A Comparative Study of Selected Legislative Provisions in the Field of Special Education

Wilma Corn
Fort Hays Kansas State College

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A COMPARATIVE STUDY OF SELECTED LEGISLATIVE PROVISIONS 
IN THE FIELD OF SPECIAL EDUCATION

being

A Master's Report to the Graduate Faculty of 
Fort Hays Kansas State College in Partial 
fulfillment of the requirements for the 
Degree of Master of Science

by

Wilma Hodgson Corn 
Fort Hays Kansas State College

Date July 31, 1959  Approved  
Major Professor

Chairman Graduate Council
ABSTRACT

Wilma Hodgson Corn (M.S.: Department of Education)

Title: A Comparative Study of Selected Legislative Provisions in the Field of Special Education.

Report directed by: Dr. W. Clement Wood

The purpose of this report was to make a comparative study of selected legislative provisions and to give emphasis to Kansas' position in that comparison.

A form letter was composed which would provide complete coverage (as nearly as possible) of the states' legislation and board of education rulings. This letter was then printed and mailed out to each of the states' superintendents of education. Answers were eventually received from all the states.

There were five general areas in which comparisons were made. These were: (1) personal attributes of the special education teacher, (2) general qualifications of the special education teacher, (3) special qualifications of the special education teacher, (4) required or suggested courses for the special education teacher, and (5) areas of exceptionality for which legislative provisions provide.

Only ten of the states listed personal attributes essential for the special education teacher to possess. Kansas was one of these ten.
The area of general qualifications for the special education teacher was divided into four sections for convenient comparison via tabulation. These four sections were: previous teaching experience, regular teacher certification, a bachelor's degree, and additional hours of course work. The findings revealed that Kansas was one of the six states demanding all four of these requirements.

There were thirty-one states demanding certain specific qualifications of the teachers in the various specialized fields. These demands were in addition to the general qualifications. Here again Kansas was found to figure prominently in thoughtfully planned requirements, and was the only state to demand as many as forty-two hours of special training of the speech correctionists. These demands were given detailed elaboration in the fourth section of the report findings.

There were eleven areas of exceptionality considered in the various states legislation. Kansas provides for nine of these areas.

The tabulation form of reporting these findings was used whenever possible to provide ease in making specific comparisons between states.

The writer hopes that this report may prove helpful and informative to present and future students in special education, as well as interesting to those persons now serving in this field.

Signed
Advisor in charge of report.
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CHAPTER I

INTRODUCTION

A growing interest among educators and lay people in special education has been evidenced during the past few years. This has been shown by an increase in state legislation pertaining to this particular educational field.

I. THE PURPOSE OF THIS STUDY

It is the purpose of this report to make a comparative study of states' legislation for selected areas in the field of special education. Emphasis will be given to Kansas' position in order that her rating and standing can be compared with the other states of the union.

II. THE SIGNIFICANCE OF THIS STUDY

It is hoped that this report, based upon the most recent legislative and educative research data, will prove helpful to future special education students and interesting to those already serving in this field.

That the need for instructors in the various areas of special education is great, is shown by the fact that while there are approximately 25,000 serving in this field, there is an expressed need for 100,000 such instructors in this
nation. Some doubt has been cast about the adequacy of these figures.

On a basis of an average special class enrollment of 18, it seems reasonable to estimate that approximately 40,000 teachers are needed in the area of the mentally retarded alone. This leaves only 60,000 for all of the other types of exceptionality and for the personnel who would occupy administrative and college teaching positions.

Kansas shares in this prodigious need with each of the other states.

Tremendous strides in the special education field have been made in a comparatively short span of time. The first services offered were for delinquent children but soon other areas had been added until at the present time some states have as many as ten areas for which provisions have been made. Instead of using the term 'delinquent children' the states now use the term 'socially (or emotionally) maladjusted.' This change in terminology is still further proof of great recent advance in knowledge and understanding.

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3State Certification, op. cit., p. 8.
III. THE SCOPE AND LIMITATIONS OF THIS STUDY

This study was limited to the major areas of teacher qualification and to the legislation providing areas in which special education classes might be established. It was discovered after a start was made upon this study that the United States Department of Health, Education, and Welfare conducts a systematic and regular survey of teacher certification with the last findings being published in 1954. As a result of this knowledge, this study concentrated upon bringing out the latest possible legislation and information that was not included in the last government report and would, in all probability, not be included in the next survey report.

IV. PROCEDURE EMPLOYED IN COLLECTING DATA

Reference material for this research was collected by means of a request sent to each of the fifty state departments of education. The response was immediate and most gratifying. In the few cases of no response, a second letter was sent following a reasonable passage of time. The final result was a file complete with brochures and pamphlets from every state in the union. The United States Department of Health, Education, and Welfare as well as the National Education Association have contributed information and literature that have added materially in this study.
V. METHODS OF REPORTING

The comparisons have been made in five broad general areas: (1) personal attributes of the teacher; (2) general qualifications of the teacher; (3) special qualifications of the teacher; (4) listed course work for the special education teacher; and (5) areas of exceptionality for which states have made provisions.

It was possible to present the findings of the second, third, and fifth groupings in comprehensive tables, but the first and fourth groupings lent themselves best to a detailed explanatory method of reporting.
CHAPTER II

REPORT OF THE FINDINGS

I. PERSONAL ATTRIBUTES OF THE SPECIAL EDUCATION TEACHER

Educators have long known that not all individuals can become effective teachers even though they may acquire the required educational background. The degree of success of any teacher seems to depend a great deal upon personal characteristics or attributes. Since this is true in the so-called normal classroom, it must be even more pronounced in the special classroom. The actual naming of these important qualities is most difficult but some states have attempted to lay down guidelines to help administrators in the selection of teachers for the various areas in special education.

Several of the states have put much emphasis upon good physical health. California has been particularly concerned with the teacher's health and has passed legislation requiring the applicant to have a health examination within the six-month period preceding the date of the application. Qualifications of the examining physician have been listed in detail.¹

¹Laws and Regulations Relating to Education and Health Services for Exceptional Children in California. Sacramento, California: State Department of Education, 1958, p. 41.
Of the fifty states now making up our union, exactly twenty percent, or ten, of them have gone to some length to establish standards for the selection of the special class teachers. These states listed alphabetically are: Arizona, Colorado, Delaware, Illinois, Kansas, Mississippi, North Dakota, Oklahoma, Oregon, and West Virginia. Teachers of specific areas in special education have been singled out for these listed qualifications and only half of the states have named the characteristics for special class teachers in general.

Arizona has a rather clever way of calling the administrator's attention to personal qualifications.

Educators must be willing to do more than sing, "Getting to know you." We must "learn all about you." Teachers must help the handicapped to learn about himself and teach him how to help himself. . . . Teachers of homebound students and students in special classes shall be sensitive to the child's limitations. 2

Four more of the states have inserted words of guidance to help administrators in the general selection of special education teachers. Colorado, Mississippi, Oklahoma, and Oregon join Arizona.

These teachers must have great flexibility of mind and should be objective in their thinking with reference to the handicap of the child. They should not be actuated by emotional sympathies but should possess a sense of humor and an ability to see people and events in their

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proper perspective. While teachers of handicapped children should be impersonal in their own reactions, they should possess the ability to make the pupils in their classes feel the teacher's personal interest in the child's welfare. Certain components of the total personality are listed as desirable for the special teacher:

a. Good physical health is essential.
b. Mental health is extremely important for those who work with handicapped children.
c. A pleasant voice, a winning disposition and attractive personal appearance are assets in any classroom.
d. Ability in classroom management is especially important. Resourcefulness and ingenuity enable many teachers to meet the constantly arising problems.
e. The worth of the teacher will be greatly enhanced if she knows the community agencies which sponsor recreation, vocational guidance, workshops and other resources for the handicapped.  

Extreme care must be used in selecting a teacher for exceptional children. One should be chosen for her physical and emotional health, adaptability, good judgment, interest, sympathetic understanding of the problems of exceptional children and the ability to work with people. She must be able to put the welfare of the child above consideration of expenditure of time and energy.  

The special education teacher must be genuinely fond of handicapped children and have an earnest desire to help them. She will need an abundance of available energy and enthusiasm for her work.

1. Good physical health is essential.
2. Mental health is extremely important for those who work with handicapped children.
3. A pleasant voice, a winning disposition, and an attractive personal appearance are assets in any classroom.

