

# THE SIGNIFICANCE OF OHIO TO THE HISTORY OF SCHOOL PSYCHOLOGY: A PERSONAL TOUR

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# A comment on Alex...



# The NASP Archives



# The 4 Stages of Life



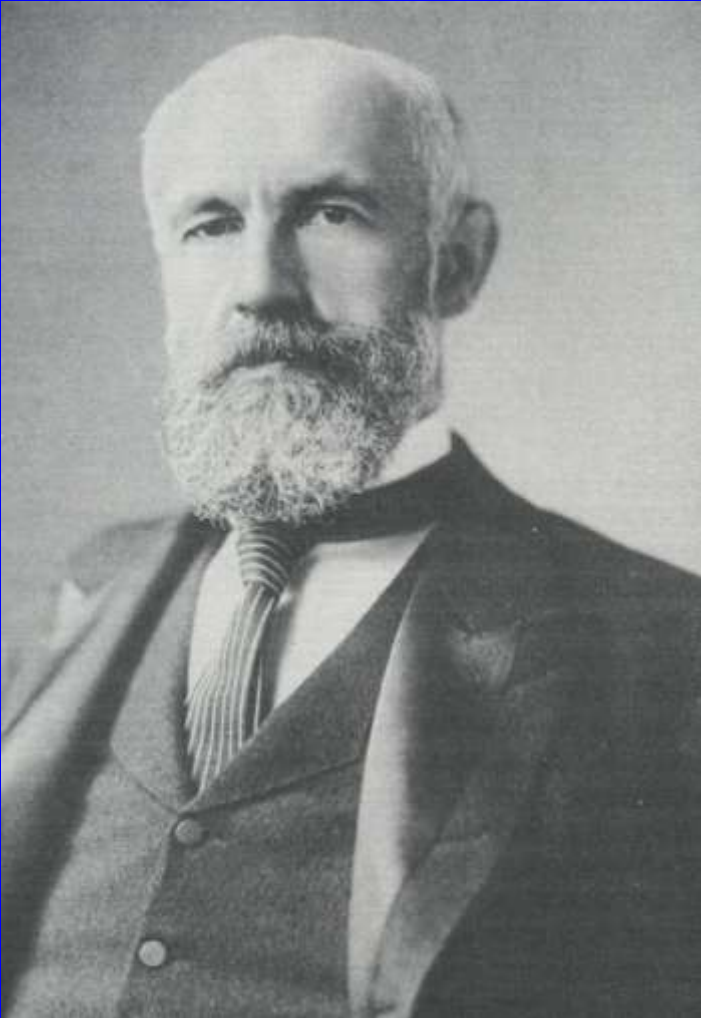
# Dedication to Mentors



# Special Thanks

- Archives of the History of American Psychology, Akron University
- The Ohio State University Archives
- Kent State University Archives
- University of Nebraska-Lincoln Archives
- Dr. William Russ, Cincinnati Public Schools
- Dr. Joe Perry, Cleveland Public Schools
- Dr. Linda Neiheiser, Cleveland Public Schools
- OSPA, NASP, APA

# G. Stanley Hall & Lightner Witmer



# Historical Stops on the Ohio Tour

1. The 1911 Survey of Services
2. Cincinnati Services
3. Cleveland Services
4. Wallin's Diagnostic Teaching
5. Ohio State U. Regional Services
6. The founding of OSPA
7. The *Journal of School Psychology*
8. Akron Meeting, 1966

# Historical Stops on the Ohio Tour

9. Case Load Analysis 1963-1964
10. Ohio Department of Education
11. Ohio Inter-University Council and Internships
12. Columbus Meetings for APA (1944) and NASP (1968)
13. 1970 NASP Convention
14. Founding of *School Psychology Digest/Review*
15. Legacy of leadership

# Images can reveal how we've changed.

## MEMPHIS MEMORIES



By Charles Nicholas/From the files of The Commercial Appeal

**She's got a gun; she knows how to use it. Allen Kent of 1896 Cowden takes aim in rifle shooting class at Central High in 1951. Rifle classes for girls had been authorized only recently by the Board of Education, and Central's was the first such class in Memphis schools.**

# Stop Number 1

## National Surveys of Services, 1911 & 1914

- Regional Differences
- Ohio Cities Reporting
- Special Services
- Service Providers

# Early Special Services (VanSickle, Witmer, & Ayres, 1911)

Statistical summary of cities making provision for exceptional children.

States.	Number of cities reporting.	Delinquent.	Backward.	Defective.	Blind or semibind.	Deaf or semideaf.	Open-air.	For foreigners.		Vocational.	Continuation.	Parental or residential.	Epileptic.	For late-entering children.	For gifted children.	Vacation schools.	Special-help teacher.	Stammerers, stutterers, lisps.	Crippled.	Incurable, refractory.	Dumb.	Home subnormal.	Provision for—		
								Day schools.	Night schools.														Medical inspection.	Physical examination for defects.	Dental clinics.
United States.....	898	121	207	94	14	46	25	73	197	136	36	24	3	75	54	8	13	2	3	7	1	1	836	444	125
North Atlantic.....	370	56	90	43	4	6	12	41	122	48	12	10	1	26	22	1	7	1	1	3			238	231	54
South Atlantic.....	60	5	14	2			1	1	4	10	2	1	1	6	2	2	1			2		1	28	22	9
South Central.....	90	10	18	7			1	4	8	13	6	1		7	3	1							48	31	6
North Central.....	322	38	66	30	9	34	9	16	53	55	14	5	2	27	19	4	4	1	3	1			174	130	44
Western.....	56	12	19	12	1	6	2	11	10	10	2	7	1	9	8		1			1	1		37	30	12
<b>NORTH ATLANTIC DIVISION.</b>																									
Maine.....	17		3	1	1	1			8	1					1								8	13	3
New Hampshire.....	12	1	2				1	2	5	2	1			1	1								7	6	2
Vermont.....	8	2	2	1					2	2													4	7	1
Massachusetts.....	103	8	28	13		2	2	11	39	22	3	1		4	1	1				1			101	92	21
Rhode Island.....	16	4	4	2	1	1		1	3	2	1	1		2	2								8	6	2
Connecticut.....	21	3	5	4			3	5	15	1				3	3		2						15	12	4
New York.....	78	13	19	7	1	1	2	12	28	10	4	6		8	8		3	1	1	2			26	36	3
New Jersey.....	35	12	15	11	1	1	3	1	15	4	2	1	1	4	3		1						23	33	8
Pennsylvania.....	80	13	12	4				6	16	4	1	1	1	4	3		1						27	26	10
<b>SOUTH ATLANTIC DIVISION.</b>																									
Delaware.....	5	2	3	1				1	1	2		1	1	1	1	1	1			1			2	1	1
Maryland.....	1		1																						
District of Columbia.....	1		1				1		1																
Virginia.....	11	2	5	1					1	3				2						1			6	6	1
West Virginia.....	6																						3	1	1
North Carolina.....	13	1	4							1				3	1								7	8	3
South Carolina.....	7		1																				3	2	
Georgia.....	15								1	2	1												6	3	2
Florida.....	3															1					1		1	1	1

# VanSickle, Witmer, & Ayers (1911)

## North Central Division

Statistical summary of cities making provision for exceptional children—Continued.

States.	Number of cities reporting.	Delinquent.	Backward.	Defective.	Blind or semiblind.	Deaf or semideaf.	Open-air.	For foreigners.		Vocational.	Continuation.	Parental or residential.	Epileptic.	For late-entering children.	For gifted children.	Vacation schools.	Special-help teacher.	Stammerers, stutters, lisps.	Crippled.	Incorrigible, refractory.	Dumb.	Home subnormal.	Provision for—		
								Day schools.	Night schools.														Medical inspection.	Physical examination for defects.	Dental clinics.
SOUTH CENTRAL DIVISION.																									
Kentucky.....	10	1	1	1				1	2	2	1			2									8	6	3
Tennessee.....	7	3	4	1				1				1				1							3	3	1
Alabama.....	10		1						1	1													2	2	
Mississippi.....	10		2	1						2				2	2								3	2	
Louisiana.....	6		2				1		1	1	1												2	2	
Texas.....	31	3	5	3				2	3	6	3			2	1								10	9	1
Arkansas.....	8										1												7	4	
Oklahoma.....	8	3	3	1					1	1				1									4	3	
NORTH CENTRAL DIVISION.																									
Ohio.....	31	5	5	4	2	3	3	2	7	5	4	1	1	2	3		2		1				13	14	5
Indiana.....	45	5	10	5		2	1	1	7	6	3			5	6		1						28	18	8
Illinois.....	55	3	7	2	2	3	2	5	10	7	1	1		6		1			1	1			23	16	9
Michigan.....	43	8	12	7		10		1	8	8	1			3	2	1							23	19	6
Wisconsin.....	34	3	7	4	4	14	2	1	10	8				2	2								21	20	5
Minnesota.....	21	4	12	3	1	1	1	4	4	11	3	2	1	4	1	1		1					15	10	1
Iowa.....	28	1	1						2					1	1								15	11	1
Missouri.....	27	6	9	3		1		1	3	2		1		3	2		1						18	11	5
North Dakota.....	6	1	1	1						1				1									2	4	
South Dakota.....	2									1													5	3	1
Nebraska.....	7							1	1	1					1								11	4	3
Kansas.....	23	2	2	1					1	5	2					1									
WESTERN DIVISION.																									
Montana.....	6											1		1									1		1
Wyoming.....	1																								
Colorado.....	10	3	5	2				3	3		1	1	1	3	1		1						6	9	
New Mexico.....	3	1	1	1				1			1												3		
Arizona.....	3							2		1				1									1	2	

## VanSickle, Witmer, & Ayers (1911): Ohio

[illegible]

## Classes for Feeble-Minded & Seriously Backward

City	Started	Size	Number	Type
Cleveland	1879	10-20	17	Backward
Cincinnati	1909	15	10	F-M
Columbus	1909	15-20	10	Slow/Mentally Defective
Dayton	1911	-----		1 Sch. Defective
Toledo	1910	15	15	F-M, Seriously Backward
Lakewood	1913	12	1	Children Retarded 4 years Pedagogially

# Early Providers (Wallin, 1914): Cleveland & Cincinnati

TABLE III—Character of Examination  
Cities of 500,000 and over

City	Special Examination Before Admission	Character of Examination			Official Conducting Examination	
		Med.	Psy.	Ed.	Ed.	Psy.
Baltimore.....	Yes	Yes	Yes	Yes		Director of Phipps Clinic
Boston.....	Yes	Yes	Yes	Yes		Med. Insp. for Spec. Cl.
Chicago.....	Yes	Yes	Yes	Yes		Clin. pays. ch. study dept.
Cleveland.....	Yes	Yes	Yes	Yes		Binet tester, spec. tch.
New York.....	Yes	Yes	Yes	Yes		Pay. City College, Insp. of Un. Cl.
Philadelphia.....	Yes	Yes	Yes	Yes		Chief of med. insp., 3 M.D. assts., 10 dist. supts.
Pittsburgh.....		Yes	Yes			
St. Louis.....	Yes	Yes	Yes	Yes	Supt. of Spec. Cl. Clin. pay., Sept., 1914	Clin. pay., beginning Sept., 1914

Cities of 250,000 and less than 500,000

Buffalo.....	Yes	Yes	Yes	Yes		Med. Insp., Binet testers
Cincinnati.....	Yes	Yes	Yes	Yes	Supv. of Spec. Cl.	Pay. of U. of Cinn. Supv. of Spec. Cl.
Detroit.....	Yes	Yes	Yes			Consulting psych. spec. tch., Spec. Med. Insp. and M.D.'s
Jersey City.....	Yes	Yes	Yes	Yes	Supt. of Spec. Cl.	Supt. of Spec. Cl.
Los Angeles.....	Yes		Yes	Yes	Clin. pay.	Med. Insp. Clin. pay.
Milwaukee.....	Yes	Yes	Yes	Yes	Tch.	Psy.
Minneapolis.....	Yes	Yes	Yes	Yes	Spec. tch.	Spec. tch.
Newark.....	Yes	Yes	Yes	Yes		Spec. tch.
New Orleans.....	No*	Yes	Yes	Yes		Director of Dept. of Ed. Research Spec. tch.
San Francisco.....	Yes	Yes	Yes			
Washington.....	Yes	Yes	Yes			Binet tester, clin. pay.

