0	0	0
Totals	42	87	172	122	185	90	698

[a]The term "Others" includes clinical psychology, educational and vocational guidance, and remedial reading.

It is significant to note that at both levels, the majority of these students were taking courses in the area of the speech defective or closely related fields. This prevalence of interest in the area of the speech defective may be to some extent accounted for because of its being one of the oldest areas of special education in which a specialized curriculum as well as certification requirements have been established.

Table 14 presents data on all degrees of preparation offered by the various colleges, from the single courses that may be found in some colleges to the very comprehensive curricula found in others. Table 14 gives information on the general courses in the education and/or the psychology of exceptional children. Table 14 shows a total of 2,379 undergraduate and graduate students taking single courses in various areas of special education. The area in which the largest number of undergraduate and graduate students were taking a single course was that of the mentally retarded; the smallest number was in the area of the deaf; with no single courses reported for undergraduates in the areas of the blind, partially seeing, and the gifted.

The largest number of graduate students was enrolled in the area of the mentally retarded. The smallest number of graduate students was taking courses in the area of the partially seeing. No student was enrolled in the areas of the blind, the gifted, nor special health problems.

These data relative to single courses enrolled in by non-majors in the field of special education present an optimistic picture of the future of special education. General or survey courses in which most of the non-majors were enrolled constitute an important function upon

TABLE 14

NUMBER AND DISTRIBUTION OF PERSONS TAKING SINGLE COURSES IN VARIOUS AREAS OF SPECIAL EDUCATION AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Areas	Grouped According to Enrollments							
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		Totals 40 Colleges	
	Under-Grad.	Grad.	Under-Grad.	Grad.	Under-Grad.	Grad.	Under-Grad.	Grad.
Mentally Retarded	111	65	75	107	61	189	247	361
Survey Courses in Exceptional Children	67	90	65	72	205	191	337	253
Speech Correction	75	0	18	81	98	27	191	108
Hard of Hearing	105	65	0	24	6	10	111	99
Socially Malajusted	89	75	0	0	0	0	89	75
Speech and Hearing	79	0	17	48	16	18	112	66
Others[a]	20	15	0	18	0	0	20	33
Deaf	0	0	0	11	8	10	8	21
Physically Handicapped	0	0	101	19	0	0	101	19
Partially Seeing	0	0	0	0	0	4	0	4
Special Health Problems	0	0	24	0	0	0	24	0
Blind	0	0	0	0	0	0	0	0
Gifted	0	0	0	0	0	0	0	0
Totals	546	310	300	380	394	449	1240	1139

[a]The term "Others" includes clinical psychology, educational and vocational guidance, and remedial reading.

which more highly specialized curricula are built. It is important for any prospective teacher to have a general knowledge of the characteristics and needs of children with special problems in order to be able to use at least first aid measures, and to know where to get additional help.

Table 15 gives the number of persons receiving degrees in various areas of special education during the period September 1, 1955 and August 31, 1956. A total of 206 persons received degrees in various areas of special education during this period. There was a total of 100 degrees conferred in the area of speech defective, 37 in the area of hard of hearing, 25 in the area of the mentally retarded, 16 in the area of the physically handicapped, 12 in the area of the socially maladjusted, eight in the area of the slow learner, and three each in the areas of the deaf and special health problems. Two were reported receiving degrees in other areas.

Note that Group A did not confer a degree with a major in special education during this period. Group B conferred the largest number of degrees, 94 bachelors and 12 masters. Group C conferred a total of 68 bachelors and 12 masters. None reported degrees in the areas of the blind, the gifted, nor the partially seeing.

Degree candidates offer an interesting overview of the future of special education personnel. It is evident in these data that the number and type of degrees granted in special education will do very little to alleviate the present special education personnel shortage (see Chapter I).

TABLE 15

NUMBER AND DISTRIBUTION OF DEGREES GRANTED IN VARIOUS AREAS OF SPECIAL EDUCATION AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1955-56

Areas	Grouped According to Enrollments									Totals 40 Colleges
	Group A 13 Colleges 500-1,999 Enrollment			Group B 17 Colleges 2,000-4,999 Enrollment			Group C 10 Colleges 5,000 or over Enrollment			
	Bachelor's	Master's	Doctor's	Bachelor's	Master's	Doctor's	Bachelor's	Master's	Doctor's	
Speech Defective	0	0	0	54	15	0	23	8	0	100
Hard of Hearing	0	0	0	22	12	0	3	0	0	37
Mentally Retarded	0	0	0	12	3	0	10	0	0	25
Physically Handicapped	0	0	0	6	0	0	10	0	0	16
Socially Maladjusted	0	0	0	0	0	0	12	0	0	12
Slow Learner	0	0	0	0	0	0	8	0	0	8
Deaf	0	0	0	0	0	0	0	3	0	3
Special Health Problems	0	0	0	0	0	0	2	1	0	3
Others[a]	0	0	0	0	0	2	0	0	0	2
Blind	0	0	0	0	0	0	0	0	0	0
Gifted	0	0	0	0	0	0	0	0	0	0
Partially Seeing	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	94	30	2	68	12	0	206

[a]The term "Others" includes clinical psychology, educational and vocational guidance, and remedial reading.

Coordination of the Special Education Programs with Community Institutions, Facilities and Agencies

The specialized institutions reported as affiliated with colleges include: hospitals, speech clinics, child guidance clinics, schools for the deaf, schools for the blind, clinics and institutes for the crippled, leagues for the hard of hearing; and, of course, the special classes in public schools of the community. All of these afford great possibilities for observation of practice and application of principles learned in the college classroom. Effective coordination of all the resources available for the teacher-education program will make it so much the richer in breadth and depth of understanding.

Each respondent to the questionnaire was requested to indicate the presence or absence of a traveling clinic. If the answer was in the affirmative, a description of the traveling clinic's personnel and services was to be given. Group A colleges reported five, or 38.5 per cent, of the group as having traveling clinics that rendered services to the public schools and the community. The clinic's personnel included: (1) speech specialists, (2) social workers, (3) psychologists, (4) reading specialists, and (5) psychiatric social consultants. Group B colleges reported five, or 29 per cent, as having traveling clinics; which served the public schools, community, and also sponsored an in-patient clinic for diagonoses and therapy. Five, or 50 per cent, of the colleges in Group C have traveling clinics whose services and personnel are the same as those reported for Group A and Group B colleges above.