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4. Ability to carry on classroom management is especially important. Many adjustments will have to be made in the curriculum, in daily schedules, and in long range planning. Resourcefulness and ingenuity enable many teachers to meet all these problems. 

The special education teacher has the personal qualities essential to success in the special program; assurance, personal security, ability to adapt to other people and other circumstances, ability to plan and structure a program of work, and ability to make decisions and work successfully in a somewhat unsupervised situation.

A certain amount of repetition occurred in the four preceding quotations from the rulings. When the dates of the references are studied (note Colorado), a better conclusion as to which of the states served as the pacemaker can be reached.

A much greater volume of material was given with direct reference to a special area or to a special type of handicapping condition. Table I shows the areas for which the five states represented established teacher selection guidelines.

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5A Program of Education for Exceptional Children in Oklahoma, Bulletin S. E. No. 4, Oklahoma City, Oklahoma: State Department of Education, 1957, p. 3.

Fourteen separate guidelines were represented in Table I and were spread through seven areas; thus, the average would be two listings for each area. The mentally retarded drew the most attention with the physically handicapped in second position. The partially sighted and the emotionally maladjusted tied with two entries each.

Delaware's only contribution in this part of the study was for the trainable mentally handicapped; however, this proved to be an especially good list of characteristics which could have applied to the special education teachers in all areas:

(1) understanding of the retarded child, (2) acceptance of him as a person, (3) sympathy for his limitations, (4) love for him as an individual, (5) great flexibility, ingenuity, and resourcefulness, (6) patience and willingness to give time and exert more than the
ordinary effort to the children, (7) attractive personality, (8) emotional stability, and (9) the ability to establish good relationships with parents, resource persons and others.

Illinois has done a particularly thorough listing of characteristics for the four areas shown in Table I, page 9:

Every good teacher of the partially seeing children should have normal vision or vision correctable to normal and sound mental health and physical health. It is also essential for the teacher to possess qualities of adaptability, good judgment, sympathetic understanding of the problems of partially seeing children and the ability to work with people. She must be a person who gives careful attention to detail and puts the welfare of the children above consideration of expenditure of time and energy.

It is recommended that teachers of physically handicapped classes be chosen on the basis of essential qualities, such as sound physical and mental health, teaching skill, adaptability, and a sympathetic understanding of the purposes of Special Education as related to the exceptional child. It will be helpful if she has had experience in teaching normal children.

Personal characteristics were listed in connection with the required qualifications of the speech correctionist:

- Pleasing appearance stemming from appropriateness and neatness of clothing, good grooming and pleasing general impression,
- Effectiveness in expressing self with good articulation

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7Interim Policies for Programs for the Trainable Mentally Retarded. Dover, Delaware: State Department of Public Instruction, August, 1957, p. 1.


and voice patterns,
High general cultural and intellectual level,
Good health insuring regularity of attendance,
Ability to inspire liking in others,
Ability to inspire respect and confidence,
Tact, diplomacy in personal dealings with people,
Enthusiasm, initiative,
Poise, dignity, professionalism.10

The success of a class for training mentally handicapped children will depend on the selection of the right teacher. Even though a candidate may meet the legal and academic requirements, poor personal qualifications will make him an undesirable teacher for this type of child. Patience, a sense of humor, flexibility of mind, and objectivity in thinking are important characteristics of teachers in this field.11

As was shown in Table I, page 9, Kansas elected to furnish guidelines for teachers in two areas, the mentally retarded and the emotionally or socially maladjusted. The Kansas' statement concerning the teachers of the mentally retarded area follows:

Careful consideration should be given personal and professional qualifications of special class teachers. It is recommended that these teachers should have knowledge and understanding of normal child development, mental retardation and teaching basic skills; as well as, the ability to develop desirable personal relationships. These teachers should have good physical and mental health.12

10The Illinois Plan - The Speech Defective, Circular Series "E" No. 12, Springfield: Department of Public Instruction, 1957, p. 50.


Kansas set a fine example in the statements concerning the teachers of the emotionally or socially maladjusted youngsters.

"The teacher) should have reached mental, social, and emotional maturity. He should have a sincere liking for exceptional children so that he may accept aggressive and negative behavior. He should be patient and have a high tolerance for frustrating situations and be able to see things from a child's point of view. ... He should have a well-developed philosophy and have confidence in his ability so as to feel at home in his field of work."13

A few years later, North Dakota, the only other state mentioning this grouping, produced the following:

The teacher of the maladjusted must possess personal qualifications of maturity and stability.14

North Dakota launched out into a similar area with guidelines set up for the selection of the visiting counselor whose qualifications are similar to those for the teacher of the maladjusted child.

An important factor in selection of the counselor is that he have reached mental, emotional and social maturity, have had experience working directly with children and have a sincere liking for them. Actual classroom teaching experience would be valuable. He should understand the development of normal adolescents and children

13State Certification, op. cit., p. 13.

14Guides to Special Education in North Dakota, No. 1, Review of Special Education Programs. Bismarck, North Dakota: State Department of Public Instruction, 1957, p. 16.
as well as have a sympathetic understanding for the exceptional child...ability to work with teachers, principals, and other professional workers in the community.  

North Dakota and West Virginia both felt the importance of setting goals for the personal qualifications of the teacher of the physically handicapped:

Sound physical and mental health, sympathetic understanding, strong teaching skill.  

The teacher should have sound physical and mental health. She should be adaptable, possess good judgment, have a sympathetic understanding of the problems of the physically handicapped and should be a person who pays careful attention to detail and who meets first the needs of her children without concern for the amount of time and energy required.

West Virginia has mapped out particularly sympathetic and understanding guidelines for the selection of the teacher of the mentally retarded children. The latter part of the following excerpt shows outstanding insight:

The teacher should have a sympathetic understanding of and realistic attitude toward children who are mentally retarded — ability to adapt materials and methods to

15Guides to Special Education in N. Dakota, No. 5, Visiting Counselors to School Children Who Are Socially and Emotionally Maladjusted. Bismarck, North Dakota: State Department of Public Instruction, 1957, p. 16.


meet the needs of pupils -- wide knowledge of instructional materials -- familiarity with the services rendered by other people who contribute to the desirable adjustment and ultimate development of mentally retarded children -- ability to understand the implications of case histories, psychological reports, medical reports, and other such information in planning educational programs for children.18

West Virginia combined qualifications for the teachers of the hard of hearing and the partially sighted. Since this set of qualifications was practically a repetition of the qualifications set forth by Illinois for the partially seeing, no real purpose can be served by giving it again. The Illinois pamphlet was published in 1952 and may have served as an example for the West Virginia material which was published in 1957.

There has been a great deal of repetition in the presentation of this material but the interesting thing to note has been the fact that many of the guidelines set for one or two particular areas in one state may have been almost duplicated for some other area in another. Whatever the thoughts may have been that this part of the study aroused, the fact remains that these ten states are to be commended for the time and effort expended in formulating these guidelines which were designed to aid the administrators in the important task of selecting teachers for special education classes.

18 Ibid., p. 10.
II. GENERAL QUALIFICATIONS OF THE SPECIAL EDUCATION TEACHER

The data collected in this area was most informative of the rapid advance in state requirements for the special education teacher. Table II, pages 16 and 17, was formulated from this material in an effort to facilitate comparisons.

A vast majority of the states have established regulations which demand that an applicant in this field possess a bachelor's degree from an accredited four year institution. The four states which had not established requirements as yet were Washington (which requires a bachelor's degree for elementary teachers), Idaho (which permits provisional certification from two years of college work), Alaska, and the (soon-to-be) state of Hawaii. Of the remaining forty-six states, thirty-eight now require a bachelor's degree or will within the next year. Kansas was one of these. Seventeen states required additional course work in addition to the bachelor's degree. Kansas was one of these seventeen. In contrast, Alabama did not require a four year degree and demanded only one college course with credit hours unspecified in addition to the regular teacher certification.

Kansas was one of the fifteen states requiring regular classroom experience of the teacher applicants before granting admission into the field of special education. The amount of
time required in classroom teaching varied but the minimum was thirty-six weeks and the maximum was three years.

Most states which did not require classroom experience as a prerequisite for special education did demand proof of educative ability by requiring certification as a regular teacher.