Given the Feeble-Minded and Backward

Cities of 500,000 and over

Agencies Conducting Pay. Examinations			Extent of Preparation of Sch. Psy. Examiners	Extent of Pay. Examinations	Child Study Laboratory or Psychological Clinic		
Med. Div.	Ed. Div.	Outside Agency			Year started	In what dept.	Approximate cost
		Phipps Clinic, Johns Hopkins	Phipps Director, a leading psychiatric authority	Binet and other lab. tests	None		
		State Psychopathic Hospital, Harvard U.			None		
Yes			2 clin. pays., Ph.D.'s and 1 asst. Courses on mental tests and subn. ch. Adequate	Various pay. and anth. tests Binet tests	1896	Ed.	\$15,000*
Yes		City College		Not confined to one set of tests, test depends upon the type of child	1908	Ed.	\$900
Yes		For 12 years co-operation from the pay. clin., U. of Penn.	Med. Director, has specialized on subn. ch.	Binet and other pay. tests	1912*	Ed.	Nominal
		Pay. clinic, Sch. of Ed., U. of Pittsburgh	Clin. pay.	De Sanctis, Binet, Healy, Wallin, anth. and other tests			
Yes			Clin. pay., Ph.D.	De Sanctis, Binet, Healy, Wallin, anth., ed., social, hereditary, etc.	1914, Sept.	Ed.	\$450 Initial

Cities of 250,000 and less than 500,000

Yes			M.D. Observation at clinics	Binet tests	1913	B. of H.	\$438
Yes	In B. of H.	Dept. of pay., U. of Cinn.	Director Ph.D. in pay., 3 assts. trg. in mental tests and subn. ch.	Binet, anth., and other tests	1911	U. of Cinn.	\$250
	Yes	Pay., Dept. of Ed., U. of Mich. appointed consulting pay., Feb., 1914	One clin. pay., M.D., and spec. tch., courses in subn. ch.	Binet, form board, educational tests	1914		
	Yes		Normal and coll. grad., univ. trg. Pay., M.A., extensive experience	Binet test principally Binet, others	None		
Yes					1913	Ed.	\$750
Yes		Dept. of pay., U. of Minn.	Spec. trg.	Binet tests	None	Med. Insp.	
Yes				Binet, anth., heredity	None		
Yes			Ph.D. in pay.	Healy, Binet, form board, anth.	1912	Ed.	\$3,500*
Yes			Trg. in schs. for preparing tchs. for defectives		None		
Yes		U. S. Hospital for Insane	Spec. trg. on defectives in summer schs. and univ.	Binet, form board, audiometer, spirometer and other lab. tests	1913*	Ed.	\$200

# Wallin (1914): Columbus, Dayton, Toledo

Cities of 100,000 and less than 250,000

City	Special Examination Before Admission	Character of Examination			Official Conducting Examination	
		Med.	Psy.	Ed.	Ed.	Psy.
Albany.....	Yes	Yes	Yes	Yes		Director of Medico-Pay. Lab.
Birmingham.....	Yes	Yes	Yes			Med. Insp., a Binet tester
Bridgeport.....						Tch., Med. Insp., Prin.
Cambridge.....	Yes	Yes		Yes	Prin., Supt. of primary schs.	
Columbus.....	No*	Yes	Yes			Spec. tch., students from State U.
Dayton.....	Yes	Yes	Yes	Yes	Prin.	Spec. tch.
Denver.....	Yes	Yes	Yes	Yes	Prin., tch.	Spec. tch.
Fall River.....						Spec. tch. since 1913
Grand Rapids.....	Yes		Yes			Supv. of backward and l-m.
Indianapolis.....	Yes	Yes	No*			Spec. tch.
Louisville.....	Yes	Yes	Yes	Yes		
Nashville.....	Yes	Yes		Yes	Tch.	
New Haven.....	Yes		Yes			Spec. tch.
Oakland.....	Yes	Yes	Yes	Yes		Clin. Pay., Director of Ch. Study Dept.
Paterson.....	Yes	Yes		Yes	Prin., spec. tch.	
Providence.....	Yes	Yes	Yes	Yes	Tch.	Alienist
Richmond.....	Yes	Yes	Yes	Yes	Grade tch.	Spec. tch.
Rochester.....	Yes	Yes	Yes	Yes	Estimates by tch.	Director and Asst. Ch. Study Dept.
Seattle.....	Yes	Yes	Yes	Yes	Prin., tch.	Head spec. tch.
Spokane.....	Yes	Yes	Yes	Yes	Tchs.	Spec. tch.
Toledo.....	Yes	Yes	Yes			Supt. of Spec. Sch.

Cities of 25,000 and less than 100,000

Allentown.....	Yes	Yes	Yes	Yes		Spec. tch.
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Cities of 100,000 and less than 250,000

Agencies Conducting Pay. Examinations			Extent of Preparation of Sch. Pay. Examiners	Extent of Pay. Examinations	Child Study Laboratory or Psychological Clinic		
Med. Div.	Ed. Div.	Outside Agency			Year started	In what dept.	Approximate cost
	Yes		M.D., M.A., tch., sch. administrator, work in l-m. institutions	De Sanctis, Whipple, Fernald, etc.	1913	Ed.	\$150
Yes				Chiefly Binet			
		Psychopathic Hospital, Dept. of Pay., Harvard	Pay. and psychiatrists of Harvard	Binet and other tests			
	Yes	Dept. of Pay., State U.	One tch. with spec. trg. on defectives, others from books	Binet (incidentally), results of book and indiv. trg.			
	Yes		Courses on mental tests and subn.	Binet tests			
	Yes	Clin. pay., State Tch. College since 1911		Binet tests			\$1,000
		Planning to work under State Inst. F.-M., Waverley					
	Yes		Spec. courses in mental tests and subn. ch.	Binet and other tests	1912	Ed.	*
		Ind. U. during 1910-11					
	Yes		Summer courses on subn. ch.	Binet and other indiv. and phy. tests	*		
		Clin. pay. at Yale	Summer courses on subn. ch.	Binet and other tests			
	Yes		B.A., grad. work in pay.	Binet and other tests	1911	Ch. study dept.	\$412 <sup>12</sup>
B. of H.		Alienist, Butler Hospital	M.D., alienist		1911	B. of H.	
	Yes		Summer courses on subn. ch.	Binet, assoc. tests and form board			
	Yes		Summer courses on subn. ch. and tests	Binet, De Sanctis, Healy and other tests	1907	Ed.	\$500
	Yes	Director of Ch. Welfare Foundation, U. of Wash.	Clin. pay. and tch. with spec. trg.		1912	Ed.	\$50 <sup>13</sup>
	Yes	Clin. pay., U. of Wash.		Binet and other tests			
	Yes		Summer courses on subn. ch.	Binet tests			

Cities of 25,000 and less than 100,000

Yes	Yes		Summer courses on subn. ch.	Binet tests			
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# Wallin (1914)

Cities of less than \$5,000 (continued)

City	Special Examination Before Admission	Character of Examination			Official Conducting Examination	
		Med.	Psy.	Ed.	Ed.	Psy.
Muskegon .....	Yes	Yes	Yes	Yes	Tch.	Med. B., Supv. spec. cl.
New Brunswick.....	Yes		Yes			Spec. tch., 1911
N. Bergen.....	Yes	Yes	Yes			Supt., spec. tch.
Ottumwa .....	Yes		Yes	Yes	Supt., Prin., tch.	Supt., Prin., tch.
Plainfield .....	Yes	Yes	Yes	Yes	Prin.	M.D., spec. tch.
Princeton .....	Yes	Yes	Yes			M.D., spec. tch.
Raleigh .....	Yes	Yes	Yes			Spec. tch.
Somerville .....	Yes	Yes	Yes			Spec. tch.
Summit.....	Yes	Yes	Yes			M.D., spec. tch.
Washington .....	No					

\* Annual budget, \$8,000.

\* Not an organized department.

\* Examinations are made after assignment.

\* Total amount of budget for Department of Research.

\* The nucleus of a laboratory has been formed.

\* Examination is given after admission.

\* Equipment contributed by friends.

\* Except that one or two special teachers voluntarily examine some pupils.

\* May start a clinic in 1914-15.

\* Classroom equipment, \$911.

\* Also have use of the equipment of the University of Washington.

\* In modified form.

Cities of less than \$5,000 (continued)

Agencies Conducting Psy. Examinations			Extent of Preparation of Sch. Psy. Examiners	Extent of Psy. Examinations	Child Study Laboratory or Psychological Clinic		
Med. Div.	Ed. Div.	Outside Agency			Year started	In what dept.	Approximate cost
Yes	Yes		Summer courses on subn. ch.	Binet, anth., and other tests			
	Yes		Summer courses on subn. ch.	Binet tests			
	Yes		Both have special courses on subn. ch.	Binet tests			
	Yes		Both, summer courses on subn. ch.	Binet tests			
	Yes	Dept. of Psy., Princeton Univ., 1913	Tch. spec. trg. in pay.	Ed. and Binet tests			
	Yes		Summer courses on subn. ch.	Binet tests			
	Yes		Summer courses on subn. ch.	Binet tests			
	Yes		Both, spec. trg. on subn. ch.	Binet tests			

## Abbreviations:

Anth.=anthropometric. Assoc.=association. Asst.=Assistant.

Back.=backward. B. of. H.=Board of Health.

Clin. Psy.=clinical psychologist. Cl.=class or classes. Ch.=children.

Dept.=department.

Ed.=educational. F.-M.=feeble-minded. Grad.=graduate.

Indv.=individual. Lab.=laboratory. Med. Insp.=medical inspector.