Tables 16, 17, and 18 show the availability of community facilities, institutions, and agencies for the special education programs of

TABLE 16

AVAILABILITY OF COMMUNITY INSTITUTIONS, FACILITIES AND AGENCIES FOR GROUP A COLLEGES AS REPORTED BY 13 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Community Facilities and Institutions	Group A 13 Colleges 500-1,999 Enrollment									
	Present and in Use		Not Present		Present, but not Available for Use		Present Plan to Use in Future		Total Responses 13 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Crippled Children Services	2	15.4	4	30.8	2	15.4	5	38.4	13	100.0
Vocational Rehabilitation Agency	4	30.8	2	15.4	0	0.0	7	53.8	13	100.0
State Training Schools	4	30.8	6	46.2	0	0.0	3	23.0	13	100.0
League for the Hard of Hearing	6	46.4	4	30.8	1	7.8	2	15.2	13	100.0
Hospitals	8	61.4	3	23.0	1	7.8	1	7.8	13	100.0
Mental Hygiene Clinic	7	53.8	4	30.6	1	7.8	1	7.8	13	100.0
Speech Clinic	11	84.6	2	15.4	0	0.0	0	0.0	13	100.0
Child Guidance Clinic	4	30.8	6	46.2	1	7.8	2	15.4	13	100.0
School for the Deaf	2	15.4	6	46.2	2	15.4	3	23.0	13	100.0
School for the Blind	2	15.4	6	46.2	2	15.4	3	23.0	13	100.0
Cerebral Palsy Center	4	30.8	4	30.8	2	15.4	3	23.0	13	100.0
Special Classes in Public School	11	84.6	0	0.0	2	15.4	0	0.0	13	100.0

TABLE 17

AVAILABILITY OF COMMUNITY INSTITUTIONS, FACILITIES AND AGENCIES FOR GROUP B COLLEGES AS REPORTED BY 17 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Community Facilities and Institutions	Group B 17 Colleges 2,000-4,999 Enrollment									
	Present and in Use		Not Present		Present, but not Available for Use		Present Plan to Use in Future		Total Responses 17 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Crippled Children Services	14	82.4	2	11.7	1	5.9	0	0.0	17	100.0
Vocational Rehabilitation Agency	14	82.4	2	11.7	0	0.0	1	5.9	17	100.0
State Training Schools	7	41.2	7	41.2	1	5.9	2	11.7	17	100.0
League for the Hard of Hearing	10	59.0	6	35.2	1	5.8	0	0.0	17	100.0
Hospitals	12	71.0	1	5.8	3	17.5	1	5.7	17	100.0
Mental Hygiene Clinic	11	64.7	2	11.8	2	11.8	2	11.7	17	100.0
Speech Clinic	15	88.3	2	11.7	0	0.0	0	0.0	17	100.0
Child Guidance Clinic	10	59.0	4	23.5	3	17.5	0	0.0	17	100.0
School for the Deaf	3	17.6	9	53.0	3	17.6	2	11.8	17	100.0
School for the Blind	3	17.6	9	53.0	3	17.6	2	11.8	17	100.0
Cerebral Palsy Center	10	59.0	5	29.3	0	0.0	2	11.7	17	100.0
Special Classes in Public School	16	94.1	1	5.9	0	0.0	0	0.0	17	100.0

TABLE 18

AVAILABILITY OF COMMUNITY INSTITUTIONS, FACILITIES AND AGENCIES BY GROUP C COLLEGES AS REPORTED BY 10 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Community Facilities and Institutions	Group C 10 Colleges 5,000 or over Enrollment									
	Present and in Use		Not Present		Present, but not Available for Use		Present Plan to Use in Future		Total Responses 10 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Crippled Children Services	10	100.0	0	0.0	0	0.0	0	0.0	10	100.0
Vocational Rehabilitation Agency	10	100.0	0	0.0	0	0.0	0	0.0	10	100.0
State Training Schools	4	40.0	4	40.0	0	0.0	2	20.0	10	100.0
League for the Hard of Hearing	4	40.0	4	40.0	0	0.0	2	20.0	10	100.0
Hospitals	6	60.0	2	20.0	0	0.0	2	20.0	10	100.0
Mental Hygiene Clinic	6	60.0	2	20.0	0	0.0	2	20.0	10	100.0
Speech Clinic	10	100.0	0	0.0	0	0.0	0	0.0	10	100.0
Child Guidance Clinic	6	60.0	4	40.0	0	0.0	0	0.0	10	100.0
School for the Deaf	4	40.0	4	40.0	0	0.0	2	20.0	10	100.0
School for the Blind	4	40.0	4	40.0	0	0.0	2	20.0	10	100.0
Cerebral Palsy Center	6	60.0	4	40.0	0	0.0	0	0.0	10	100.0
Special Classes in Public School	10	100.0	0	0.0	0	0.0	0	0.0	10	100.0

the 40 colleges by groups. Table 16 gives data on Group A colleges. Speech clinics and special classes in public schools rank highest in availability to the programs in this group. Facilities were not available for use in half of the instances they could have been utilized.

In Group B colleges, Table 17, the presence and use of facilities varied from 94.1 per cent for special classes for the public schools to 17.6 per cent for the schools for the deaf and blind. Over 50 per cent of facilities were present and in use in contrast to Group A colleges where a very low percentage of presence and use was shown.

In Group C colleges, Table 18, the presence and use of facilities varied from 100 per cent use of crippled children services, vocational rehabilitation agencies, speech clinics and special classes in public schools to 40 per cent use of schools for the deaf and blind, state training schools, and league for the hard of hearing. Eight of the 12 facilities present were made use of more than 50 per cent of the time in the instances where they were available in Group C colleges.

The information gathered from Tables 16, 17, and 18 seems to pose some questions that are in need of answers. Future investigations might well seek answers to the following: What facilities, institutions, agencies and other resources should be available for use in any special education program that trains teachers to work with exceptional children? How can these resources be best coordinated to meet the needs of a teacher-education program for work with exceptional children?

It is generally agreed among educators that knowledge of good educational procedure, as observed in public school practices, is an essential phase of a well-balanced teacher-education program in whatever

field of service the student may expect to be engaged. Is this not more important for the teacher who is to work with children whose needs are even greater than the regular classroom pupils?

The facilities of specialized schools and clinics outside the college are very valuable assets in the preparation of teachers in a particular field. The utilization of such facilities is valuable to all the colleges involved, as well as to the prospective teachers. The college provides the general background of learning and community resources provide the learning in special techniques and the laboratory in which to apply them. Both have very valuable contributions to make in the preparation of the teacher. Knowledge of good educational procedure, as may be observed in public school practices, is essential to a well-balanced teacher-education program for work with exceptional children.

Tables 19, 20, and 21 give a picture of the use being made of the available resources by each of the three college groups.