Maine stipulated that the special education teacher must gain the approval of the State Commissioner of Education and did not set any guidelines for him to follow.

Kansas stands almost alone in demanding that applicants fulfill all four requirements shown in Table II.

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Legend:  * means that requirements are not yet established; ** means an alternate plan is offered; *** means that in three areas - speech and hearing, deaf, and blind - these requirements are not applicable; + means that the teacher is approved by the State Commissioner of Education; q means quarter hours; () enclose gives the number of semester hours required.
III. ADDITIONAL QUALIFICATIONS OF SPECIAL EDUCATION TEACHERS

This section has been designed to include all special work required of the teachers in each of the special categories which is in excess of that shown in the four general fields of the table just presented. Thirty-one states have set up special requirements. These requirements differ greatly from Alabama's one course requirement in four areas of exceptionality to Oklahoma's consistent requirement of twenty-four semester hours in each of the special fields. Florida goes even further and demands a Master's Degree in each area of exceptionality. Utah and Wisconsin consider the slow learners as a special group. Kansas is one of five states demanding specialized training in addition to the general requirements for teachers of the trainable mentally retarded. Arizona and Florida are the only two states to require specialized training by those teaching the gifted.

In spite of the wide differences existing in the number of areas for which the different states demand special training, there are three which figure in the planning of almost every one of the thirty-one states. These three are the educable mentally retarded, the crippled or physically handicapped, and the speech defective.

Nine of the twelve groupings are given special teacher certification standards by three states. Kansas, as usual, is one of these three along with Louisiana and Michigan. Nine is the largest number of areas for which special demands are
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Legend: C^1 means one course; C^5 means five specified courses; T means approved training; T^- means one year of training; M means the Master's Degree; A means the teacher must meet the standards of the American Speech and Hearing Association; the numbers indicate the number of semester hours required; q means quarter hours.
made but the state of Illinois makes special requirements only of the speech and hearing personnel.

Kansas makes the greatest certification demands of any state upon the speech teacher or correctionist with the minimum set at forty-two hours.

There was a tendency in a few cases for the states to decide upon a certain number of hours and then to make that same requirement for teachers in each of the different areas; thus, equalizing the period of preparative training for all special education teachers.

There are wide differences between states in the requirements for any specific area. This difference ranges from eight hours (Arizona) to a master's degree (Florida).

A few of the states make special requirements of the special class teacher but demand very little in generalized background study of the special education field. West Virginia is an example of this.

IV. LISTED COURSE WORK FOR THE SPECIAL EDUCATION TEACHER

An attempt was made to put this material into tabular formation but it was futile since there was little similarity of requirements between states. It was, however, possible to
make a simple comparative table showing how the specific field requirements of Kansas rated numerically with the other states. In order to make a comparison of Kansas' listed course work with the other states, Kansas was removed from the regular alphabetical position and placed last with the comparative table immediately following.

Several of the states (twenty-two) did not list the special courses to be taken by the prospective teacher. A greater number of the states did, however, require certain courses to be taken either at the undergraduate or the graduate level.

**Alabama.** Alabama asked that applicants in special education take two courses but did not specify the number of hours. These courses were Principles and Philosophy of Teaching Exceptional Children and one course (unspecified) in the area of specialization.\(^{19}\)

**Alaska.** A letter from the office of the Alaskan Commissioner of Education, Don M. Dafoe, stated that training was required in the special field but did not specify either the names or hours of the courses.\(^{20}\)

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\(^{19}\)Alabama State Minimum Standards for Programs of Instruction for Exceptional Children. Montgomery, Alabama: State Department of Education, Revised April, 1958, p. 3.

Arizona. Arizona asked applicants in this field to do work in the following:

Introduction to Exceptional Children,
Curriculum or Methods for Teaching Exceptional Children,
Abnormal Psychology,
Counseling and Guidance,
Speech Development or Correction,
Observation of Exceptional Children, and
Directed Teaching or Field Practice.21

California. In California, the applicant in Special Education must satisfy the following requirements:

Education of Exceptional Children,
Counseling and Guidance for the Handicapped,
Speech Development or Correction, and
Directed Teaching (four hours) in Specialized Area.

The rest of the twenty-four hours shall be spent in courses in the specialized area. Applicants to teach the deaf and the hard of hearing need to satisfy only the Directed Teaching requirement. The other twenty hours are to be used in courses of their specialized area.22


22Laws and Regulations Relating to Education and Health Services for Exceptional Children in California. Sacramento, California: State Department of Education, 1958, p. 46.
Colorado. The applicant in the state of Colorado must have twelve hours spread through the following courses:

- Child Development (required),
- Psychology or Education of Exceptional Children (required),
- Speech Correction (required),
- Tests and Measurements (required),
- Mental Hygiene: Adjustment Techniques,
- Psychology: Adolescent, Abnormal, Educational or related Psychology Courses, and
- Diagnostic and Remedial Techniques.

Connecticut. Connecticut demands a minimum of thirty semester hours work which must include coverage in each of the four areas:

- Foundations of Education,
- Educational Psychology,
- Curriculum and Methods of Teaching, and
- Supervised Observation and Student Teaching.

as well as a minimum of twelve hours in the chosen specialized area:

- Teachers of the mentally handicapped, educable and trainable must have:
  - Methods of Teaching the Mentally Handicapped,
  - Psychology of Exceptional Children,

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Relations with Parents and Community, Vocational Guidance for the Mentally Handicapped, and Curriculum Planning and Materials.

Teachers of the physically handicapped must have:
- Basic Orientation in Handicapping Conditions,
- Effects of Handicapping Conditions on Educational Program and Vocational Outlook,
- Methods of Teaching the Physically Handicapped, and
- Psychology of Physically Handicapped Children.

Teachers of the blind must have:
- Survey of Eye Conditions,
- Psychology of the Blind,
- Methods and Materials for Teaching the Blind, and
- Braille.

Teachers of the partially-sighted must have:
- Basic Orientation in Eye Conditions,
- Effect of Eye Conditions on Educational Programs and Vocational Outlook,
- Methods of Teaching the Partially-Sighted, and
- Psychology of Physically Handicapped Children.

Teachers of the deaf must take all thirty hours in the following:
- The Teaching of Speech to the Deaf,
- The Teaching of Language to the Deaf,
- Methods of Teaching Elementary School Subjects to the Deaf,
Methods of Teaching Lip Reading to the Deaf, 
Auditory and Speech Mechanisms,  
Audiometry, Hearing Aids and Auditory Training, and 
Education and Guidance of the Deaf.

The speech correction teacher must have:
Principles of Speech Correction,
Speech Science,
Speech Pathology or Advanced Speech Correction,
Phonetics, and
Psychology of Speech.

The teachers of hearing conservation must have:
Principles of Hearing Conservation,
Lip Reading,
Auditory Training,
Phonetics,
Audiometric Testing, and
Audiology.

The teachers of both speech correction and hearing con-
servation must show nine semester hours in lip reading, audio-
metric testing and hearing clinic, practicum, laboratory or 
practice teaching with hard of hearing children.24

Delaware. A Delaware applicant must complete at least 
twenty-four hours of approved preparation in the field of 

24 Regulations for Teachers Certificates. Hartford, 
Connecticut: State Board of Education, September, 1955, 
p. 62-1-43.
special education as a part of the requirements for a collegiate certificate in elementary education before a certificate for Special Class Teacher may be awarded. This work must be in the following courses:

Psychology of and/or Education of Exceptional Children,
Remedial Reading,
Human Growth and Development,
Clinical Psychology,
Abnormal Psychology, and
Mental Hygiene.

Teachers of the mentally retarded in Delaware must have:

Arts and Crafts,
Methods of Teaching Mentally Retarded, and
Practice Teaching.\(^{25}\)

Teachers of the physically handicapped must have Psychology of the Physically Handicapped.\(^{26}\)

**Florida.** Florida has grouped her requirements into two inclusive groups although provisions care for several areas. Applicants in the field of the mentally and physically

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\(^{25}\) *Policies and Recommendations for the Program for Special Units for Educable Mentally Handicapped Children in Public Schools and Certain State Institutions.* Dover, Delaware, Department of Public Instruction, April, 1955, Revised January, 1956, p. 6.