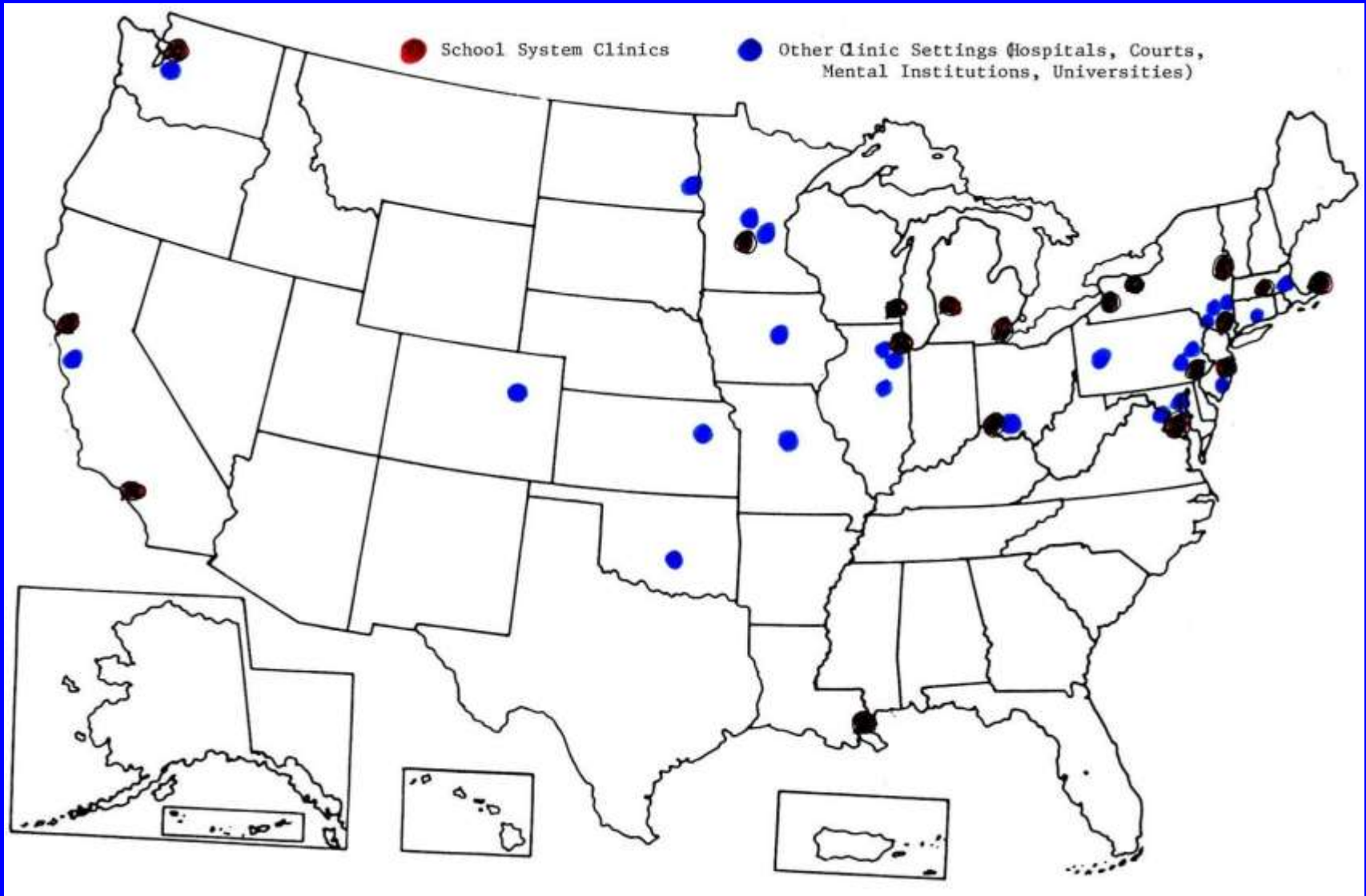
Psy.=psychologist or psychological. Prin.=principal.

Spec. trg.=special training. Supv.=supervisor. Spec.=special. Sch.=school.

Subn.=subnormal. Spec. tch.=special teacher.

Un.=ungraded.

## Founding of Early Clinics, Wallin (1914)



# Stop Number 2

## Cincinnati Vocational Bureau



WINTON PLACE SCHOOL

# Cincinnati History

PERSONNEL QUARTERLY	
MADE POSSIBLE THROUGH THE COOPERATION OF THE UNIVERSITY OF CINCINNATI DEPARTMENT PERSONNEL SERVICE - CINCINNATI PUBLIC SCHOOLS	
JANUARY, 1961	
CONTENTS	PAGES
Foreword .....	2
History of the Vocational Bureau .....	3
Case History Studies .....	9
Psychological Services and the Challenge of Individual Differences .....	13
The Bureaucratic Southern Style in a Northern Gateway City, 1850-1900 .....	17
Teacher Movement in the Cincinnati Public Schools 1910-1930 .....	40
Analysis of an Attendance District Superintendent's Work .....	25

Volume I, Number 1  
January, 1961

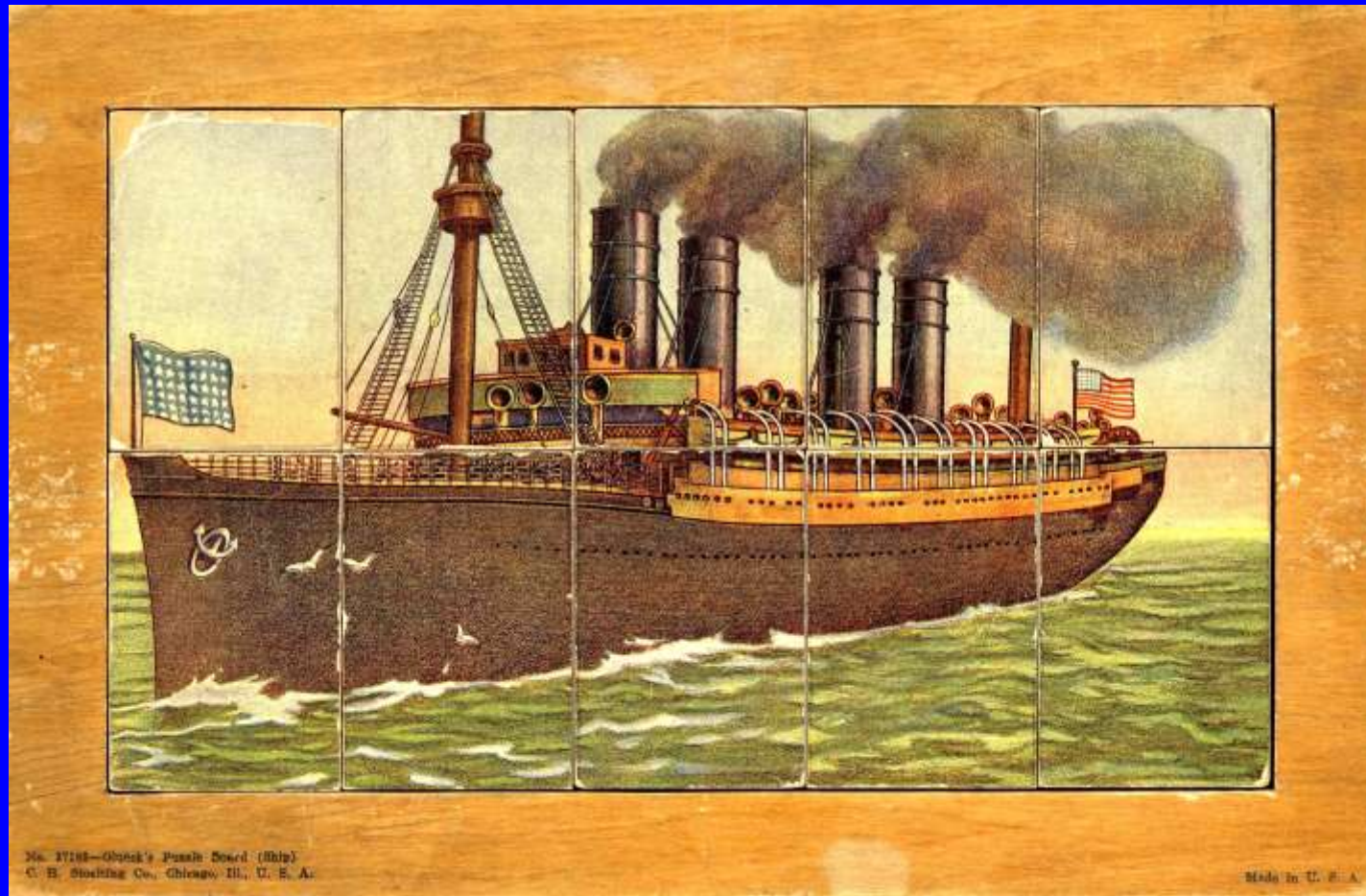
"REPORT OF THE VOCATION BUREAU"	
Cincinnati Public Schools	
W. Edith Campbell, Associate Director Department of Personnel Services	
CONTENTS	
Historical Setting	
Organized personnel work for pupils in public schools was an unknown field in 1902 when the first attempt was made to establish a professional, non-teaching service in Cincinnati. The difficulties and needs of individual children, increasingly apparent, now presented a specific demand upon education which could no longer be denied. Juvenile Courts and other children's agencies were becoming increasingly aware of children who were behavior or academic problems, children who faced the struggle in the economic world without vocational information and guidance, and able children whose abilities were not discovered in a rigid, haphazard curriculum. The teacher had neither time nor training to give this guidance, and was not significant of the responsibility of the school for the failure as well as the success of the child which was sent from the schoolroom poorly equipped to meet the realities of the working world.	
The Vocation Bureau of the Cincinnati Public Schools laid the foundation and developed a procedure for personnel work which now reaches a culmination in a more formal terminology and also in a more definite attempt to place these special services within the reach of the classroom teacher. Recent research has described the rapid and widespread growth of public school personnel work.	
"A hundred or even seventy-five years ago there were few school employees other than teachers. The present diversified staff of the schools has its origin in influences which have become effective since the Civil War:	
1. The broadened social program of the schools bringing such innovations as compulsory school attendance, medical inspection, nurse service, organized playgrounds, and school lunchrooms to render service to the steadily increasing enrollment of the schools.	
2. A new philosophy of education has been emerging within the	
schools which has sought to make school experiences more meaningful to each pupil by studying each child as a unique personality with his own special needs to be met. School organization and school curriculum have been rebuilt to serve this purpose, record systems, standard tests, and a variety of devices which call for a detailed clerical service are a part of this development.	
3. Perhaps most influential has been the professionalization of teaching and the recognition of numerous special services within the profession. Beyond the basic classroom teaching groups are principals, supervisors, counselors, deans, and superintendents to mention only a few.	
It is only through timely educational contribution that the employees of the non-teaching staff can be defended but the non-teaching members will not facilitate the process of education	

HISTORICAL AND DEMOGRAPHIC EXPERIENCES IN THE DEVELOPMENT OF A SITUATION SPECIFIC MODEL OF SCHOOL PERSONNEL SERVICES	
A dissertation submitted to the Division of Graduate Studies of the University of Cincinnati	
In partial fulfillment of the requirements for the degree of	
DOCTOR OF EDUCATION	
In the Department of Special Education of the College of Education and Human Sciences	
1978	
by	
Deborah Ann Yeaman	
B. A. Miami University, 1976 M. A. The Ohio State University, 1963	

# Helen Bradford Thompson Woolley



# Boat Puzzle Used at Ellis Island



# Fernald's 1937 Binet Kit: Form M



# Health Concerns

## Cincinnati Public Schools, 1912

### NECROLOGY OF TEACHERS

A. L. BECK.....	McKinley
ANNA M. BROOKS.....	Retired
ERNESTINE EMDICH.....	Retired
JOHN A. HEIZER.....	Guilford
JULIA HIRSCH.....	Washington
MARGARET D. NINON.....	Retired
ISAAC H. TCHIBELL.....	Retired
ELVIRA A. WILLIS.....	Douglass

### NECROLOGY OF PUPILS

NAME	CAUSE OF DEATH
Margaret Hurdle.....	10 Scarlet fever
Homer Thrace.....	6 Scarlet fever
Edna Stormer.....	13 Blood poisoning
Homer Smith.....	11 Pneumonia
Frank Royce.....	9 Accident
Alfred Alban.....	12 Accident
Rollo Gallaher.....	11 Heart trouble
Ollie Wagner.....	6 Scarlet fever
Mabel Bowersox.....	8 Scarlet fever
Ella Howlet.....	8 Diphtheria
Kennon Schultz.....	10 Scarlet fever
Robert Pagel.....	8 Spinal-meningitis
Rosa Sollberger.....	7 Appendicitis
Geo. Stevie.....	8 Scarlet fever
Henrietta Tugget.....	5 Diphtheria
Stephen Weaver.....	7 Scarlet fever
Norma Schmidt.....	5 Diphtheria
Irma Melchert.....	8 Diphtheria
Cornelius Forn.....	7 Rheumatism
Bernard Felring.....	6 Diphtheria
Hazel Siegman.....	6 Spinal-meningitis