Table 19 shows little use is being made of facilities available in Group A colleges. Only the speech clinic services are used often. The data in Table 19 show that available facilities for Group A colleges are never used as much as 50 per cent of the time in eight of 12 such facilities available.

Table 20 shows increased use made of facilities available in the community by Group B colleges. Five of the services available are used often in 50 per cent of the cases where these services are available. Again there is a high percentage of usage of the speech clinic. Only three services are used 50 per cent or more of the time in instances

TABLE 19

FREQUENCY OF USE OF COMMUNITY INSTITUTIONS, FACILITIES AND AGENCIES BY GROUP A COLLEGES AS REPORTED BY 13 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Community Facilities and Institutions	Group A 13 Colleges 500-1,999 Enrollment									
	Frequency of Use								Total Responses 13 Colleges	
	Often		Some		Rarely		Never			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Crippled Children Services	2	15.0	0	0.0	2	15.0	9	70.0	13	100.0
Vocational Rehabilitation Agency	2	15.2	4	31.0	0	0.0	7	53.8	13	100.0
State Training Schools	0	0.0	2	15.0	2	15.0	9	70.0	13	100.0
League for the Hard of Hearing	2	15.0	2	15.0	2	16.0	7	54.0	13	100.0
Hospitals	2	15.0	2	15.0	4	31.0	5	39.0	13	100.0
Mental Hygiene Clinic	2	15.0	2	15.0	3	23.0	6	47.0	13	100.0
Speech Clinic	11	85.0	0	0.0	0	0.0	2	15.0	13	100.0
Child Guidance Clinic	4	30.0	0	0.0	0	0.0	9	70.0	13	100.0
School for the Deaf	1	7.8	1	7.8	0	0.0	11	84.6	13	100.0
School for the Blind	1	7.8	1	7.7	0	0.0	11	85.0	13	100.0
Cerebral Palsy Center	2	15.0	2	15.0	0	0.0	9	70.0	13	100.0
Special Classes in Public School	4	31.0	2	15.0	5	39.0	2	15.0	13	100.0

TABLE 20

FREQUENCY OF USE OF COMMUNITY INSTITUTIONS, FACILITIES AND AGENCIES BY GROUP B COLLEGES AS REPORTED BY 17 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Community Facilities and Institutions	Group B 17 Colleges 2,000-4,999 Enrollment									
	Frequency of Use								Total Responses 13 Colleges	
	Often		Some		Rarely		Never			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Crippled Children Services	9	53.0	2	11.8	3	17.6	3	17.6	17	100.0
Vocational Rehabilitation Agency	10	59.0	1	5.8	3	17.6	3	17.6	17	100.0
State Training Schools	3	17.6	2	11.7	2	11.7	10	59.0	17	100.0
League for the Hard of Hearing	6	35.3	2	11.7	2	11.8	7	41.2	17	100.0
Hospitals	3	17.6	3	17.7	6	35.3	5	29.4	17	100.0
Mental Hygiene Clinic	9	53.0	1	5.9	1	5.8	6	35.3	17	100.0
Speech Clinic	15	88.3	0	0.0	0	0.0	2	11.7	17	100.0
Child Guidance Clinic	8	47.0	1	5.9	1	5.9	7	41.2	17	100.0
School for the Deaf	2	11.7	1	5.9	0	0.0	14	82.4	17	100.0
School for the Blind	1	5.9	1	5.8	1	5.9	14	82.4	17	100.0
Cerebral Palsy Center	7	41.2	2	11.7	1	5.9	7	41.2	17	100.0
Special Classes in Public School	14	82.4	2	11.7	0	0.0	1	5.9	17	100.0

TABLE 21

FREQUENCY OF USE OF COMMUNITY INSTITUTIONS, FACILITIES AND AGENCIES BY GROUP C COLLEGES AS REPORTED BY 10 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Community Facilities and Institutions	Group C 10 Colleges 5,000 or over Enrollment								Total Responses 10 Colleges	
	Frequency of Use									
	Often		Some		Rarely		Never			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Crippled Children Services	8	80.0	2	20.0	0	0.0	0	0.0	10	100.0
Vocational Rehabilitation Agency	2	20.0	6	60.0	2	20.0	0	0.0	10	100.0
State Training Schools	2	20.0	2	20.0	4	40.0	2	20.0	10	100.0
League for the Hard of Hearing	2	20.0	2	20.0	0	0.0	6	60.0	10	100.0
Hospitals	6	60.0	0	0.0	0	0.0	4	40.0	10	100.0
Mental Hygiene Clinic	2	20.0	4	40.0	0	0.0	4	40.0	10	100.0
Speech Clinic	8	80.0	2	20.0	0	0.0	0	0.0	10	100.0
Child Guidance Clinic	4	40.0	2	20.0	0	0.0	4	40.0	10	100.0
School for the Deaf	4	40.0	0	0.0	0	0.0	6	60.0	10	100.0
School for the Blind	2	20.0	2	20.0	0	0.0	6	60.0	10	100.0
Cerebral Palsy Center	2	20.0	2	20.0	2	20.0	4	40.0	10	100.0
Special Classes in Public School	10	100.0	0	0.0	0	0.0	0	0.0	10	100.0

where they are available.

Table 21 shows a decrease in usage in some kinds of services available in Group C colleges. There is also an increase in usage in some types of services. For example in the special classes in public school, 100 per cent usage is made of this type of service.

There was an increase in usage of crippled children services from 53 per cent in Group B colleges to 80 per cent in Group C colleges. There was also an increase in use of facilities that were never used in the other group of colleges. The services in some cases were used sometimes or rarely.

The data in this section reveal certain needs, especially in the smallest college group of colleges, for additional practicum opportunities for the preparation of teachers of exceptional children. It cannot be overemphasized that to some extent the effectiveness of a special education program for teachers of exceptional children depends upon the availability and utilization of community facilities, agencies, and institutions in the program. The prospective special education teachers should have opportunity for direct experience with the specific type exceptional children they are to work with.

It is very necessary that each special education program for teachers develops ways and means of effective coordination of the program with all resources that may offer opportunities for valuable experiences for the teachers. Exceptional children can be well taught and well prepared for life adjustment only as they are guided by teachers who are well-trained and who have had the kind of experiences that will help them easily adjust to many different situations.

Trends and Related Problems of the Special Education Programs

Replies to items on the questionnaire relative to trends and related problems in the special education programs as observed by the respondent are summarized in Tables 22, 23, 24, 25, and 26. Significant implications derived from the data reported in these five tables and other responses to items on the questionnaire in regard to trends and problems are all discussed at the end of this section.