\(^{26}\) *Policies for the Instructional Program for Children with Special Physical Problems.* Dover, Delaware: Department of Public Instruction, Division of Child Development and Guidance, May, 1958, p. 5.
Applicants in the field of the gifted, emotionally disturbed, and the visually, hearing, and speech handicapped need thirty hours in the following areas:

- Special Methods,
- Case Study,
- Special Techniques,
- Measurement,
- Etiology,
- Language Development, and
- Material Development and Production.  

**Georgia.** Georgia has set forth requirements in quarter hours. The applicant desiring to teach the mentally retarded must have twenty quarter hours in:

- Survey Course in Exceptional Children,
- Nature of Retarded Mental Development,
- Material and Methods, and
- Practice Teaching with Mentally Retarded.

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Applicants in the field of the mentally retarded and the crippled must have courses in:

- Psychology of Adjustment,
- Psychometrics,
- Principles and Techniques of Individual Psychological Testing,
- Speech Correction

Applicants in the field of speech correction must have thirty quarter hours in:

- Laboratory Experiences and Child Development,
- Curriculum and Methods, and
- Practice Teaching in Elementary or Speech Correction Schools.

Fifteen quarter hours in:

- Child Psychology, Mental Hygiene and appropriate electives.

Thirty-two quarter hours in:

- Basic areas - Phonetics, Semantics, Anatomy of the Ear, Etc.,
- Professional Speech Correction,
- Clinical Practicum, and
- Audiology.

The applicant in the field of hospital or home instruction must have fifteen quarter hours in:

- Survey or Course on Exceptional Children,
- Methods, and
Practice Teaching - Supervised. 28

Illinois. The complete program of teacher preparation worked out by Illinois is one of the finest and most comprehensive of any state in the union. The applicant in the field of the visually handicapped must present thirty semester hours in:

Clinical and Laboratory Study of Eye Conditions and Problems,
Special Methods and Directed Teaching (including Typewriting),
Diagnostic and Remedial Reading,
Pupil Evaluation,
Curriculum,
Arts and Crafts,
Speech Correction,
Vocational and Occupational Guidance,
Nutrition,
Music for Children, and
Related Courses in Sociology. 29


In the field of the blind, the applicant must present twenty-eight semester hours in specialized work:
- Technique of Braille Reading and Writing,
- Special Methods and Directed Teaching (including Typing),
- The Eye and Eye Conditions,
- Psychological Aspects of Blindness,
- Nutrition,
- Speech Correction,
- Music for Children,
- Curriculum,
- Pupil Evaluation, and
- Related Courses in Sociology.  

An applicant in the field of the physically handicapped must present thirty hours in specialized work:
- Medical Aspects of Crippling Conditions,
- Special Methods and Directed Teaching of Physically Handicapped,
- Laboratory Experience in Diagnosis and Instruction of Children with Severe Reading Disability,
- Anatomy and Physiology Applied to Special Field,
- Handicrafts,
- Counseling: Educational and Vocational Guidance,
- Speech Development,

\[30\text{Ibid.}, \text{ pp. 71-72}.\]
Physical Education for Handicapped, 
Music for Handicapped, and 
Pupil Evaluation (including Tests and Measurements). The applicant in the field of the speech defective must present thirty-five semester hours in specialized work:

Speech Correction Work:

Phonetics,
Anatomy and Physiology of Speech and Hearing Mechanism,
Speech Correction,
Speech Pathology,
Speech Science, and
Student Teaching in Speech Correction (at least one-half of the two-hundred clock hours in an approved school situation).

Hearing Testing Techniques and Interpretation,
Communication Problems of Hearing,
Pupil Evaluation (including Tests and Measurements), and
Background Work in Guidance, Clinical or Abnormal Psychology, or the Psychology of Personality.


In the area of the educable or the trainable mentally handicapped, the prospective teacher must have seventeen hours of background work:

Student Teaching with Normal Children,
Language Development,
Crafts,
Methods in Physical Education,
Music,
Guidance,
Audio-Visual Aids, and
Related Courses in Sociology, Psychology, Home Economics.

In addition, this teacher must have thirteen semester hours of specialized work:

Characteristics and Problems of the Mentally Handicapped,
Pupil Evaluation, and
Special Methods and Directed Teaching.33

Kentucky. The state of Kentucky did not list any course work but asked that the applicant complete twelve hours work in the field of specialization.34


Louisiana. Louisiana has varied the number of hours required for the teachers in each of the various areas. For the special teachers in general there are twelve hours required:

- Mental Tests,
- Child Psychology,
- Psychology of Exceptional Children, and
- Arts and Crafts.

Applicants for positions with the blind must have nine hours in:

- Anatomy, Physiology, and Hygiene of the Eye,
- Education of the Blind (Methods, including Braille),
- Student Teaching of the Blind, and
- Arts and Crafts for the Blind.

The teacher of the partially-seeing must complete four hours in:

- Anatomy, Physiology, and Hygiene of the Eye, and
- Education of the Partially Seeing.

Applicants for positions with the crippled or children with special health problems must complete six hours in:

- Childhood Diseases and Crippling Conditions and/or Orthopedic Corrective Activities,
- Education of the Physically Handicapped, and
- Anatomy or Physiology or Kinesiology.

Teachers of the mentally retarded must complete six semester hours in:
Psychology and/or Education of the Mentally Retarded, Curriculum and Methods for the Mentally Retarded, and Arts and Crafts.

Teachers of the socially and emotionally maladjusted must complete six hours in:

Psychology of the Disturbed and Maladjusted or Psychopathology,
Education of the Maladjusted, and
Problems of Child Welfare.

Teachers of the deaf must complete at least fourteen semester hours in:

Phonetics, Fundamentals of Speech and Hearing, Fundamentals of Hearing, Speech and Hearing Mechanisms
Measurement and Diagnosis of Hearing or of Speech and Hearing,
Hearing Rehabilitation (including Speech Reading), and
Clinical Experience with the Deaf (at least thirty-six hours of actual teaching or clinical work.

Teachers of the hard of hearing must complete fourteen hours in the same courses as those listed above for the deaf except that the clinical experience must be with the hard of hearing.

Teachers of the speech defective and the hard of hearing must complete twenty-seven semester hours in:

Anatomy and Physiology of the Ear and Vocal Mechanisms,
Phonetics, Semantics, Speech and Voice Science,
Psychology of Speech, Experimental Phonetics, Speech Correction and/or speech Pathology, Clinical Practicum (at least two-hundred clock hours), Hearing Problems and the Testing of Hearing, Introduction to Audiology, Auditory Training, Speech Reading, Speech for the Acoustically Handicapped, Problems of the Child with a Hearing Loss, and Mental Hygiene.  

Maryland. The state of Maryland asked for three hours only in each of the following, making a total of twelve hours in the special area:

Nature and Needs, Methods Curriculum, and Music, Art, or Practical Arts.

Michigan. Michigan demands that all special education applicants complete four hours in Education or Survey of Exceptional Children and Mental Hygiene. In addition teachers of crippled children must have six hours in:

Care and Education of Crippled Children,
Therapeutic Care of Crippled Children,
Pathology of the Crippled Child, or equivalents.

Teachers of the deaf and hard of hearing need twelve hours in:


Anatomy and Physiology of the Organs of Hearing,  
Pathology of Hearing, Methods of Teaching Lip Reading,  
Techniques of the Use of Hearing Aids,  
Rhythm Training, Tactile Development of Speech,  
Language Development and Training, or equivalents.

Teachers of blind children must have eight hours in:  
Anatomy and Physiology of the Organs of Sight,  
Pathology of Vision, Educational Provisions for the Blind,  
Braille and Braille Methods, Typewriting for the Blind.

Teachers of the partially seeing children must also have eight hours in:  
Anatomy and Physiology of the Organs of Sight,  
Pathology of Vision, Problems and Methods in Sight Saving,  
Typewriting for Sight Saving Classes, or equivalents.

Teachers of children with special health problems must have four hours in:  
Medical Aspects of Epilepsy, Weak and Delicate Children,  
Problems and Methods and Classroom Organization for Special Health Classes, or equivalents.

Teachers of children with speech defects must complete twelve hours in:  
Anatomy and Physiology of Speech,  
Pathology of Speech,  
Methods and Techniques Used to Correct Various Speech Disorders,
Phonetics and Palotigraphy, or equivalents.