NAME	CAUSE OF DEATH
Jacob Lung.....	12 Spinal-meningitis
Ruth Goldstein.....	9 Infantile paralysis
Walter Schmidt.....	15 Heart trouble
Hedwig Wepper.....	6 Spinal-meningitis
Frank Ihl.....	8 Drowned
Clara Shober.....	15 Spinal-meningitis
Desdemona Miller.....	15 Tuberculosis
Maggie Samuels.....	6 Spinal-meningitis
Gertrude Meyer.....	8 Pneumonia
Walter Morgan.....	7 Bright's disease
Henry Marshmeier.....	15 Spinal-meningitis
Gilbert Atkins.....	10 Heart trouble
John Gilbert.....	10 Diphtheria
Katie Schubert.....	8 Accident
Mildred Gillis.....	6 Diphtheria
Harriet Townsley.....	11 Diphtheria
Lucile Morton.....	6 Diphtheria
Jacob Munich.....	6 Scarlet fever
Julius Barnet.....	6 Scarlet fever
Helen Stantberg.....	6 Scarlet fever
Carl Bums.....	7 Scarlet fever
George Rottman.....	5 Infantile paralysis
Ralph Blice.....	9 Scarlet fever
Gretchen Keller.....	5 Heart failure
Muriel Borgman.....	12 Heart disease
Ida Leisure.....	5 Pneumonia
Irene Wills.....	9 Spinal-meningitis
Marie Meyer.....	9 Scarlet fever
Rosa Schiff.....	9 Infantile paralysis
Wm. Cohen.....	8 Spinal-meningitis
Amie Singer.....	7 Tuberculosis
Clifford Hasselbroch.....	13 Tuberculosis
Josephine Lobono.....	10 Lockjaw
Clifford Moebus.....	13 Drowned
Mildred Seitz.....	7 Diphtheria
Fred'k Brunner.....	5 Scarlet fever
Gordon Hanniford.....	5 Infantile paralysis
Carl Schellinger.....	5 Infantile paralysis
Ethel Graichen.....	7 Pneumonia
Charles Dodson.....	11 Typhoid fever
Carl Miller.....	6 Pneumonia
Zella Wintfree.....	16 Tuberculosis
Edward Weirman.....	13 Rheumatism
Adolph Andre.....	12 Accident
Fred Grinnelsman.....	12 Spinal-meningitis
Katherine Andler.....	17 Cancer
Jean Sterritt.....	17 Appendicitis
Harold McKenzie.....	16 Pneumonia
Elmer Schlef.....	12 Appendicitis

# Necrology Summary

<u>NUMBER</u>		<u>AVERAGE AGE (years)</u>	
TOTAL:	70	TOTAL:	9.14
MALES:	38	MALES:	9.21
FEMALES:	32	FEMALES:	9.56

CAUSE OF DEATH	TOTAL	MALES	FEMALES
Scarlet Fever	14 (20%)	10 (26%) (71%)	4 (13%) (29%)
Spinal Meningitis	10 (14%)	6 (15%) (60%)	4 (13%) (40%)
Diphtheria	10 (14%)	2 (05%) (20%)	8 (25%) (80%)
Pneumonia	6 (09%)	3 (08%) (50%)	3 (09%) (50%)
Infantile Paralysis	5 (07%)	3 (08%) (60%)	2 (06%) (40%)
Heart Problems	5 (07%)	3 (08%) (60%)	2 (06%) (40%)
Accident	4 (06%)	3 (08%) (75%)	1 (03%) (25%)
Tuberculosis	4 (06%)	1 (03%) (25%)	3 (09%) (75%)
Appendicitis	3 (04%)	1 (03%) (33%)	2 (06%) (67%)
Rheumatism	2 (03%)	2 (05%) (100%)	0 -- --
Drowned	2 (03%)	2 (05%) (100%)	0 -- --
Bright's Disease	1 (1.4%)	1 (03%) (100%)	0 -- --
Typhoid Fever	1 (1.4%)	1 (03%) (100%)	0 -- --
Lockjaw	1 (1.4%)	0 -- --	1 (03%) (100%)
Cancer	1 (1.4%)	0 -- --	1 (03%) (100%)
Blood Poisoning	1 (1.4%)	0 -- --	1 (03%) (100%)

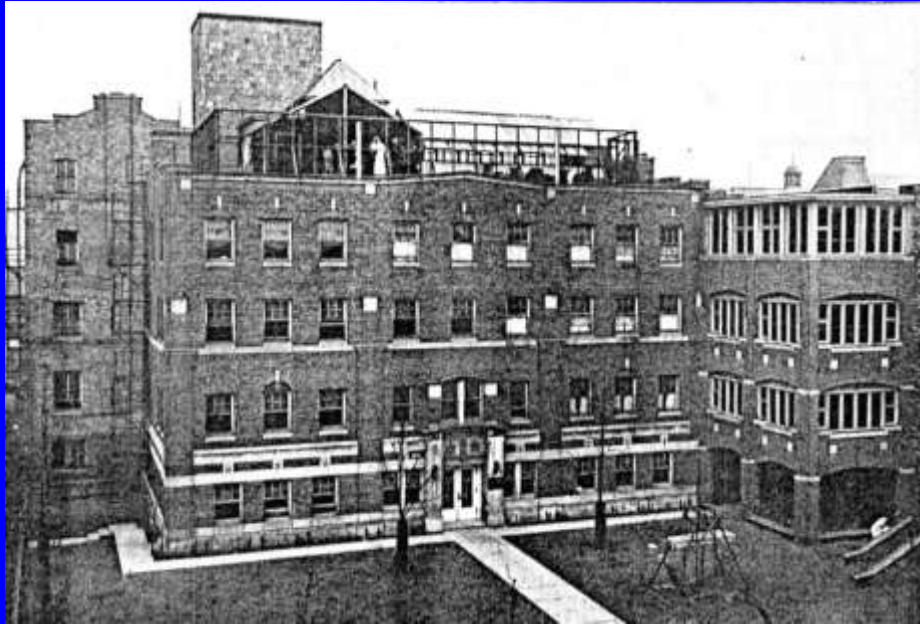
  

**LEADING CAUSES OF DEATH**

<u>TOTAL</u>	<u>MALES</u>	<u>FEMALES</u>
1)Scarlet Fever-14	1)Scarlet Fever-10	1)Diphtheria-8
2)Diphtheria-10	2)Spinal-	2)Scarlet
3)Spinal-	meningitis-6	Fever-4
meningitis-10	3)Pneumonia-3	3)Spinal-
	4)Accident-3	meningitis-4
	5)Heart Problems-3	4)Pneumonia-3
	6)Infantile	5)Tuberculosis-3
	Paralysis-3	

# Open Air Schooling, Early 1900s

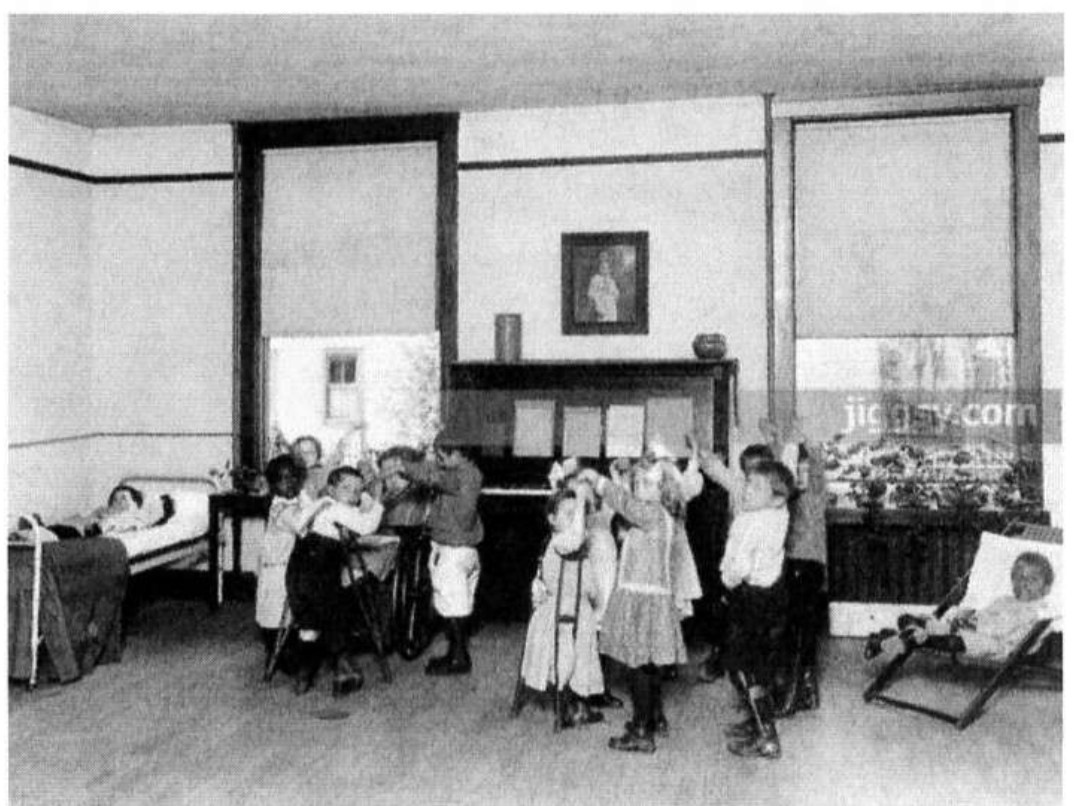
Reveals a form of special education that no longer exists.



# Open Air Schools, Columbus and Cleveland

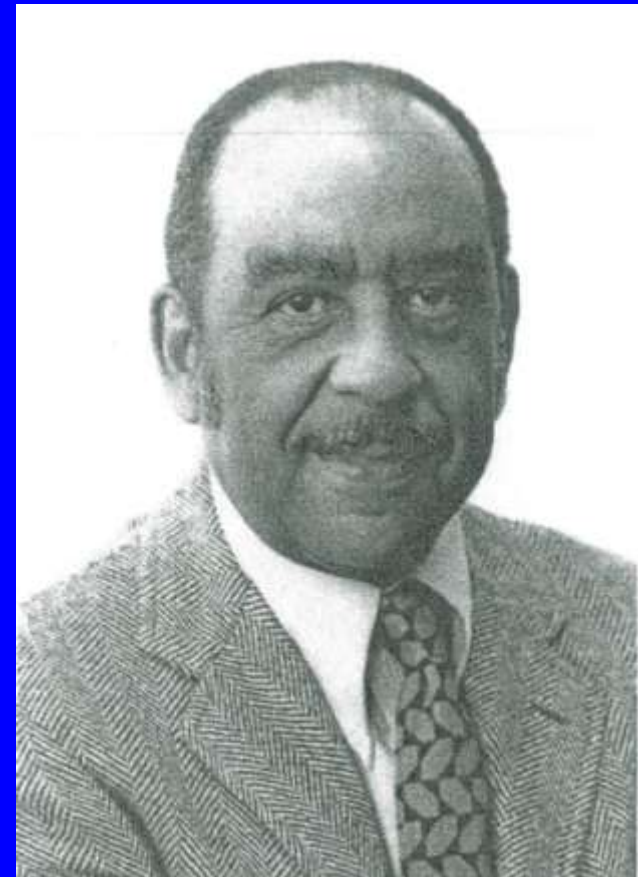


The Open Air School opened at cross-section of Hudson St. and Neil Avenue. Tubercular children were NOT admitted. The sole purpose of the school was to provide a place where children who were predisposed to the disease or approaching the danger line could receive instruction and nourishment to check their disease, which was pre-tuberculosis. In 1914, the cost for a child per day was figured at 22 cents.



Hodge Open Air School, Cleveland, Ohio, between 1900 and 1920. The open air school concept was created to treat children with pre-tuberculosis symptoms. In this photo, the children are either in bed, wearing leg braces, or using crutches. Some of the characteristics of the schools included large windows, easy access to the outdoors remote from cities, closely monitored diet, physical exercise and regular medical attention. LOC original medium: photographic print.