Table 22 presents data of the five year trends in curricular content. Seventeen, or 42.5 per cent, of the 40 participating colleges reported an increase in number of sequence of courses offered in the special education programs. Only one of the 40 colleges reported a decrease in number of sequence of courses offered during the past five years. Eleven, or 27.5 per cent, of all the colleges studied reported that the number of sequence of courses offered had remained unchanged. Eleven, or 27.5 per cent, of the colleges reported they did not observe or could not give any information relative to the five year trend in curricular content.

Table 23 presents data relative to the five year trend in number of students majoring in special education as reported by the respondents. Ten, or 25 per cent, of the respondents reported they had observed no increase in number of students majoring in special education. The largest number making this response, six; or 15 per cent, is found in Group A colleges.

The response of Group A colleges regarding increase or decrease in majors is probably related to the recent organization of the majority

TABLE 22

FIVE YEAR TRENDS IN CURRICULUM CONTENT OF THE SPECIAL EDUCATION PROGRAMS AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Trends	Grouped According to Enrollments							
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		Totals 40 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
a. More sequence of courses offered	4	10.0	9	22.5	4	10.0	17	42.5
b. Fewer sequence of courses offered	0	0.0	1	2.5	0	0.0	1	2.5
c. About the same number of sequence of courses offered	3	7.5	5	12.5	3	7.5	11	27.5
d. Did not observe, cannot answer	6	15.0	2	5.0	3	7.5	11	27.5
Totals	13	32.5	17	42.5	10	25.0	40	100.0

TABLE 23

FIVE YEAR TRENDS IN THE NUMBER OF STUDENTS MAJORING IN VARIOUS AREAS OF THE SPECIAL EDUCATION PROGRAMS AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Trends	Grouped According to Enrollments: Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		Totals 40 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
a. Increasing in number	4	10.0	8	20.0	8	20.0	20	20.0
b. Decreasing in number	0	0.0	1	2.5	0	0.0	1	2.5
c. About the same	3	7.5	4	10.0	2	5.0	9	22.5
d. Did not observe, cannot answer	6	15.0	4	10.0	0	0.0	10	25.0
Totals	13	32.5	17	42.5	10	25.0	40	100.0

of the special education programs in this group of colleges. Eight, or 80 per cent, of the respondents of Group C colleges reported that the number of students majoring in special education had increased over the five year period. One respondent in Group B colleges reported a decrease in number of majors. A total of 22.5 per cent of the respondents of the 40 colleges reported that the number of majors had remained nearly the same.

Table 24 shows that more than one-half, or 55 per cent, of the 40 colleges reported that the number of students taking single courses in special education had increased during the past five year period. One of the colleges reported that the number of students taking single courses in special education had decreased. Six, or 15 per cent, of the 40 colleges reported that the number of students taking single courses in various areas of special education had remained about the same during this same period. Eleven, or 27.5 per cent, of the colleges reported that they did not observe or could not answer the question relative to increase or decrease in the number of students taking single courses in special education.

Table 25 presents data of the five year trend in number of persons devoting time to administering the special education program. The majority, 21 or 52.5 per cent, of the 40 colleges reported an increase in the number of personnel devoting time to the program. One college reported a decrease in number of personnel devoting time to the program. Nine, or 22.5 per cent, of the colleges reported that the amount of time spent by the personnel administering the program had remained about the same. Nine, or 22.5 per cent, of the 40 colleges reported a lack of knowledge of

TABLE 24

FIVE YEAR TRENDS IN NUMBER OF STUDENTS TAKING SINGLE COURSE IN VARIOUS AREAS OF THE SPECIAL EDUCATION PROGRAMS AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Trends	Grouped According to Enrollments							
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		Totals 40 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
a. More students taking single courses	5	12.5	11	27.5	6	15.0	22	55.0
b. Fewer students taking single courses	0	0.0	1	2.5	0	0.0	1	2.5
c. Number of students taking single courses about the same	2	5.0	2	5.0	2	5.0	6	15.0
d. Did not observe, cannot answer	6	15.0	3	7.5	2	5.0	11	27.5
Totals	13	32.5	17	42.5	10	25.0	40	100.0

TABLE 25

FIVE YEAR TRENDS IN PERSONNEL OF THE SPECIAL EDUCATION PROGRAMS AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Trends	Grouped According to Enrollments							
	Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		Totals 40 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
a. More personnel in special education program	6	15.0	9	22.5	6	15.0	21	52.5
b. Fewer personnel in special education program	0	0.0	1	2.5	0	0.0	1	2.5
c. About the same number of personnel in special education program	2	5.0	5	12.5	2	5.0	9	22.5
d. Did not observe, cannot answer	5	12.5	2	5.0	2	5.0	9	22.5
Totals	13	32.5	17	42.5	10	25.0	40	100.0

what the past five year trend had been relative to the amount of time the personnel devoted to the special education program.

In order to ascertain the five year trend in the attitude of the in-service and pre-service teachers toward the special education program, the respondents were asked to check one of three items: "improving," "becoming worse," or "about the same." If the respondent checked the item on the questionnaire that the attitude of the in-service and pre-service teachers toward the special education program was improving or the item that the attitude was becoming worse, he was asked to state why? If the respondent chose the item about the same as the trend in attitude toward the program, he then checked the word favorable or unfavorable.

Nine respondents, or 69 per cent, of Group A reported the attitude as improving. Among the replies to the why? were: "need increasing, better educated, and more knowledge available." Four respondents, or 31 per cent, of the same group replied that the attitude was about the same "favorable."

In Group B, 14 respondents; or 82 per cent, of that group reported that there was an improvement in attitude toward the program. Typical of the answers to the why? were as follows: (1) "relieves pressures on regular teachers," (2) "demonstrated need for same in their schools" (this in regard to in-service teachers), (3) "state program for education of exceptional children is being improved," (4) "more available," (5) "general awareness of needs of exceptional children increasing," (6) "increased emphasis on in-service education," and (7) "understanding the significance of diagnosis and preparation of regular as well as

special classroom teachers." Three respondents, or 18 per cent, of Group B replied that the attitude was favorable and had remained about the same over the five year period.

In Group C colleges, seven respondents; or 70 per cent, though that the attitude toward the special education program was improving and some of the reasons given were: (1) "state department emphasis," (2) "recognition of the need for special education training for better understanding of the problem of exceptional children," (3) "growth in understanding of values," (4) "more understanding of human growth and development," and (5) "improved attitude of acceptance of the exceptional child."