Teachers of the socially maladjusted children must have six hours:

Problems of Instruction with Maladjusted Children,
Psychology of Behavior Problems,
Juvenile Delinquency, or equivalents.

Teachers of the mentally handicapped children must have eight hours work in:

Mental Deficiency,
Problems of Instruction and Methods of Teaching the Mentally Handicapped Child,
Education and Social Control of Mentally Handicapped,
or equivalents.

The teacher may choose related courses from the following list:

Mental and Exceptional Testing  Abnormal Psychology
Guidance and Occupational Information  anatomy
Speech Correction  Social Psychology
Mental Deficiency  Social Psychiatry
Delinquency  Child Welfare

37Education Requirements for Teachers of Exceptional Children, Lansing, Michigan: Department of Public Instruction, November, 1958, p. 2-4.
Child or Education of Exceptional Children, and Speech Correction.

Twelve hours are required for teachers in each area. The teacher of the mentally retarded must have:

Teaching the Mentally Retarded, and
Arts and Crafts.

The speech correctionist needs:

Speech Pathology, and
Clinical Methods.

The teacher of the physically handicapped must have:

Teaching of the Physically Handicapped.

The teacher of the partially sighted must have:

Methods and Materials in Teaching the Visually Handicapped, and
Physiology and Hygiene of the Eye.

The teacher of the Hard-of-Hearing needs:

Audiology,
Lip Reading or Speech Reading, and
Auditory Training.

Electives which these teachers may choose from are:

Remedial and Diagnostic Reading, Mental Hygiene,
Clinical Psychology, Child Welfare,
Individual Psychological Testing, Abnormal Psychology
Diagnostic and Behavior Problems, Psychology of Personality,
Special Education Techniques,
Vocational and Occupational Guidance, Personality Adjustment, Phonetics,
Courses in other Special Areas, Arts and Crafts.\(^3^8\)

Missouri. Missouri requires several courses of all the teachers going into the special education field:
Directed Teaching and Methods in the Special Area, Orientation Course in Special Education, and Mental Hygiene.

The teachers of the blind must complete twenty hours of work which includes the courses above and these:
Braille, Reading and Writing, Arts and Crafts,
Mental Testing, Physiology and Anatomy,
Related Courses in Sociology, Typewriting,
Diagnostic and Remedial Reading, Speech Correction,
Clinical and Laboratory Study of Music,
Eye Conditions and Problems.

The teacher of the partially seeing does not need to master Braille but other courses are the same as for the teacher of the blind.

The teacher of the crippled children must have the

\(^3^8\)Requirements for Certification to Teach Exceptional Children. Jackson, Mississippi: State Department of Education, 1956, pp. 1-2.

twenty hours completed in the following courses:

Child Psychology,
Child Development,
Tests and Measurements.

The teacher of the orthopedically handicapped must have work which totals twenty-hours. After completing the general hours listed, she must complete the hours in these subjects:

Child Psychology, or Psychology of the Orthopedically Handicapped,

General Course in Speech Correction,
Methods of Teaching Reading,
Child Development,
Counseling, and
Tests and Measurements. 40

The teachers of the educable mentally retarded and the mentally deficient must have twenty-four hours of course work which includes the general requirements and gives good coverage in the following courses:

Arts and Crafts, Adolescent Psychology (secondary),
Clinical Psychology, Individual Testing,
Tests and Measurements, Abnormal Psychology,
Speech Correction, Physical Education,

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Education Guidance, Sociology, and Vocational Guidance.\textsuperscript{41}

The speech correctionist of Missouri must have work in:

Speech Correction Courses,

Phonetics,

Anatomy and Physiology of the Speech Mechanism,

Principles of Speech Correction,

Educational Psychology,

Child Psychology,

Adolescent Psychology,

Mental Hygiene,

Abnormal Psychology.

Re-education of the Acoustically Handicapped Child,

Techniques of Teaching for both the Elementary and Secondary Fields, and

One hundred hours of supervised case work in a teacher training center.\textsuperscript{42}

The teacher of the deaf must have at least one year of work in the education of the deaf which must include those courses

\textsuperscript{41}\textit{Qualifications of Teachers of Special Classes for Exceptional Children - The Educable Mentally Retarded and Mentally Deficient.} Jefferson City, Missouri: State Department of Education, Revised 1957, p. 1.

\textsuperscript{42}\textit{Regulations Governing the Securing of State Aid for Special Classes for Exceptional Children.} Jefferson City, Missouri: State Department of Education, Revised 1957, p. 3.
requires of all special education teachers and:

Techniques of Teaching the Elementary or the Secondary School,

(Both of the above are required if the teacher serves on both levels)

Organization and Management of the Elementary or Secondary School.

Missouri demands the same courses for the teacher of the hard of hearing but the background courses total only twenty-four hours of special training and these were not listed.  

New York. New York requires all the applicants in the field of special education to take:

Mental Hygiene or Psychology of the Physically Handicapped,

Mental, Social and Vocational Adjustments or Sociology for the Physically Handicapped, and

Practicum in Teaching Children in the Special Field.

In addition to the courses just listed the teacher of the mentally retarded must have:

Mental Testing,

Occupational Education, and

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Occupational Skills. North Carolina requires twenty-four semester hours of applicants in the special education field. The constant basic requirements are:

- Introduction to Exceptional Children,
- Tests and Measurements in Special Education,
- Psychology of the Exceptional Child,
- Mental Hygiene.

In addition to those just listed, the teacher of the crippled children must have:

- Clinical Course in Crippling Conditions,
- Methods and Adjustments in Teaching Crippled Children,
- Arts and Crafts, and
- Speech for Spastic-Crippled Children.

The speech correctionist must have:

- Anatomy and Physiology of the Ear and Voice Mechanism,
- Problems in the Teaching of Speech Correction,
- Re-education of Accoustically Handicapped Children,
- Principles of Speech Correction,
- Phonetics, and
- Speech Pathology.

The teacher of the hard-of-hearing must have:

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Anatomy and Physiology of Ear and Voice Mechanism,
Audiometric Testing and Use of Hearing Aids,
Methods and Materials in Teaching Lip Reading to Hard-of-
Hearing Children,
Methods of Teaching Hard-of-Hearing Children, and
Pathology of Hearing.
The teacher of the visually handicapped must have:
Methods and Materials in Teaching Partially-Seeing Chil-
dren,
Anatomy, Physiology, and Hygiene of the Eye, and
Typewriting for Sight-Saving.
North Carolina asks that her teachers of the mentally handi-
capped have:
Mental Deficiency,
Arts and Crafts,
Social Treatment of the Feebleminded, and
Problems, Materials, and Methods in Teaching Mentally
Retarded Children.
The following list of electives were given:
Remedial Reading, Clinical or Abnormal Psychology,
Child Welfare, Education and Vocational Guid-
Social Psychology, and ance,
Child or Adolescent Psychology.\textsuperscript{45}

\textsuperscript{45}\textbf{Requirements for Special Education Certificate.}
Raleigh, North Carolina: Department of Public Instruction,
**North Dakota.** North Dakota lists the requirements for the teacher of the educable mentally retarded as follows:

Methods of Teaching the Slow Learner,
Psychology of Exceptional Children,
Use of Arts and Crafts in Public School, and
Remedial Reading.

Related courses are:

Tests and Measurements, Mental Hygiene,
Counseling and Guidance, Teaching the Physically Handicapped,
Abnormal Psychology, Introduction to Speech Correction.

North Dakota also certifies a visiting counselor after the completion of twenty-six hours of basic work:

Child Psychology, Psychology of Adolescence,
Abnormal Psychology, Mental Hygiene,
Guidance, Introduction to Psychiatry,
Introduction to Sociology, Tests and Measurements, and
Administration of Special Education.

The counselor must then complete advanced work in either psychology or social work, as follows:

**Psychology:**

Individual Differences,
Community Organization,
Introduction to Clinical Psychology,
Individual Testing,

**Social Work:**

The Family and Family Relations,
Community Organization,
Social Case Work (200 clock hours),
The Family and Family Relations, Counseling Techniques, The Exceptional Child, Psychiatry for Social Workers or Theories of Psycho-dynamics.46

Oregon. Oregon issues a general certificate to teach exceptional children upon completion of thirty-six quarter hours in the following:

- Education of the Handicapped Child,
- Child Growth and Development (graduate),
- Mental Testing, a clinical course, four quarter hours,
- Psychology and Teaching of Reading,
- Diagnostic and Remedial Techniques in Reading,
- Emotionally Disturbed Children,
- Speech Correction (to include Speech Defects and Disorders and Clinical Methods in Speech Correction),
- Mentally Deviate Children,
- Administration of the Special Education Program, and
- Clinical Practice - reading, six quarter hours, and speech, four quarter hours.