**Bertha M. Luckey, 1917-1960    Clifford Graves, 1961-1977**



# Stop Number 3: Cleveland Public Schools

10-1750 1928 ?

## PSYCHOLOGICAL CLINIC

### *Brief Survey*

## CLEVELAND PUBLIC SCHOOLS

R. G. Jones, Superintendent

Bertha M. Luckey, Chief Examiner

## A BRIEF SURVEY OF THE PSYCHOLOGICAL CLINIC CLEVELAND PUBLIC SCHOOLS

### What Is the Psychological Clinic

The psychological clinic is a special organization which exists solely as an advisory body whose function is to examine and ascertain by mental tests the capacity for learning and the special abilities or disabilities of those referred to it.

### The History of the Cleveland Clinic

There has been testing for mental ability in the Cleveland Public Schools since 1912, but it was not until 1917 that a psychological clinic was established under the supervision of the medical department, and then on a very modest scale. It now functions as a separate unit, supervised by the Chief Examiner and under the general oversight of the head of the Bureau of Educational Research.

### The Present Personnel

The ever increasing demands for testing have brought about the expansion of the small clinic until now its personnel numbers ten, four psychologists with degree of

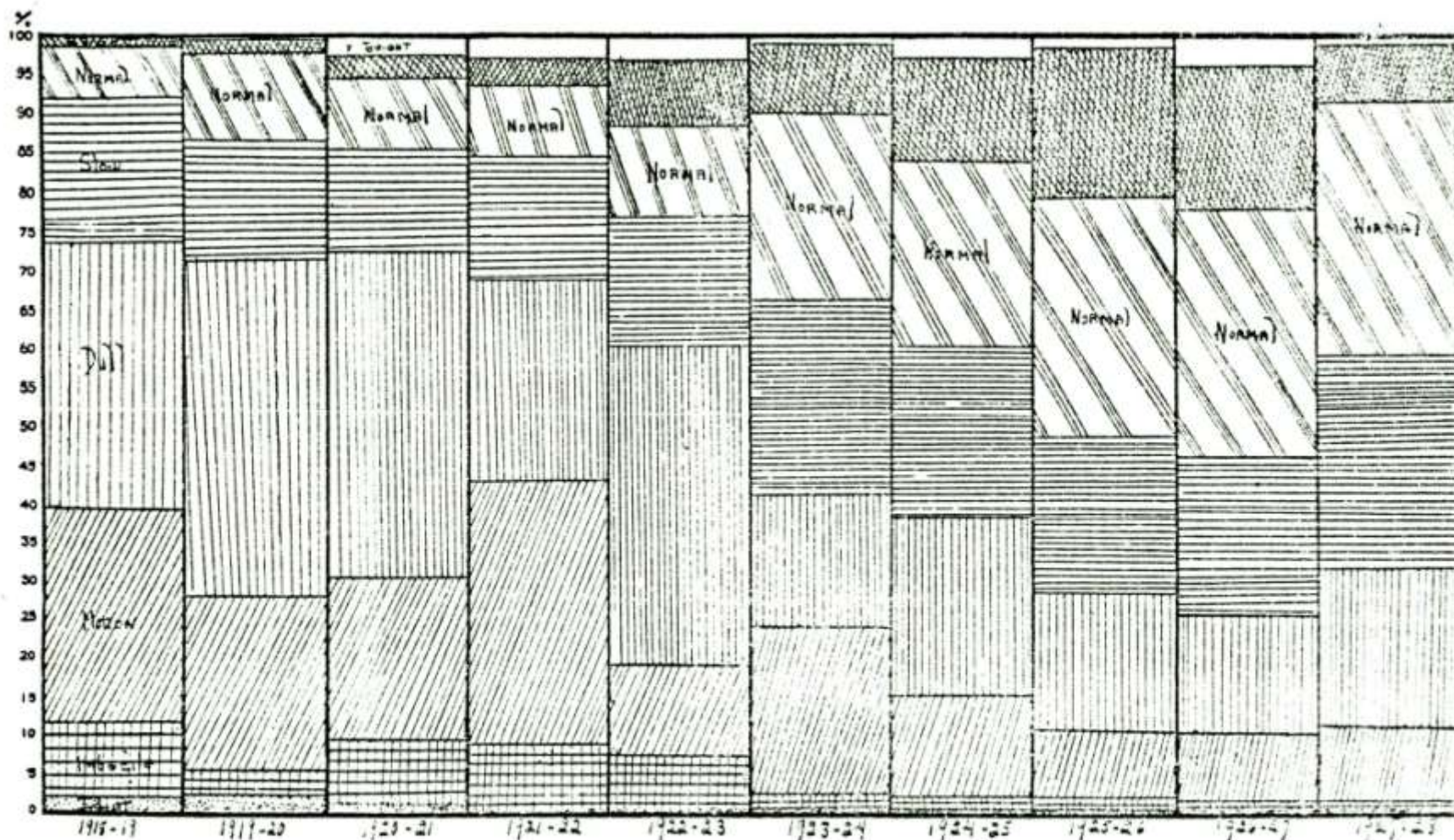
Ph.D., three psychologists with M. A. degree, one examiner with general psychological training, one assistant and a secretary. Six of these examiners work in the field. Each is assigned to certain buildings and as he returns to the same building from time to time, he can follow up children examined and check on the management and the development of the child with the recommendations made. An average of 15,000 pupils is assigned to each of six psychologists. One examiner devotes her time to placement work in connection with the Attendance Department. The assistant has been working on a group classification test for children entering the first grade. Aside from testing, experiments closely allied with the problems of the clinic are being carried on continuously by the members of the staff.

### The Diagnosis—How It Is Made

Each case referred to the clinic is examined individually by carefully standardized tests. The test most frequently used in determining mental capacity is the Stanford Revision of the Binet-Simon Test. However, supplementary tests are used when the child seems familiar with the material or where some disability, such as deafness or language difficulty decreases the value of the Binet scale. These results are recorded in a card file which forms a nucleus for a mental registry service. Tests made by the psychologist at the Detention Home are also placed in this file.

An individual study of a case requires from thirty minutes to over an hour to give, according to the age of the child, with an average cost of about \$2.50.

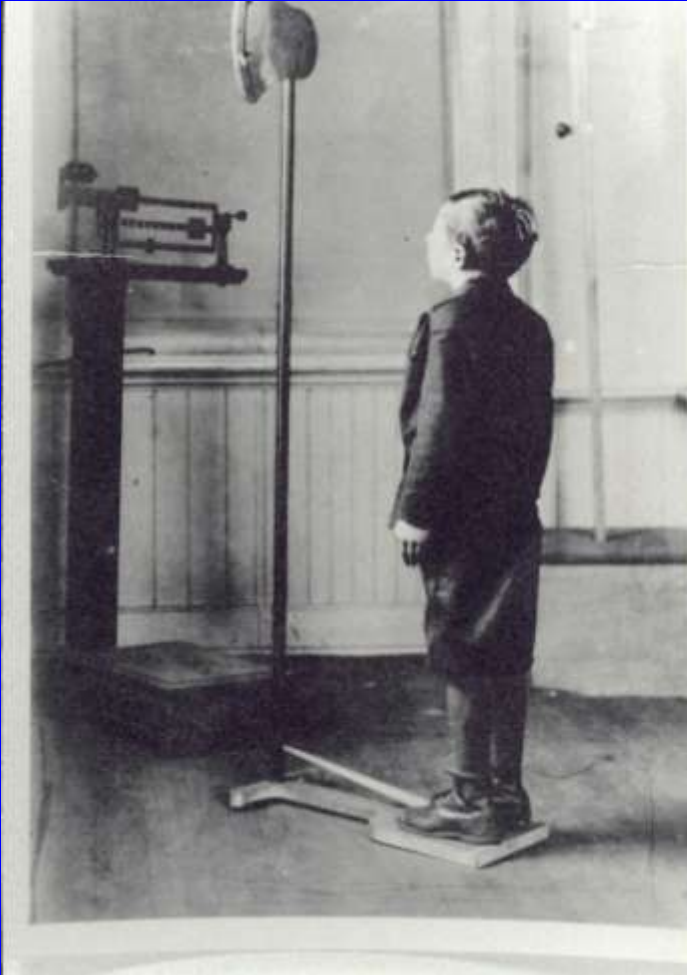
# Cleveland Categorical Diagnoses



Yearly distributions according to type of testing done by the Psychological Clinis, 1918 through 1928.

# Stop Number 4

## Wallin's Diagnostic Teaching



# Wallin's Ohio Clinic, 1920s



# Stop Number 5: Ohio State University Regional Services

Journal of Consulting  
Psychology, 1942, 6,  
196-200.

## PSYCHOLOGICAL SERVICE FOR SCHOOLS ON A REGIONAL BASIS

By WILDA M. ROSEBROOK

OHIO STATE UNIVERSITY

THE objectives and activities of the Psycho-Educational Consultant Service at Ohio State University seem to be more varied and flexible than constant. Three objectives, however, have remained fixed and foremost in our thinking from the initiation of this program in the autumn of 1935 to the present: (1) to enrich the teachers' understanding and appreciation of children, individually and collectively; (2) to assist administrators and teachers in the formulation of plans to meet the needs of the children in their schools; and (3) to encourage school systems to assume more active responsibility in the study, education, and treatment of the exceptional child in various ways, depending on the situation.

These objectives might be restated more specifically indicating the trend of discussion in the actual situation: (1) the schools are urged to make use of the resources within their own school; (2) then within their own community, and (3) within their state community. This latter, of course, implies services which are available to and in local communities over and above those which are being used at the time. Those services may come from state departments of health, education and welfare, and private agencies as well. It is only when these possibilities are exhausted that the schools are urged to augment their staffs to meet indicated needs. When this stage

has been reached, then it is a matter of selecting the specialist which will be of greatest value—guidance counselor, psychologist, school nurse, or visiting teacher, as the case may be.

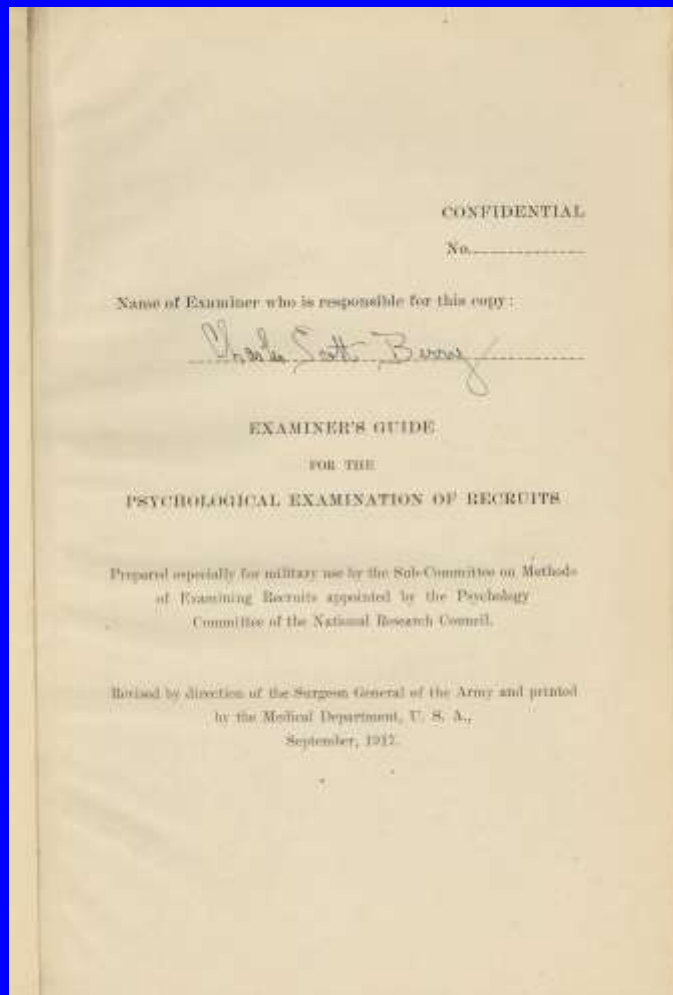
There is rarely a case studied or principle of theory or practice discussed which does not involve the reorganization, modification and enrichment of the curriculum. The consideration of supplies and supplementary materials enters the picture. The available materials in the school, in the local community, and in the state must be considered, and if needed, used.