Among the outstanding features of the special education programs reported by the respondents of the 40 colleges were: (1) services to public education, (2) traveling clinical services, (3) selling the worthiness of the program to regular classroom teachers, (4) out patient services, (5) clinical services, and (6) close cooperative relationship with other departments of the university and state and local agencies.

Responses to the items on the questionnaire relative to the greatest weaknesses of the special education programs are presented in Table 26. Twenty-two, or 55 per cent, of the 40 colleges reported that the greatest weakness of the special education program was: insufficient number of trained personnel to administer the program. Lack of funds is the chief weakness for 11, or 27.5 per cent, of the colleges. Colleges having an enrollment of 5,000 or over, experienced a slightly less degree of financial difficulty. Only two, or 5 per cent, of the 40 participating colleges regarded inadequate facilities a chief weakness of the

TABLE 26

CHIEF WEAKNESSES OF SPECIAL EDUCATION PROGRAMS AS REPORTED BY 40 STATE TEACHERS COLLEGES IN THE SOUTHERN ACCREDITING AREA DURING THE ACADEMIC YEAR 1956-57

Weaknesses	Grouped According to Enrollments: Group A 13 Colleges 500-1,999 Enrollment		Group B 17 Colleges 2,000-4,999 Enrollment		Group C 10 Colleges 5,000 or over Enrollment		Totals 40 Colleges	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Lack of faculty understanding and support	0	0.0	0	0.0	0	0.0	0	0.0
Insufficient number of trained personnel	7	17.5	10	25.0	5	12.5	22	55.0
Inadequate facilities	2	5.0	0	0.0	0	0.0	2	5.0
Lack of funds	4	10.0	4	10.0	3	7.5	11	27.5
Others	0	0.0	3	7.0	2	5.0	5	12.5
Totals	13	32.5	17	42.0	10	25.0	40	100.0

special education program, the two colleges being in Group A. Lack of faculty understanding and support was not considered a weakness by any of the participating colleges. Typical replies not included in Table 26 regarding the chief weakness of the special education program were: "State certification requirements are not conducive to attract majors," "program is too new," and, "more calls fro service than we can render." Other additional remarks were for the most part concerned with problems resulting from the recency of the organization of special education program.

The data in Tables 22, 23, 24, and 25 present a very optimistic outlook for special education programs for teachers of exceptional children. Replies to the free response items gave the respondents an opportunity to expressed their personal feeling in regard to the future of professional preparation of special education personnel. Generally, the respondents indicated that the programs' future was very promising with the exception of trained personnel to adequately administer the programs (see Table 26).

If the number of graduate degrees granted during the academic year 1955-56 (see Table 15), is any indication of the future of special education teacher preparation programs there will be very little change in the picture for some time to come. One implication that seems to stand out most vividly in these data is the need for an effective recruitment program for personnel. In view of the mounting interest in special education and the great lack of teachers and other personnel to assume responsibility for the work, much serious consideration of personnel and proper preparation of such personnel are important.

Summary

The data that have been presented in this chapter consist of replies to the items on the questionnaire relative to the present status of special education programs of the 40 participating colleges. These data show that the majority of the colleges studied have had special education programs for less than 6 years. The recent organization of special education programs is more prevalent in the group of colleges with the smallest enrollments.

At the present time as was observed in Table 2 almost one-half of the special education programs of the 40 colleges studied are a part of the Departments of Education and Speech. Approximately one-third of the special education programs of the 40 colleges operate as a Department of Special Education.

The professional preparation of the personnel of the special education programs shows no uniformity. However, more persons in charge of directing and coordinating the programs have training in the area of the mentally retarded than in any other area. The remaining members of the personnel have more professional preparation in the area of the speech defective than in any other area of special education.

By far the majority of the special education programs' personnel is on a part-time basis. This practice of employing persons for part-time instruction in the special education programs who, although they are specialists and have full-time jobs outside the college is sometimes criticized. It is felt that these individuals have neither the time, energy, nor interest in the special education program to do a very effective job. The employment of part-time specialists, however, is

defended because of the background of experience, high qualifications, and practical point of view that they have.

The nature of preparation needed for the different groups of exceptional children differs in many respects. It is not surprising to find that not one of the 40 colleges studied offers a comprehensive sequence of courses for all types of exceptional children. Such an effort would not be desirable in many cases. For example, one college might be better equipped to prepare teachers of the mentally retarded, while another might be better equipped to prepare teachers of the deaf or the speech defective.

To some extent the effectiveness of a special education program for teachers of exceptional children depends upon the availability and utilization of community facilities, agencies, and institutions in the program. The prospective teacher should have opportunity for direct experience with exceptional children.

The chief weakness of the special education programs was listed as lack of trained personnel. The number of graduate degrees granted during the academic year 1955-56 by the colleges included in this study indicate that this weakness is not being alleviated.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Introduction

The problem of this study was to determine the status of special education programs for teachers of exceptional children in state teachers colleges in the Southern Accrediting Area. The study was designed to present comprehensive information relative to: (1) the departmental framework in which the special education program operates, (2) the professional preparation of the special education program's personnel, (3) the curricular offerings, enrollments, and degrees granted in the special education program, (4) the coordination of the special education program with community facilities, agencies, and institutions, and (5) the trends and related problems of the special education program.

The summary of the data represents those 40 state teachers colleges which reported special education programs for teachers of exceptional children for the academic year, 1956-57.

Summary of Findings

Programs in special education have been in operation in the 40 participating colleges for periods of from less than two years to 20 years (see Table 2). Forty-five per cent of the colleges have had

programs for a period of less than four years, which indicates that special education programs are of recent advent in the colleges of this area.

The majority of programs of the colleges are operated under the Departments of Education and Speech (see Table 3). There were eleven different principal departments reported under which the programs operated.

Special education programs were classified under 11 different titles. The title Special Education was used most frequently in colleges that used titles for their programs. In 14, or 35 per cent, of the colleges, no title was used for the special education program (see Table 4).

There was a total of eleven titles given to persons directing the special education programs in the 40 colleges. The titles of Coordinator of Special Education and Director of Special Education were used seven times each, or by 14; or 35 per cent, of the colleges. Head, Department of Speech was the title used by directors in five, or 12.5 per cent, of the colleges (see Table 5).

There was no uniformity of professional preparation of the persons directing the special education programs (see Table 6). The areas of exceptionality in which these persons had training ranged from 24 in the mentally retarded to one in the area of the blind.

The number of areas of specialization of personnel of the special education programs ranged from 58 in the area of the speech defective to nine in the area of the blind (see Table 7).

The majority of the special education personnel devotes only part-time to the program (see Table 8). A large number of the part-time

personnel is made up of specialists who have positions outside the college.