Thirty-six quarter hours in the following courses are required for the speech correction certificate:

Education of the Handicapped Child,
Child Growth and Development (graduate),
Mental Testing, a clinical course, four quarter hours,
Speech Defects and Disorders, six quarter hours,
Speech Science,
Phonetics,
Clinical Methods in Speech Correction,
Rehabilitation of the Hard of Hearing,
Clinical Practice in Speech, six quarter hours, and
Electives in special education.

For a certificate to teach the hard-of-hearing, the applicant must complete thirty-six quarter hours in the following:

- Education of the Handicapped Child,
- Child Growth and Development (graduate),
- Mental Testing,
- Anatomy and Physiology of the Ear,
- Methods of Teaching Lip Reading,
- Audiometric Testing,
- Speech Correction,
- Clinical Practice in Lip Reading, and
- Electives in special education.

Thirty-six quarter hours are also needed to qualify for the certificate to teach the physically handicapped:

- Education of the Handicapped Child,
- Child Growth and Development,
- Mental Testing,
- Techniques of Teaching Crippled Children,
Human Anatomy,
Nutrition,
Speech Correction, six quarter hours,
Arts and Crafts,
Clinical work in Diagnostic and Remedial Techniques, and
Electives in special education.
Only eighteen quarter hours of specialized preparation is demanded of the teacher of the mentally retarded:
Education of Mentally Retarded Children,
Curriculum and Methods for Teaching the Mentally Retarded Children,
Arts and Crafts for the Mentally Retarded,
Supervised teaching of Mentally Retarded Children,
Six quarter hours from the following:
  Guidance and/or Counseling,
  Speech Correction,
  Diagnostic Techniques,
  Mental Testing, and
  Related courses in Sociology and Psychology. 47

Pennsylvania. Pennsylvania lists three courses which are basic to all special class certification:
  Psychology or Education of Exceptional Children,
  Diagnostic Testing and Remedial Teaching, and

Mental or Educational Hygiene.

In addition, the following four courses are given as being particularly applicable to the teaching of the orthopedically handicapped:

- Special Class Arts and Crafts,
- Student Teaching of Orthopedically Handicapped,
- Methods of Teaching Orthopedically Handicapped, and Orthopedics.

The following courses are electives:

- Physiotherapy,
- Occupational Therapy,
- Speech Correction,
- Educational and Vocational Guidance,
- Social Case Work,
- Mental Tests,
- Clinical Psychology,
- Abnormal Psychology, and
- Related Courses in Sociology.

Rhode Island. Rhode Island asks that the teacher of the severely mentally retarded show course work of fifteen semester hours from the following:

- Child Growth and Development,
- Mental Hygiene or Personality Adjustment,
- Characteristics and Needs of Retarded Children,
- Curriculum for Retarded Children, and

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For the educable mentally retarded teacher, the required semester hours rise to twenty-four and the list of courses include the ones just listed as well as the following:

Manual Skills and Job Analysis,
Psychology of Education of Exceptional Children, and Practice Teaching. 49

South Carolina. South Carolina groups teachers of the educable and trainable mentally handicapped and the physically handicapped together in making the following requirements:

Child Growth and Development and/or Methods and Materials of Teaching the Basic Subjects in the Elementary School,
Introduction to Exceptional Child Education,
Methods and Materials of Teaching (Special Area),
Speech Correction for the Classroom Teachers,
Arts and Crafts for the Elementary School Child, and
Nature of Mental Retardation (teachers of the Mentally Retarded). 50

South Dakota. South Dakota asks that the teachers of the educable and trainable mentally retarded choose work in

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50 Information Concerning the South Carolina Program of Special Education. Columbia, South Carolina: State Department of Education, 1958, p. 5.
the following:

Methods of Instruction for Those with Reading Problems,
Clinical Practice in Remedial Reading,
Supervision of Remedial Reading Programs,
Arts and Crafts,
Introduction to Speech Pathology and Audiology,
Practical Application of Basic Psychological Testing,
and
Theory in Teaching Gifted Children. 51

Tennessee. In Tennessee, all teachers of the exceptional children must have a survey course in exceptional children. Teachers of the educable mentally retarded must also have twenty-one quarter hours in the following:

Characteristics and Needs of the Mentally Retarded,
Methods and Materials in Teaching the Mentally Retarded,
Education of the Brain Injured Child,
Vocational Guidance and Occupational Placement for the Mentally retarded,
Supervised Teaching of both Retarded and Normal Children,
Introduction to Psychological Testing,
Mental Health,

Speech Correction for Classroom Teachers,
Health Problems of Exceptional Children,
Child Development,
Introduction to Social Case Work,
Education of Crippled Children, and
Arts and Crafts for the Mentally Retarded.

In addition to the general course, the teachers of the partially seeing in Tennessee must have fifteen quarter hours in the following:

Anatomy, Physiology and Hygiene of the Eye,
Special Methods and Materials for Teaching the Partially Seeing,
Supervised Teaching of Partially Seeing and of Normal Children,
Typewriting (high school credit acceptable).

Teachers of those with crippling and special health conditions must have eighteen quarter hours in these:

Medical Aspect of Crippling and Special Health Conditions,
Methods and Materials in Teaching Children with Crippling and Special Health Conditions,
Education of Cerebral Palsied Children,
Supervised Teaching of Normal Children and of Children with Crippling and Special Health Conditions,
Speech Correction for the Classroom Teacher,
Education of the Brain-Injured, and
Introduction to Social Case Work.
Tennessee does not require applicants in the speech and hearing area, the deaf area, and the blind area, to meet all the requirements of the regular classroom teacher. The requirements for these people are very specialized. Teachers of speech and hearing are required to take thirty-three quarter hours in the following:


Teachers of the deaf are required to take forty-two quarter hours in the following subjects:

Speech Development for the Deaf and Hard of Hearing, including Anatomy and Physiology of the Speech Mechanism, Speech Correction, Teaching of Language to Deaf, Speech Reading,

Applicants for teaching the blind are required to take twenty-one hours of work from the following courses: Braille, Reading and Writing, Anatomy, Physiology, and Hygiene of the Eye, Psychology of the Blind, Methods of Teaching Elementary or High School Subjects to the Blind, Supervised Teaching of the Blind Children and of the Normally Seeing Children.52

Utah. Utah requires all applicants in the field of special education to have the basic course in the introductory study of exceptional children and problems common to several areas of special education. The remainder of the twenty-four quarter hours required for the teacher of the intellectually handicapped must come from these areas:

Study of biological, psychological and social aspects of mental deficiency,

Study of educational management of children with intellectual handicaps including educational diagnosis, classroom organization, curriculum development, teaching procedures and materials,

Student teaching of children with intellectual handicaps in programs approved for this purpose. Two years of successful teaching experience properly verified will be accepted in lieu of student teaching.

The teacher of the children with motor handicaps must take the remainder of the required twenty-four quarter hours in:

Study of biological, psychological and social aspects of neurologic and orthopedic disabilities and the interrelationships of diagnostic and therapeutic services,

Study of educational management of children with motor handicaps including educational diagnosis, classroom organization, co-ordination with therapies, curriculum development, teaching procedures and materials,

Student teaching of children with motor handicaps in
programs approved for this purpose.
An applicant for a certificate in Public School Speech and Hearing must take the remainder of the required forty-six quarter hours in the following categories:

Study of the foundations of speech and hearing disorders including functional anatomy of the speech and hearing mechanisms, phonetics, pathology, audiology and psychological aspects of speech and hearing disorders,
Study of procedures in management of children with speech and hearing handicaps including diagnostic and corrective techniques,
Supervised teaching of children with speech and hearing handicaps in clinical and public school settings in programs approved for this purpose.