The psychological consultant service emanates from the Bureau of Special and Adult Education, which is a department in the College of Education at Ohio State University. The Bureau has five staff members. The Director, Charles Scott Berry, specialist in the area of exceptional children; the Assistant Director, H. W. Nisonger, Professor of Adult Education; a graduate assistant, directing the Adult Evening School on the campus, a secretary, and myself. We divide our time between consultant service in the field and teaching.

The University provides the Bureau with a budget which covers salaries, supplies and a limited amount for traveling expenses. This "limited amount" justifies our practice of requiring schools to pay all of my expenses incurred while traveling and working in their schools.



# Examiner Test Manual, 1917 Committee on Psychological Examination of Recruits (Wells, Whipple, Yerkes, Bingham, Terman, Doll, Goddard, Haines). Charles Scott Berry's Manual



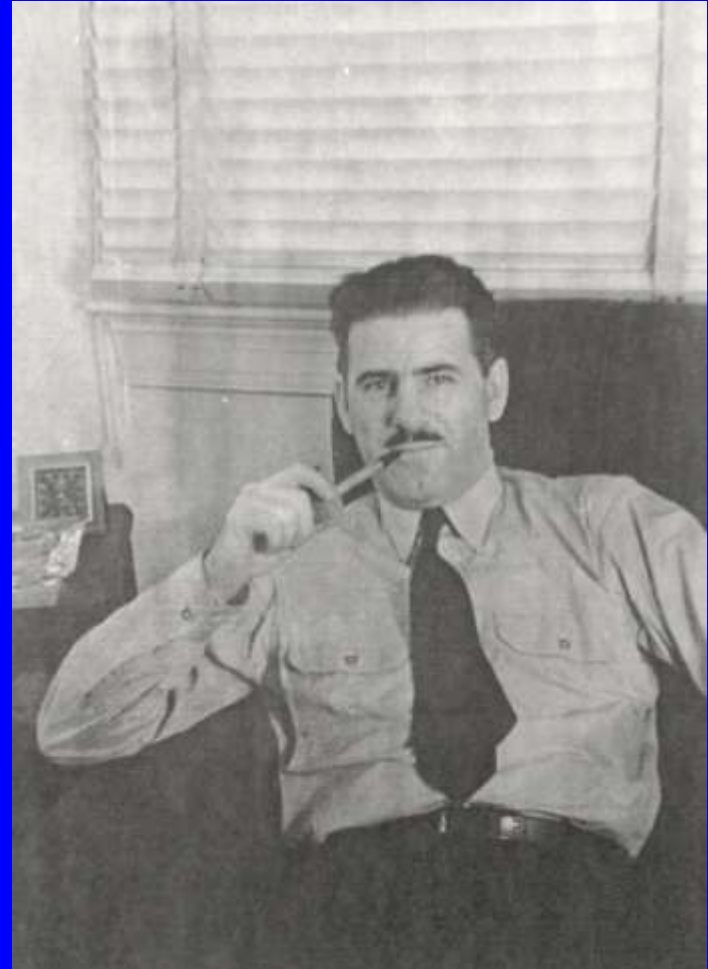
# Goddard at Southern Cal, 1888



Henry Goddard (1866-1957)



T. E. Newland (1903-1992)



# Thayer Conference Proceedings

## *School Psychologists at Mid-Century*

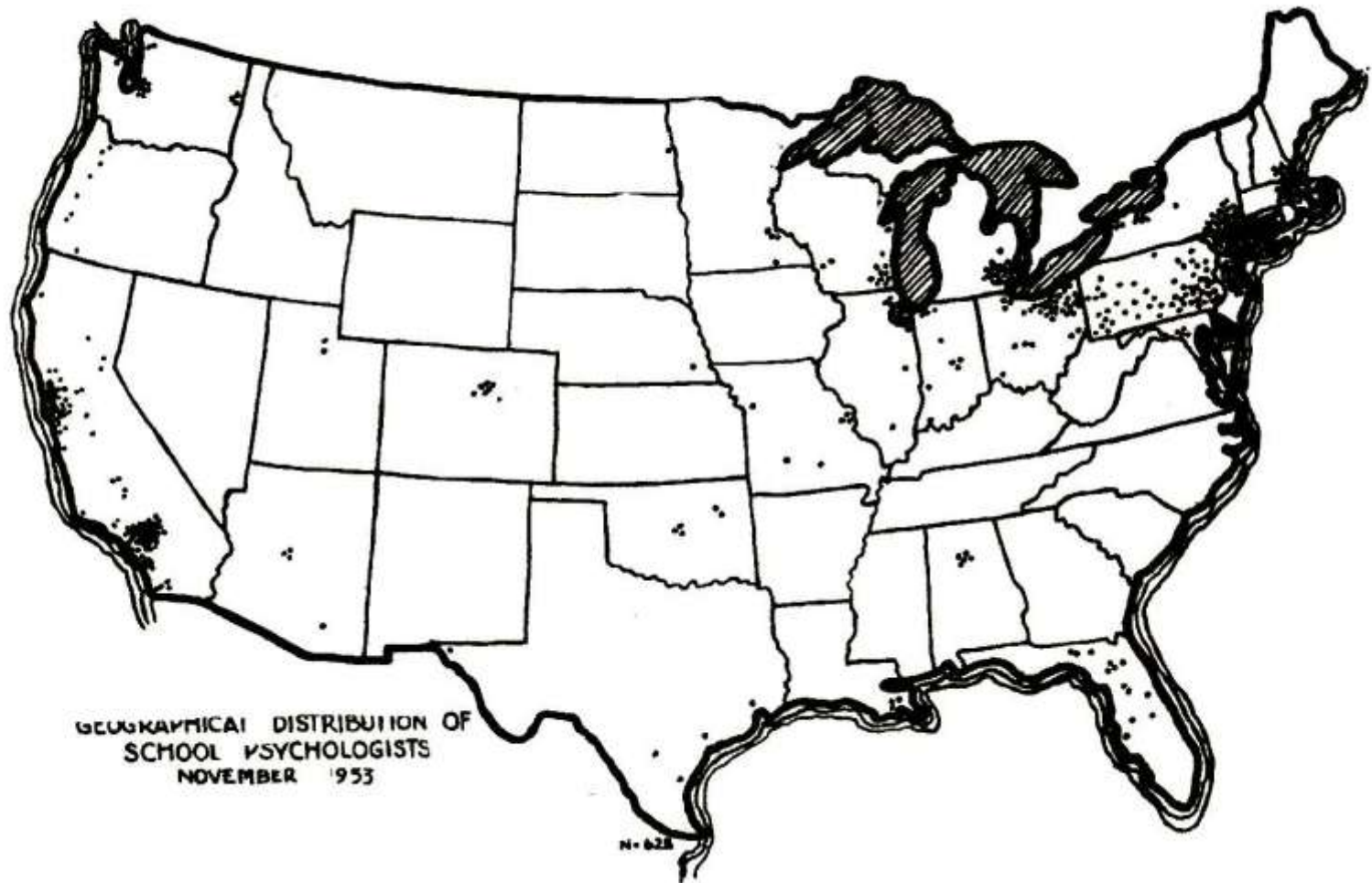
A REPORT OF THE THAYER CONFERENCE ON THE FUNCTIONS,  
QUALIFICATIONS, AND TRAINING OF SCHOOL PSYCHOLOGISTS

*Edited by* NORMA E. CUTTS

American Psychological Association, Inc.  
Washington, D.C., 1955

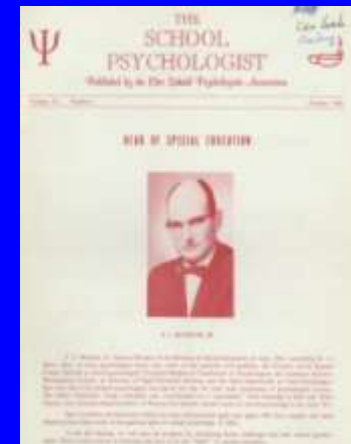
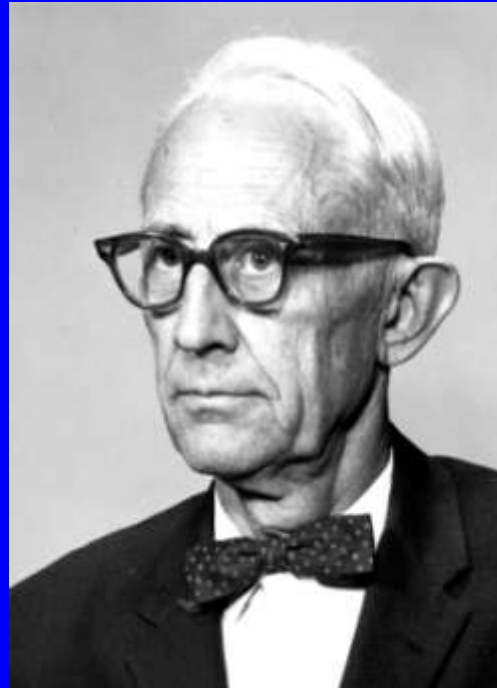
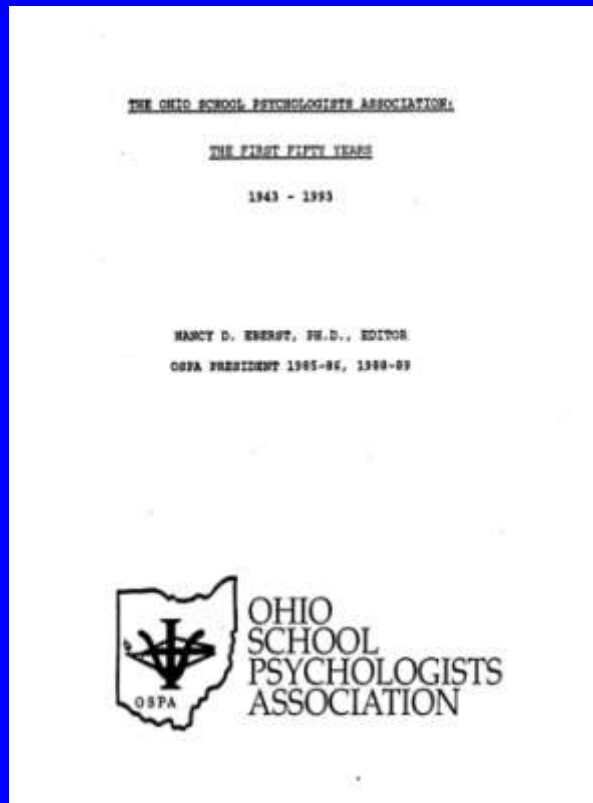