During the academic year 1956-57, the 40 special education programs offered 108 sequence of courses in 10 different areas of exceptionality (see Table 9). The range in sequence was 22 in the area of the speech defective to one in the socially maladjusted. No sequence of courses was offered in the areas of the blind nor gifted. A total of 42 single courses offered during this same period ranged from nine each in the areas of the gifted and mentally retarded to two in the area of the socially maladjusted. Colleges in Group B offered the largest number of single courses 26, and Group A and Group C offered 12 single courses respectively (see Table 10).

Seventy-one workshops were held in 11 or more different areas of special education between the years 1951-56 (see Table 11). The number of workshops in each area varied from 19 in the area of the slow learner to two each in the areas of the socially maladjusted and partially seeing. Eighteen workshops were held in a varied group of areas of special education and related fields.

A total of 104 offerings of the curricula of special education programs in 11 or more different areas, met the requirements of state certification laws (see Table 12). More requirements, 22 were met in the area of the speech defective than in any other area. There were no curricula reported in the areas of the blind and gifted which met state certification requirements.

During the academic year 1956-57, a total of 698 students; 349 graduates and 349 undergraduates were majoring in 14 areas of special

education (see Table 13). The largest number, 227 was majoring in the area of the mentally retarded. The smallest number was majoring in the area of the partially seeing.

A total of 2379 undergraduate and graduate students was enrolled in single courses in 12 and more areas during the academic year 1956-57 (see Table 14). The largest number was enrolled in the area of the mentally retarded. The smallest number of undergraduate students was enrolled in the area of the deaf, and the smallest number of graduates was enrolled in the area of the partially seeing.

Degrees were received by 206 persons in eight or more areas of special education during the academic year 1955-56 (see Table 15). The number of degrees ranged from 100 in the area of speech defective to three in the areas of the deaf and special health problems. No college in Group A granted a degree in special education during this period.

Twelve different community facilities, institutions and agencies were available to the 40 colleges (see Tables 16, 17, and 18). The greatest use of these was made in Group C colleges (see Tables 19, 20, and 21). It was noted that with increase in size of the colleges there was also an increase in use of community facilities, institutions, and agencies. The speech clinics and special classes in public schools were used more frequently than any other service among the colleges.

Some increase in number of sequence of courses was reported by all groups of colleges during the past five years. An increase in the number of students majoring in special education was reported during a five year period. There was an increase over the past five years in the number of students taking single courses in special education (see Tables

22, 23, 24, and 25).

Sixty-nine per cent of colleges in Group A, 82 per cent of colleges in Group B, and 70 per cent of colleges in Group C reported increase of favorable attitude toward the special education program. The main reason given for this increase was an increased interest at the state level for the education of exceptional children.

A lack of trained personnel was listed as the greatest single weakness of the special education programs. Some colleges experienced difficulty in getting adequate finance for their programs (see Table 26).

Conclusions

The specific conclusions drawn from this study may be summarized as follows:

The administrative organization of the special education programs follows a similar pattern. These programs are generally a part of the division of education, and have persons in charge of them whose titles suggest that they serve primarily as coordinators of the programs.

The large number of areas in which the personnel of the special education programs have training would seem to be indicative of a reasonably well-trained teaching staff which has the professional background frequently recommended. However, there is much evidence that the special training of the personnel is not being fully utilized.

The curricular offerings of the special education programs are rather uniform. Generally each program offers a sequence of courses in the area of the speech defective, and if there is more than one sequence of courses offered the area of the mentally retarded usually gets

priority.

The data on special education majors and degrees granted in special education would seem to indicate that the shortage of trained special education personnel to work with exceptional children other than the speech defective and the mentally retarded will continue indefinitely.

Services to public education is one of the principal contributions that the utilization of community facilities, institutions, and agencies by the special education programs can make.

The present trends observed in the special education programs show the mounting importance being attached to the preparation of teachers to work with exceptional children.

Recommendations for Further Research

Various aspects of this study have indicated need for additional research. The following are suggested as needed studies:

1. Research is needed to determine the extent to which the professional preparation of the personnel of the special education programs is being effectively utilized.

2. Follow-up studies similar to this one should be made at rather frequent intervals in order to keep abreast of the relationship between supply and demand for trained personnel to work in programs of special education.

3. For comparison purposes, studies similar to the present one should be done in each accrediting area in the United States.

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APPENDICES

APPENDIX A

RECENT[a] LEGAL PROVISIONS FOR TEACHER-PREPARATION OF EXCEPTIONAL CHILDREN IN TERMS OF TYPE AS FOUND IN CURRENT LEGISLATION[b] OF THE 11 STATES IN THE SOUTHERN ACCREDITING AREA

Type of Provisions	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	N. Carolina	S. Carolina	Tennessee	Texas	Virginia	Totals
Special Training is Required		x	x	x	x	x						5
State Agency Makes Rules on Qualifications	x	x	x	x		x	x	x	x	x	x	10
Special Teacher Training Program is Authorized				x	x				x			3
Scholarship Authorized for Teachers										x		1
Certificate and Other Qualifications Specified by State Agency are Required				x	x			x	x			4
Special Certificate for Teaching Handicapped is Required		x		x	x						x	4
Totals	1	3	2	5	4	2	1	2	3	2	2	27

[a]The term recent refers to new or modified provisions made since 1952.

[b]The term current legislation refers to legislation in effect as of March 1, 1957.

APPENDIX B

AREAS OF EXCEPTIONALITY IN WHICH THE 11 STATES IN THE SOUTHERN ACCREDITING AREA HAVE SPECIAL CERTIFICATION REQUIREMENTS[a]

State	Areas of Exceptionality												
	Blind	Physically Handicapped	Slow Learner	Deaf	Gifted	Hard of Hearing	Mentally Retarded	Partially Seeing	Special Health Problems	Speech Defective	Socially Maladjusted	Single Special Credentials	Totals
Alabama		x					x						2
Florida		x	x			x		x		x	x		6
Georgia		x					x		x	x			4
Kentucky		x		x		x	x	x		x			6
Louisiana	x	x		x		x	x	x	x	x	x		9
Mississippi		x				x	x	x	x		x		6
N. Carolina		x				x	x	x		x			5
S. Carolina												x	1
Tennessee	x	x		x		x	x	x					6
Texas												x	1
Virginia										x			1
Totals	2	8	1	3	0	6	7	6	3	6	3	2	47

[a]Taken from copies of state certification requirements received from the director of each of the 11 states special education programs since March 15, 1957.