Utah also issues a certificate for the remedial reading teacher. To qualify for this, the applicant must complete the sixteen quarter hours of work in the following categories:

Study of Educational diagnosis of learning difficulties,
Study of principles and procedures in remedial teaching,
Supervised teaching of non-exceptional children with academic retardation.53

Vermont. Vermont has provisions for the requirements for teachers of the mentally retarded which permit the issuance

53Items for Superintendents. Salt Lake City, Utah: State Department of Public Instruction, May 24, 1955, pp. 61-68.
of two types of certificates. For one, twelve semester hours are required and for the other, twenty-four hours. The courses listed from which these hours must be taken are:

Psychology of Exceptional Children,
Special Arts and Crafts,
Special Class Methods,
Observation and Student Teaching in Classes for Mentally Retarded Children,
Remedial Reading,
Mental Hygiene,
Abnormal Psychology, and
Tests and Measurements,
Speech Correction,
Corrective Physical Education.  

Virginia. Virginia provides services for several areas of exceptionality and has specific requirements in each of these areas. The teachers of the blind are required to take twenty-four hours in the following:

Psychology of Exceptional Children,
Survey of the Education of Exceptional Children,
Introduction to Education of the Blind, including screening testing procedures,
Student Teaching of Blind Children,
Braille Reading and Writing,
Vocational and Occupational Guidance,

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Speech Problems of Exceptional Children,  
Music for Children, and  
Introduction to Tests and Measurements.  
The applicant in the field of the deaf must complete thirty hours in the following:  
Psychology of Exceptional Children,  
Survey of the Education of Exceptional Children,  
Introduction to Education of the Deaf, including anatomy and physiology of hearing, and screening testing procedures,  
Student Teaching of Deaf Children,  
Speech Problems of Exceptional Children,  
Education of the Deaf (to include speech reading and auditory training, speech for the deaf, language, reading and other elementary school subjects for the deaf),  
Phonetics,  
Audiometry and Hearing Aids.  
Those persons who wish to work with the emotionally maladjusted must complete twenty-four hours in the following:  
Psychology of Exceptional Children,  
Survey of the Education of Exceptional Children,  
Introduction to Education of the Emotionally Maladjusted,  
Student Teaching of Emotionally Maladjusted Children,  
Speech Problems of Exceptional Children,  
Adjustment Psychology (Abnormal, Clinical, Counseling),
Orientation in Physical and Occupational Therapy for Emotionally Maladjusted Children, Physical Education for Emotionally Maladjusted Children, and Arts and Crafts.

Twenty-seven semester hours are also required of the teachers of the mentally retarded:

Psychology of Exceptional Children, Survey of the Education of Exceptional Children, Orientation in Tests and Measurements, Student Teaching of Mentally Retarded Children, Speech Problems of Exceptional Children, Characteristics of Mentally Retarded Children, Education of Mentally Retarded Children, with attention to methods and materials used in teaching children of different levels, Vocational Guidance and Occupational Adjustment or Arts and Crafts, Mental Health, General Woodwork or Industrial Arts, and Guidance.

Teachers of the partially sighted in Virginia must complete twenty-four hours of work in:

Psychology of Exceptional Children, Survey of the Education of Exceptional Children, Introduction to Education of Partially Sighted, including
screening testing procedures,
Student Teaching of Partially Sighted Children,
Anatomy of the Eye, Eye Conditions, and Problems,
Speech Problems of Exceptional Children,
Diagnostic and Remedial Reading,
Arts and Crafts,
Vocational Guidance and Occupational Adjustment for Partially Sighted Children, and
Introduction to Tests and Measurements.

The twenty-four hours of training for the teachers of the physically handicapped follows along the same lines as those given for the partially sighted with the exception of having emphasis placed upon physical crippling conditions. These differing courses are:

Orientation in Physical and Occupational Therapy for Children with Crippling Conditions,
Physical Education for Children with Crippling Conditions,
and
Student Teaching of the Physically Handicapped Children.

Twenty-seven semester hours are required of the prospective speech teacher:

Basic Areas: Phonetics, Anatomy and Physiology of Ear and Vocal Mechanism, and Psychology of Speech, Semantics, Voice and Speech Science,

Methods: Speech Pathology and Correction, Clinical Procedures in correction of stuttering, articulatory
voice problems, cleft palate, cerebral palsy, and speech aphasia,

Student Teaching of Children with Speech Defects,
Survey of Education of Exceptional Children,
Speech Reading,
Related Speech, such as oral interpretation, dramatics, public speaking, and discussion, and Audiology.55

Kansas. Kansas requires eight to twelve hours in background work for all special education teachers:

Understanding of Exceptional Children and of Special Education,
Understanding of the Home, School, and Community Relations of Exceptional Children,
Knowledge and Skill in Techniques of Counseling, and Understanding of the Special Teacher's Role in the Total Program.

In addition to the background work, Kansas has gone into detail to list the special course requirements in each of the special areas. For the teachers of the crippled children Kansas demands twenty-two hours of additional course work in:

General Education of the Crippled Children,
Curriculum and Methods,

Supervised Experience with Crippled Children,
Physical Characteristics of Crippled Children, and
Related Courses: Introduction to Speech Correction,
Speech Correction for the Cerebral Palsy,
Fundamentals of Vision and Hearing,
Educational and Vocational Guidance of the Handicapped.

Teachers of the homebound and hospitalized children must have at least ten hours of work in the following areas:
Arts and Crafts for the Physically Handicapped,
Audio-Visual Aids,
Medical and Psychological Aspects of Physically Handicapped Children, and
Supervised Teaching in Home or Hospital Setting.

Both teachers of the educable mentally retarded and the trainables must have completed twelve hours of work in:
Mental Retardation and Related Research,
Classroom Organization (proper level),
Curriculum Development,
Supervised Teaching on Proper Level, and
Occupational Information (educable) or Survey or Residential Schools and Sheltered Workshops (trainable).

Both the speech and hearing therapist and the hearing conservationist must have two hundred clock hours of supervised clinical practice, and in addition have forty-two hours of specified work. The speech and hearing therapist must have:
Clinical Psychology, Anatomy, and Physiology,
Speech Pathology, Speech Science, Speech Correction
Methods,
Problems of Hearing, Speech Reading, Clinical Practice,
and
Supervised Teaching in the Field.
The hearing conservationist must have the same work plus Audiometry and Auditory Training.
Teachers of the partially-seeing children must have ten hours from the following:
Organization and Administration of Facilities for Partially-seeing, Physical Surroundings and Equipment, and Sight Conservation Measures,
Methods and Materials of Teaching Partially-Seeing Children,
Occupational Information,
Anatomy, Physiology, Hygiene of the Eye, Principles of Refraction, Refractive Errors and Common Diseases, Observation of Cases,
Supervised Teaching with Partially-Seeing Children.
Teachers of the blind children must have much the same courses as those listed for the partially-seeing, plus these additional courses:
Braille, and
Materials and Devices Used in Teaching the Blind.

The two groups of persons responsible for working with
the socially and maladjusted youngsters, the school psychologists and the school social workers, must have a Master's degree and at least two-hundred clock hours in supervised case work experience, part of which must be in a public school situation. The psychologist must have at least sixty hours of professional training while the social worker must have at least thirty hours of professional work.56

A careful reading of the requirements set by Kansas will produce the conviction that Kansas ranks close to the top in careful planning for the welfare of exceptional children.

In Table IV the field requirements of Kansas in seven teaching areas have been listed. In the next column the number of states signifying that similar requirements are demanded of their applicants is given. Kansas has produced some requirement fields that not another state has included. These requirements are in the areas of the blind, the partially seeing, the homebound, the educable and the trainable mentally retarded.

Twenty-seven states are included in this comparative table with Kansas. As has been mentioned previously, twenty-two of the states did not list any requirement courses in the special education field.