# Geographical Distribution of School Psychologists 1953



# Stop Number 6: 1<sup>st</sup> State Association, 1943

## Dr. Dwight Arnold, Chairman



# Early OSPA Conference Sites

**The Granville Inn**

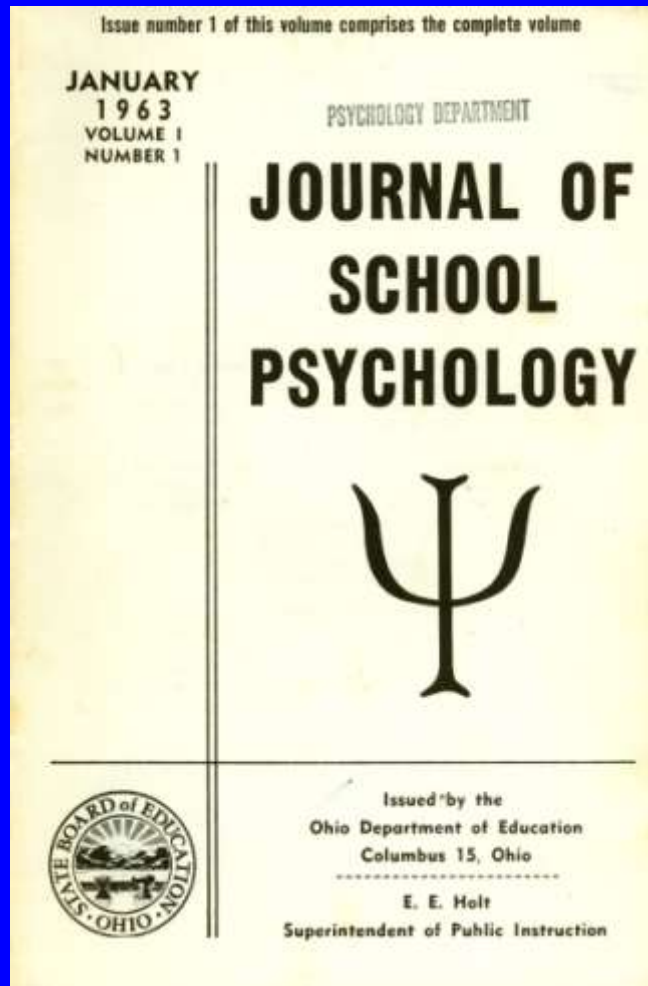


**Atwood Lake Lodge**

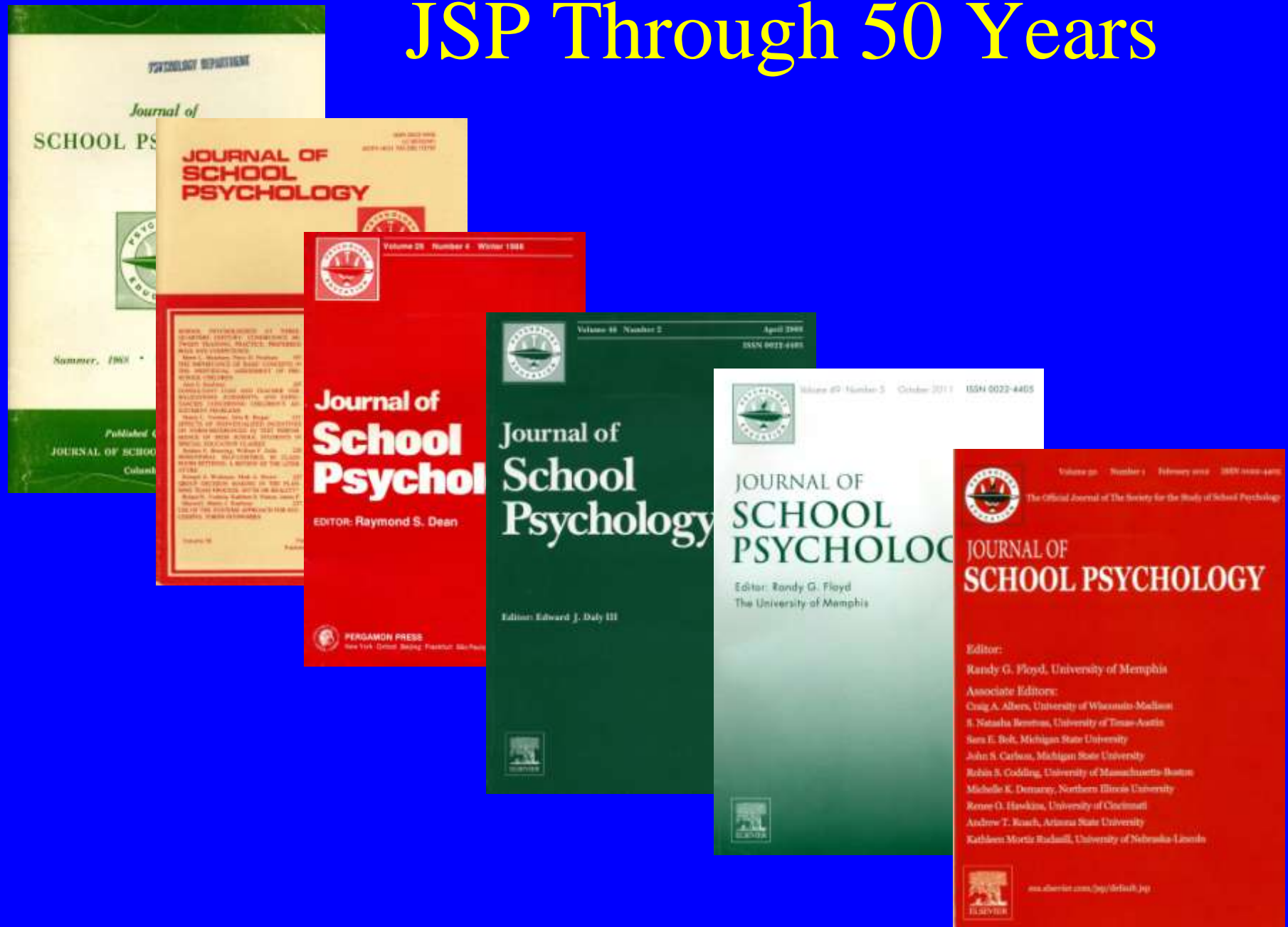


# Stop Number 7

## *The Journal of School Psychology*



# JSP Through 50 Years



Stop Number 8  
OSPA, November 11, 1966, Akron, OH  
Jack Bardon & Sam Bonham



# Stop Number 9

## Caseload Analysis 1964-1965

### 1964-65 SCHOOL YEAR ANALYSIS OF CASE LOAD OF OHIO SCHOOL PSYCHOLOGISTS

In September, 1964, each Ohio public school psychologist was mailed a sample form of *Part II: Case Load Analysis, Survey of Ohio School Psychologists, 1964-65 School Year*. This survey was developed during the preceding year by the Division of Special Education in cooperation with the Research Committee of the Ohio School Psychologists' Association. The survey was distributed with a cover letter informing school psychologists of the purposes and nature of the instrument. School psychologists were thus given an opportunity to revise filing and reporting procedures regarding case loads to facilitate the final reporting of the data.

In May, a final mailing of the survey form of *Part II: Case Load Analysis* was made to all identified school psychologists with the request that the completed forms be returned no later than July 31, 1965. Additional copies of the survey form were sent in September to all school psychologists who had not previously responded.

Analysis of data began in November of 1965 when the services of a research assistant from Ohio State University were secured. Although almost ninety-five percent of Ohio's school psychologists had returned questionnaires, a number were not complete. Sixty-two percent of the questionnaires provided information which could be utilized in all areas surveyed.

A preliminary analysis of the data was presented by the Research Committee to both the Executive Board and Membership of the Ohio School Psychologists' Association in April, 1965. The completed report is now available in published form through the Division of Special Education, Ohio Department of Education, 3281 Alberta Street, Columbus, Ohio 43204.

Some tentative conclusions may be made regarding the case loads of school psychologists employed by the public schools of Ohio:

1. Scope of the case load:
  - a. Almost without exception, the range was between 100 and 300 children per year.
  - b. The average number of cases completed was 236.
  - c. The median number of cases completed was 176.5.
  - d. The highest average case load was in city school districts, the lowest in exempted villages.
2. Chronological age of cases when evaluated:
  - a. School psychologists evaluated cases at all age levels through 21 years of age.
  - b. Ninety-nine percent of the cases were seventeen years of age or less.
  - c. Ninety percent were younger than 15 years of age.
  - d. Seventy-two percent were younger than

twelve years of age.

- e. Forty-five percent were younger than nine years of age.
  - f. Twenty-two percent were six years of age or younger.
  - g. There was little difference between psychologists in city, county, local, and exempted villages in the chronological ages of cases when evaluated.
3. Actual grade placement of cases when evaluated:
    - a. School psychologists evaluated students at all grade levels as well as pre-school children, those who had graduated, and school dropouts.
    - b. Almost ten percent of the case load involved students placed in special class programs.
    - c. Eighty-one percent were below the ninth grade.
    - d. Sixty-five percent were below the sixth grade.
    - e. Fifty percent were below the fourth grade.
    - f. Twelve percent were kindergarten or pre-school children.
    - g. There was little difference between psychologists in city, county, local, and exempted villages in the grade placement of cases when evaluated.
  4. Distribution of cases by sex:
    - a. Sixty-four percent of the cases were boys.
    - b. There was almost no difference between psychologists in the different types of school districts in the distribution of the case load by sex.
  5. Distribution of cases by level of intelligence:
    - a. School psychologists evaluated students of all levels of ability, ranging from those so retarded that it was impossible to obtain a valid index of intelligence quotient to above 170.
    - b. Ninety-one percent were below an intelligence quotient of 130 when evaluated.
    - c. Eighty-six percent were below an intelligence quotient of 120.
    - d. Fifty-one percent were below an intelligence quotient of 90.
    - e. Thirty-three percent were below an intelligence quotient of 80.
    - f. Three percent were below an intelligence quotient of 50.
  6. Distribution of cases by month:
    - a. If the time when schools are not normally in session is considered, the distribution of

(Continued on Page 6)

- Case Range 100-300
- Average = 236
- Median = 176.5
- Highest Loads in Cities
- Lowest Loads in Exempted Villages
- \*Recent NASP Listserv of Ohio regs at 125 & ratio or 1:2500?

# Stop Number 10

## Ohio Department of Education



# The School Psychologist in Ohio, 1959



The School Psychologist is a part of the total school program.



The major function of the School Psychologist is individual child study.