APPENDIX C

AN INVESTIGATION OF TEACHER TRAINING PROGRAMS IN SPECIAL EDUCATION IN SELECTED SOUTHERN STATE COLLEGES

(Average working time 15 minutes)

DIRECTIONS: This questionnaire is designed to secure a maximum amount of information in a minimum amount of time. The type of answer desired is obvious in most of the questions. (For example, a check mark, a number, a "yes" or "no" for most answers.) Please answer every question. If a question is not applicable to your program, please state this fact so that it cannot be assumed that the question was overlooked inadvertently. IMPORTANT: The information requested pertains only to your institution's program or aspects of such program for the specialized preparation of teachers of "exceptional children." Please reread explanation of Special Education Programs as set forth in the letter accompanying this questionnaire.

INFORMATION ABOUT THE COLLEGE

1. Name of the college_____

2. Location_____
City State

3. Accreditation_____
(Specify as: Southern Association of Secondary Schools and Colleges and/or National Council for Accreditation of Teacher Education, etc.)

---

4. Undergraduate enrollment (first term, 1956-1957),_____

5. Graduate enrollment (first term, 1956-1957),_____

6. Number full-time faculty members_____.

Note: In the final report, data from this questionnaire will not be identifiable with names of persons or institutions.

7. How long has this institution had a Special Education Program?[1]
_____years.

---

[1]As defined in the accompanying letter.

INFORMATION ABOUT THE SPECIAL EDUCATION PROGRAM

1. How is the Special Education Program designated? (Please specify—e.g., part of the Department of Education? Department of Speech? Department of its own? etc.)

_____

2. What is the title given to the Special Education Program? (If none, write "none") _____

3. What is the official title of the person responsible for the program? (Specify—e.g., Director of Special Education, Coordinator of Special Education, Head of the Speech Department, etc.,) _____

_____

4. Does this person hold full-time staff appointment at the college? Yes_____ No_____ If answer is "no" check the figure which comes nearest to the amount of time of the appointment. 1/3_____ 1/4_____ 2/3_____ 3/4_____ 4/5_____ 1/5_____ 1/2_____

5. In which area or areas of special education does this person have training? (Check as many as applicable)

___blind
___physically handicapped[1]
___deaf
___partially seeing
___gifted
___hard of hearing
___mentally retarded
___slow learner
___socially maladjusted
___special health problems[2]
___speech defective
___other (Please specify)
_____
_____

6. What is the approximate number of faculty members, administrators, and community personnel involved in the Special Education Program? (Use numbers to indicate)

___full-time faculty members
___part-time faculty members
___administrators
___community personnel[3]
___other (Please specify)
_____

7. In what area or areas of special education do the persons involved in this program have training? (Please show the number of persons involved in the various areas in the space provided. For example: If two persons have training in the area of the mentally retarded,

_____

[1]Includes cerebral palsy, poliomyelitis, and other crippling conditions.

[2]Include cardiac conditions, epilepsy, tuberculosis, etc.

[3]Refers to persons holding positions outside the college.

write the number "2" in the space provided, etc.)

___blind
___physically handicapped
___deaf
___partially seeing
___gifted
___hard of hearing
___mentally retarded
___slow learner
___socially maladjusted
___special health problems
___speech defective
___other (Please specify)
_____
_____

8. Does the Special Education Program sponsor a traveling clinic service? ____Yes ____No If "yes," please answer the following concerning the traveling clinic: (Check as many as applicable)

Service to: ___public schools ___community ___other (Please specify) _____
Personnel involved: ___speech specialist (clinician) ___psychologist ___reading specialist ___social worker ___psychiatric social consultant ___other (Please specify)_____

_____

9. **Please complete the table below to show the sequence* of courses and single courses offered; workshops held during the last five years; and whether offerings comply with the state certification requirements.**

Check as many as applicable.

AREAS	Sequence of Courses Offered	Single Courses Offered	Workshops Held During Last Five Years 1951-1956	Offerings Comply With State Certification Requirements
Blind				
Physically Handicapped				
Slow Learner				
Deaf				
Gifted				
Hard of Hearing				
Mentally Retarded				
Partially Seeing				
Special Health Problems				
Speech Defective				
Socially Maladjusted				
Others (Please Specify)				

*The term "sequence of courses" involves three courses or at least 9 to 12 semester hours of training in an area of exceptionality made up of (a) a study of characteristics (physical, mental, and emotional) of the particular condition under consideration; (b) a study of the teaching methods and curriculum adjustment needed; (c) observation and student teaching practicum in the specialized area.

10. Please complete the table below to indicate the enrollment in the Special Education Program for this regular academic year (1956-1957).

Use numbers to indicate.

Area of Exceptionality	MAJORING IN SPECIAL EDUCATION		TAKING SINGLE COURSES IN SPECIAL EDUCATION	
	Under-graduate	Graduate	Under-graduate	Graduate
Blind				
Physically Handicapped				
Deaf				
Gifted				
Hard of Hearing				
Mentally Retarded				
Partially Seeing				
Socially Maladjusted				
Special Health Problems				
Speech Correction				
Speech and Hearing				
Survey Courses in Exceptional Children				
Others (Please Specify)				

11. In the table below show the number of persons receiving the degree indicated during the period September 1, 1955 and August 31, 1956.

Use numbers to indicate.

AREA OF SPECIALIZATION	Bachelor's Degree	Master's Degree	DOCTOR'S DEGREE	
			Ph.D.	Ed.D.
Blind				
Physically Handicapped				
Slow Learner				
Deaf				
Gifted				
Hard of Hearing				
Mentally Retarded	—			
Partially Seeing				
Special Health Problems				
Speech Defective				
Socially Maladjusted				
Others (Please Specify)				

12. Please complete the table below to indicate the availability and utilization of the various community facilities and institutions listed.

In columns a, b, c, and d check the existing conditions as follows:

a Present
b Not present
c Present, but not available for use
d Present--plan to use in the future

Check as many as applicable.