<table>
<thead>
<tr>
<th>Area</th>
<th>Field Requirements in Kansas</th>
<th>Number of Other States with Similar Field Requirements*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crippled Children</td>
<td>General Education of Crippled Children</td>
<td>9</td>
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<tr>
<td></td>
<td>Curriculum and Methods</td>
<td>7</td>
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<td>Student Teaching with Crippled Children</td>
<td>7</td>
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<td>Physical Characteristics</td>
<td>5</td>
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<tr>
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<td>Related Courses: Speech Correction, Guidance, etc.</td>
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<tr>
<td>Homebound or Hospitalized</td>
<td>Arts and Crafts for the Physically Handicapped</td>
<td>3</td>
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<tr>
<td>Children</td>
<td>Audio-Visual Aids</td>
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<td>Medical and Psychological Aspects of Physically Handicapped Children</td>
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<td>Supervised Teaching in Home or Hospital Setting</td>
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<td>Mentally Retarded Children</td>
<td>Background Areas: Individual Mental Testing, Speech Correction,</td>
<td>19</td>
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<td>(Educable)</td>
<td>Psychology of Adjustment, etc.</td>
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<td>Research in Mental Retardation</td>
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<td>Classroom Organization for Classes of Educable Mentally Retarded</td>
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</tr>
<tr>
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<td>Curriculum Development, including Methods and Materials</td>
<td>11</td>
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<td>Occupational Information</td>
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<td></td>
<td>Supervised Teaching in Area</td>
<td>8</td>
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<tr>
<td>Area</td>
<td>Field Requirements in Kansas</td>
<td>Number of Other States with Similar Field Requirements*</td>
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<tr>
<td>Mentally Retarded Children</td>
<td>Background Areas: Speech Correction, Human Physiology, Psychology of Adjustment, etc.</td>
<td>7</td>
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<tr>
<td>(Trainable)</td>
<td>Mental Retardation and Related Research, including Clinical Types</td>
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<td>Classroom Organization for the Severely Retarded</td>
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<td>Curriculum Development - Methods and Materials</td>
<td>4</td>
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<td>Survey of Residential Schools and Sheltered Workshops</td>
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</tr>
<tr>
<td></td>
<td>Supervised Teaching of Severely Retarded Children, Part in St. Tr. School</td>
<td>3</td>
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<tr>
<td>Partially Seeing Children</td>
<td>Organization and Administration of Facilities for Partially Seeing, Physical Surroundings, etc.</td>
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<td>Methods and Materials of Teaching Part. Seeing Children</td>
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<td>Occupational Information</td>
<td>6</td>
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<td>Anatomy, Physiology and Hygiene of the Eye, Prin. of Refraction, Observation of Cases</td>
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<td>Supervised Teaching with Part. Seeing Children</td>
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### TABLE IV (continued)

<table>
<thead>
<tr>
<th>Area</th>
<th>Field Requirements in Kansas</th>
<th>Number of Other States with Similar Field Requirements*</th>
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<tbody>
<tr>
<td>Blind Children</td>
<td>(Same as for partially seeing with these exceptions)</td>
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<tr>
<td></td>
<td>Methods must include Mastery of Teaching Braille, and Materials and Devices Used in Teaching the Blind</td>
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<td>Supervised Teaching must be part time with Blind and part time with Partially Seeing</td>
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<td>Defective Speech</td>
<td>Clinical Psychology, Anatomy, Physiology</td>
<td>6</td>
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<td>Speech Pathology, Speech Science, Speech Correction Methods, Problems of Hearing, Speech Reading, Clinical Practice, Supervised Teaching in this Area</td>
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<td>Two Hundred (or more) hours of Supervised Practice, One-Fourth in Group Therapy</td>
<td>5</td>
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</tbody>
</table>

*The figures in this column do not include Kansas.

V. AREAS OF EXCEPTIONALITY FOR WHICH LEGISLATIVE PROVISIONS PROVIDE

The findings in this area are of the type to be easily incorporated into a simplified table form. Table V shows the states listed in alphabetical order with the areas of exceptionality for each state. One area, cerebral palsy, is pulled into the general heading of the physically handicapped since so many states seem to automatically place it
there. Remedial reading is another area that might have been given a column but the only state to give it recognition in legislation is Wisconsin which requires twelve semester hours of work from the prospective teacher.57

The area dealing with the gifted is almost completely bare. This is probably the result of conflicting theories as to what should be done about the gifted - whether to segregate them or keep them in the regular classroom. The areas most consistently dealt with by the states are three in number: the physically handicapped, the speech defective, and the educable mentally retarded.

State institutions care for the blind and deaf in most of the states, hence, these two areas are not usually cared for in the public schools. There seems to be a trend, however, toward keeping these individuals in the home situation in several states.

There are eleven areas for which legislation has provided. None of the states have provisions for all of these but Pennsylvania, Illinois, and Michigan come the closest with ten areas covered. From this maximum coverage the other states vary in number of areas on down to Washington which cares for only one area.

# TABLE V

Areas of Exceptionality for Which Legislative Provisions Provide

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Kansas stands up well under close observation in this comparison. It is possible to provide for nine of these groupings in the public school program. Two of these groupings are cared for in the state institutions for the deaf and the blind. While actual provision by legislation is not made for the gifted, this group is receiving a great deal of attention and care within the regular classroom.
CHAPTER III

ANALYSIS AND SUMMATION OF FINDINGS

It was the stated purpose of this report to make a comparative study of states' legislation and to give emphasis to Kansas' position in that comparison. The first objective has been accomplished to a degree with the information presented in Chapter II. It is the purpose of this chapter to deal with the second objective in detail.

I. ANALYSIS

One of the most important areas of special education which this report discussed was that of the emotionally and socially maladjusted. Kansas has been more aware of this area and the needs of the children in this group than any other state. Proof of this was found in the list of personal attributes which Kansas set as guidelines for administrators to follow in choosing personnel for this particular group. Not only were the personal qualifications high, but the academic requirements also demanded a master's degree of those persons working in this field. Kansas and Florida were the only two states placing requirements so high. There were only four states out of the remaining forty-eight that considered this area important enough to demand special training. North Dakota did, however, give much emphasis to the visiting counselor whose duties are similar in some respects to the work
of the school psychologist.

As general background for all special education teachers, Kansas required eight to twelve semester hours of work in counseling, understanding of exceptionality in general and in resource services. Many of the states required twice as many hours along these lines. This does not mean, however, that Kansas was deficient or too low in these requirements. If such deficiency did seem to exist, this erroneous impression was corrected when a close study of the requirements in each specialized area was conducted. From four to twelve hours of background study was required in each special area, so that the teacher would have a thorough understanding of her special group.¹

Some of the states seemed to make very fine and sufficient requirements of the teachers in specialized groupings until a more intense study was conducted. With close study it was discovered that requirements in background work were either low or lacking altogether. Kansas did a careful bit of work in guarding against such a result in teacher training.

Kansas does not require typewriting as a part of teacher training in two areas where it would seem to be of vital importance, the partially seeing and the blind. A knowledge of this subject could also be used to student ad-

¹Subject and Field Requirements for Teachers of Exceptional Children. Topeka, Kansas: State Department of Public Instruction, May, 1957, pp. 2-7.
vantage with certain cases of physically handicapped children.

When, or if, a definite state program of certification for teachers of the gifted is worked out, inclusion of typewriting and a foreign language would be most commendable.

II. SUMMATION

The advance in the practical aspects of special education has been rapid during the last few years but it needs to continue at an even more rapid pace in order to more nearly meet the demands of our increasing population.

An area which demands closer attention from our most able educators is that of the gifted. There has been much talk but little action in tapping the reserves of this nation's most precious resource.

It would be most commendable if the states could somehow equalize teacher certification on the highest standards shown in the five tables of this report. The benefits from the ensuing rise in student opportunities could then be realized throughout the nation.
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APPENDIX
Dear Sir:

This is an earnest request for your help. I am compiling, what I hope to be, a comprehensive report on states' legislation concerning special education. Won't you please send me a copy of your legislative action and your board of education rulings which directly or indirectly concern special education? Perhaps this outline will help:

I. Legislative provisions concerning the education and training of mentally-handicapped and physically-handicapped children in the public schools, and the establishment of classes for these types of individuals.

II. Rulings of your Board of Education concerning the preparation of special-class teachers.

   A. General educational qualifications
   B. Certificates required of those working toward special-class certificates
   C. Types of special-class certificates issued
   D. Types of classes for which special-class certificates are required
   E. Subjects required or suggested for teachers of the mentally handicapped
   F. Subjects required or suggested for teachers of the physically handicapped
      1. Deaf
      2. Partially sighted
      3. Blind
      4. Speech defectives
      5. Crippled children
   G. General teaching experience required of special-class candidates prior to such certification

I would also like a complete list of your state colleges and institutions (mailing addresses) which offer teacher training in the special education field. Any and all further information pertinent to this area of education will be most welcome and sincerely appreciated. Such information will be treated in an ethical and professional manner in its further use.

Most sincerely,

Wilma Hodgson Corn
Special Education Major