COMMUNITY RELATIONSHIP (Facilities and Institutions)	EXISTING CONDITIONS				FREQUENCY OF USE			
	a	b	c	d	Often	Some	Rarely	Never
Crippled Children Services								
Vocational Rehabilitation Agency								
State Training Schools								
League for the Hard of Hearing								
Hospitals								
Mental Hygiene Clinic								
Speech Clinic								
Child Guidance Clinic								
School for the Deaf								
School for the Blind								
Cerebral Palsy Center								
Special Classes in Public School								
Others (Please Specify)								

13. During the past five years what trends have you observed in the following aspects of the Special Education Program? (Check only one in each group)

a. Areas of exceptionality in which a sequence of courses is offered:

___more
___fewer
___about the same
___did not observe, cannot answer

b. Majors in special education:

___increasing in number
___decreasing in number
___about the same
___did not observe, cannot answer

c. Students taking single courses in various areas of special education:

___more students
___fewer students
___number of students about the same
___did not observe, cannot answer

d. Personnel involved in administering the special education program:

___more
___fewer
___about the same
___did not observe, cannot answer

e. Attitude of in-service and pre-service teachers toward the program:

___improving (Why?_____)
___about the same (___favorable ___unfavorable)
___cannot answer

f. Other (Please specify)_____

14. What do you consider the most outstanding feature of the Special Education Program in your institution?_____
_____

15. What do you consider the greatest weakness of the program? (Check one)

___lack of faculty understanding and support
___insufficient number of trained personnel
___inadequate facilities
___lack of funds
___other (Please specify)_____

16. Additional remarks_____

_____

_____

Date Signature Title

Please return completed questionnaire to:
Mrs. Lucille W. Jones
Special Education Program
Southern University
Baton Rouge, Louisiana

APPENDIX D

Southern University
Baton Rouge, Louisiana
January 5, 1957

To date, relatively little investigation has been done in the area of special education programs that are designed to train teachers to work with "exceptional children." This is particularly true in the states making up the Southern Association of Colleges and Secondary Schools. It is in this regard that I am writing to you.

Being responsible at the present time to assist in setting up a program for training special education teachers here at Southern University, I believe it would be desirable to obtain information about programs conducted in colleges comparable to ours. All of us could profit, I am sure, from an analysis of what others are doing in this area. It is for this reason I am undertaking a full-scale study entitled "An Investigation of Teacher Training Programs in Special Education in Selected Southern State Colleges." This study will concern itself with any aspects of special education services including special courses; programs for teacher preparation as well as plans for future programs; clinics--reading, speech, psychological, guidance, etc., and any other services available which may serve as an aid in training teachers to work with "exceptional children."

Whether, or not, your college has such a program or is making plans for one, the completion of the enclosed Survey card will be of considerable help in the study. If you do have any aspects of a special education program, I hope your college will agree to participate--the success of the project depends upon the completeness of the coverage. The individual whom you designate on the Survey Card will receive two copies of the questionnaire which has been prepared--one copy may be retained for your college files. The questionnaire itself does not require more than ten to fifteen minutes to complete.

You will receive a summary of the results of the study. The results obtained will be of value to you and to your college in evaluating your present program and in making future plans. Your cooperation in this investigation will be greatly appreciated.

Sincerely Yours,

Mrs. Lucille W. Jones
Special Education Program
Southern University
Baton Rouge, Louisiana

APPENDIX E

PRELIMINARY SURVEY CARD

_____
Name of College Location

Will your college be willing to participate in this study? _____

If answer "yes," what is the name and title of the person who would be most able to supply further information in this regard?

_____
Name Title

(Signed) _____
President

APPENDIX F

Southern University
Baton Rouge, Louisiana
January 22, 1957

You may recall that a few weeks ago I wrote to you concerning a proposed study I am undertaking in the area of special education. The title of the study is "An Investigation of Teacher Training Programs in Special Education in Selected Southern State Colleges."

As yet I have not received the Survey Card which was enclosed. I realize this was a busy time for you. The response, however, has been very gratifying. The per cent of return to date from the colleges meeting the criteria for this study in 90%. In a study of this nature one always wonders "What is the status of the other 10%?"

Interest in the study has been further evidenced by the many persons who wrote personal letters with their returns. (This was not requested, nor it is necessary to the study, but it is gratifying to know the extent of one's interest in mutual problems.)

I am still very much interested in your reply. On the assumption that the card sent to you has been misplaced, I am enclosing another card which I hope you will complete. Even if your institution does not have such a program or aspects of such a program or may not wish to participate in the larger study, the return of the Survey Card will be of considerable value to the total investigation.

Thank you very kindly for your anticipated cooperation in making this study as complete as possible.

Very sincerely yours,

Mrs. Lucille W. Jones
Special Education Program
Southern University
Baton Rouge, Louisiana

LWJ:qej

APPENDIX G

Southern University
Baton Rouge, Louisiana
January 19, 1957

Recently I wrote to the President of your institution and described briefly a comprehensive study that I am undertaking in the area of special education programs for teacher training. On the Survey Card which was enclosed, I was informed that your institution would participate in the study; and that you were the person best qualified to supply further information in this regard.

"Special Education Program" as used in this study refers to any aspects of special education services including special courses; programs for teacher preparation as well as plans for future programs; and any services available which may serve as aids in the training of teachers to work with "exceptional children."

The study is designed to include state supported teachers colleges in the region making up the Southern Association of Colleges and Secondary Schools. The state supported colleges were chosen because of the recent widespread interest shown at the state level for special education programs to meet the needs of individuals who deviate markedly from the so-called "normal." It is axiomatic that without proper and sufficient personnel, the best program will fail.

The questionnaire which I have enclosed takes an average of fifteen minutes to complete. Having filled out many questionnaires myself, I have tried to make it as easy to fill out as possible. Two copies have been enclosed, one a work copy that may be retained for your files. A self-addressed stamped envelope is enclosed for your convenience.

Being responsible at present to assist in setting up a teacher training program in special education here at Southern University, I am well aware of the problems involved in such an endeavor. All of us can profit, I am sure, from an exchange of ideas and an all-over picture of what is being done in colleges comparable to our own. The thoroughness with which you complete the questionnaire will determine the value of the study. Your institution will receive a copy of the results of this investigation. I hope that I shall receive the report from you within a few days.

Sincerely yours,

Mrs. Lucille W. Jones
Special Education Program
Southern University
Baton Rouge, Louisiana

APPENDIX H

Southern University
Baton Rouge, Louisiana
February 5, 1957

A few weeks ago I wrote you concerning a study I am making of the teacher training programs in special education in state colleges making up the Southern Association of Colleges and Secondary Schools. I enclosed two printed questionnaires (one copy for your files) and a self-addressed stamped envelope for your convenience, but as yet I have not received a reply. On the assumption that the first two questionnaires were misplaced, I have enclosed an additional copy which I hope you will complete and return as soon as possible.

I realize that you are often called upon to complete questionnaires and that it is not an enjoyable task. In this case, however, I believe you may get some ideas for a special education program for the purpose of training teachers from the questionnaire itself and that you will profit from the summary which you will receive when the study is completed. Thank you very kindly for your time and professional interest.

Very sincerely yours,

Mrs. Lucille W. Jones
Special Education Program
Southern University
Baton Rouge, Louisiana

LWJ:qej