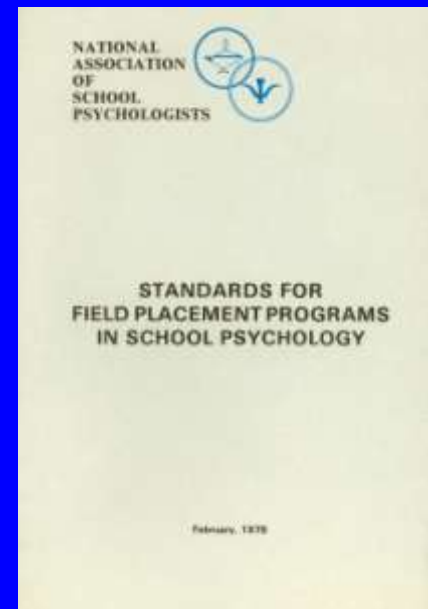
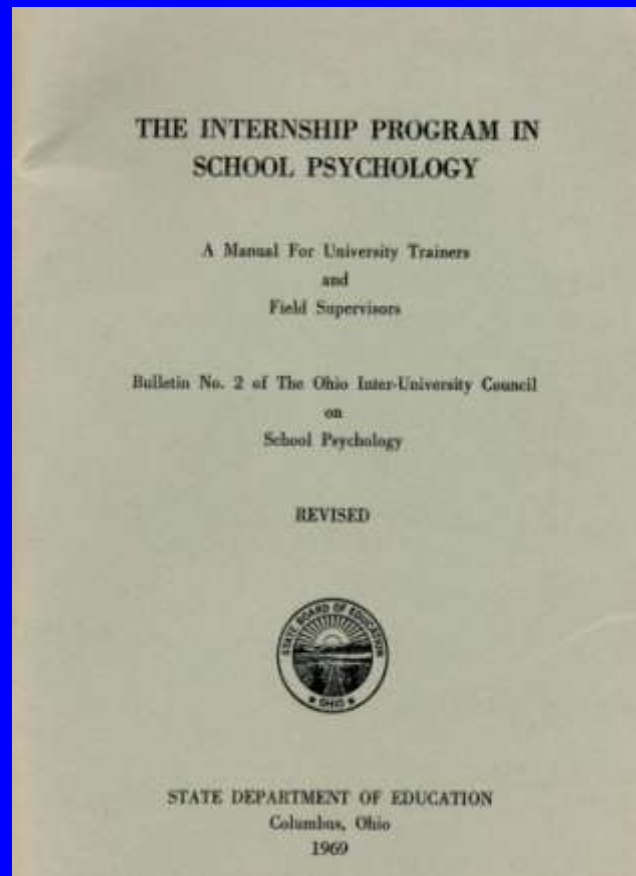
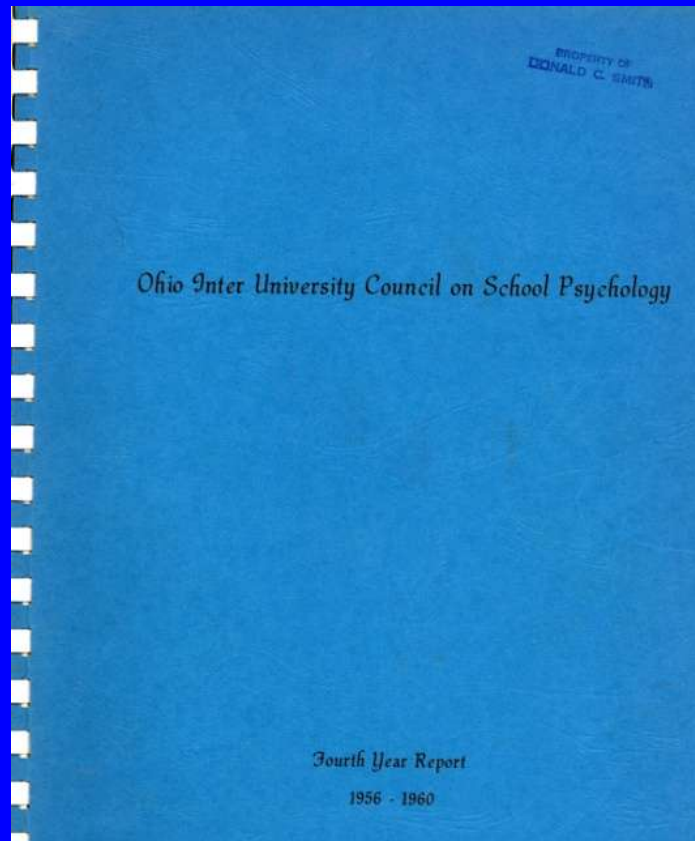
The School Psychologist confers with the school staff.



The School Psychologist confers with parents.

# Stop Number 11

## Ohio Inter-University Council



# Stop Number 12: Origin Point for NASP

## *Proceedings of the National Invitational Conference of School Psychologists*

MARCH 21-22, 1968

THE CHRISTOPHER INN  
COLUMBUS, OHIO



Sponsored by  
Ohio School Psychologists Association

## THE PARTICIPANTS OF THE NATIONAL INVITATIONAL CONFERENCE OF SCHOOL PSYCHOLOGISTS

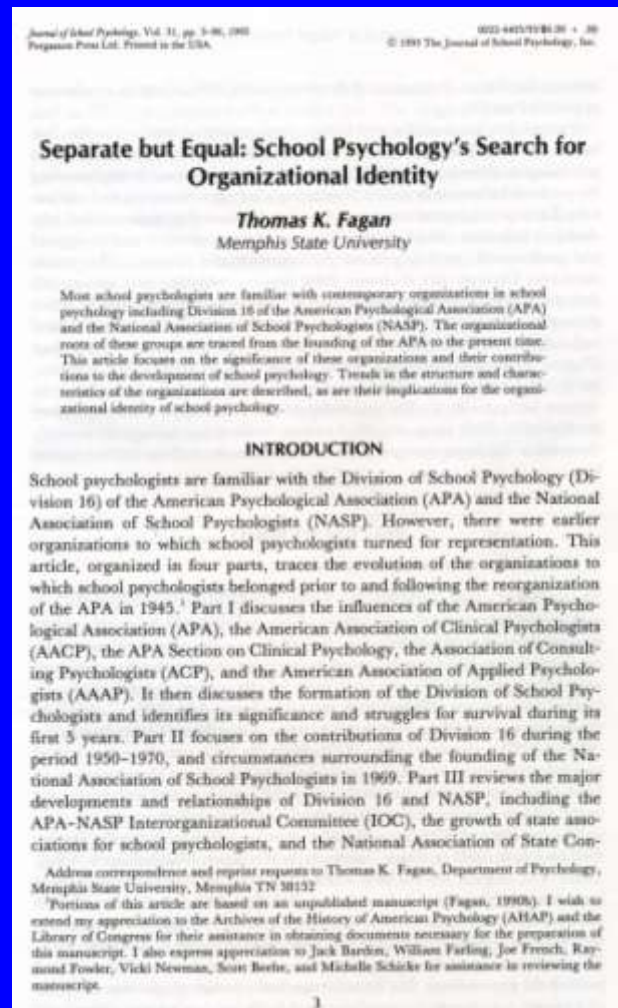
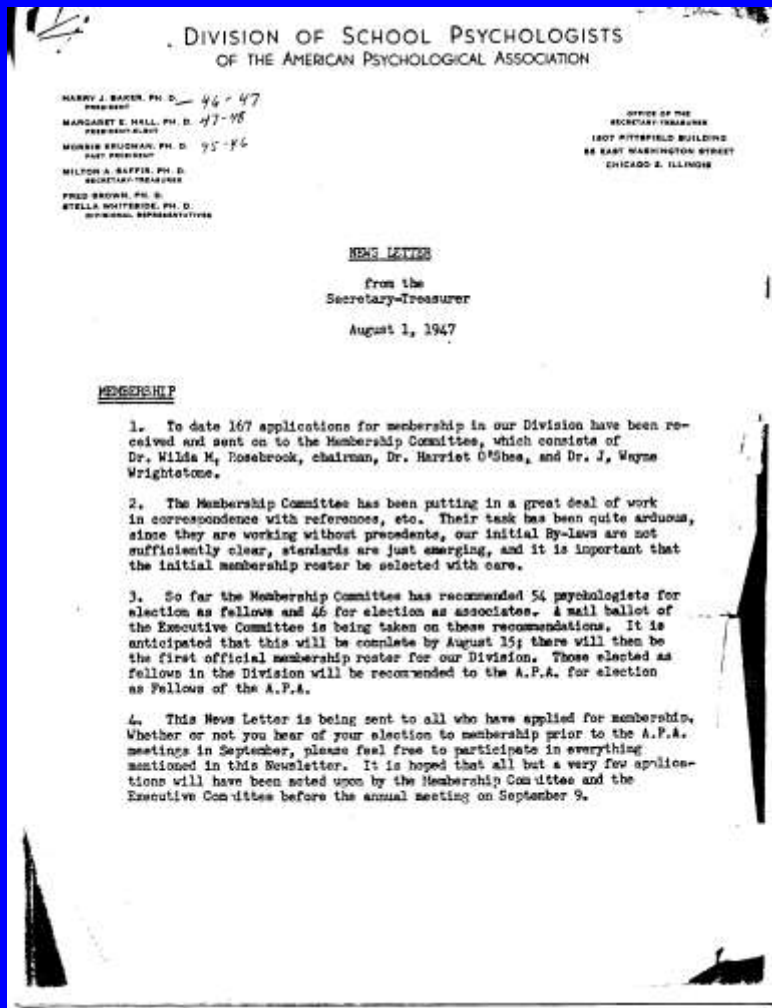
MARCH 21, 22, 1968 — COLUMBUS, OHIO

Alexander, Pauline Ohio	Kelly, Dennis M. Illinois
Baker, Herbert L. Ohio	Kirkpatrik, Richard Georgia
Bartlett, Clyde V. Ohio	Kline, Charles Ohio
Bisley, Marlene Ohio	Kovachich, J. P. Ohio
Bonham, S. J. Ohio	Kravitz, Stan Ohio
Brewster, Barney C. Georgia	Lacey, Wayne Illinois
Bruch, Kay Georgia	Lingren, Ronald H. Wisconsin
Chen, Michael J. Ohio	Lowie, Robert E. Kansas
Clerk, W. Donald New Jersey	Martin, Bob Ohio
Davis, Malcolm Maryland	McNamara, Harriet Ohio
Farling, William H. Ohio	Miller, Charles E. Ohio
Ferguson, Marian Oklahoma	Murphy, Van W. Illinois
Green, Gerald E. Arizona	Petros, Philip G. Connecticut
Gross, Pete Ohio	St. Cyr, Mary L. Connecticut
Harris, Virginia N. Illinois	Shaffer, Marde New York
Hood, Kenneth Ohio	Van Wageningen, Margaret M. Wisconsin
Iversen, Jack New York	

# Origin Point for APA Division 16

## February 26-27, 1944, OSU

### Rosebrook was temporary Secretary

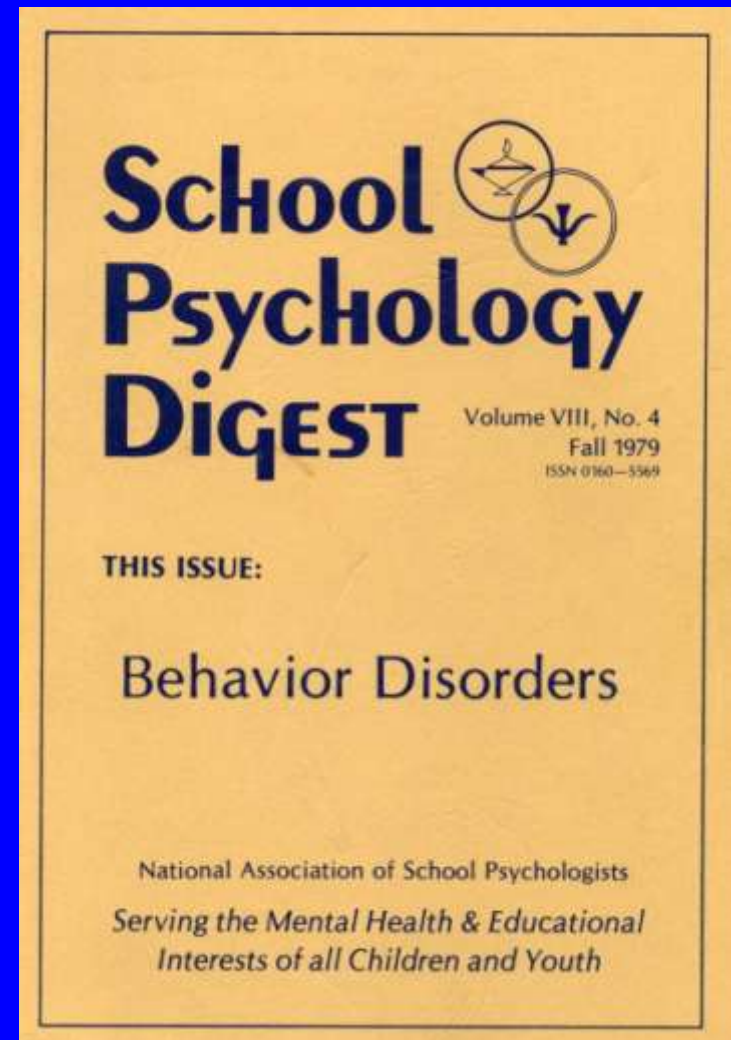
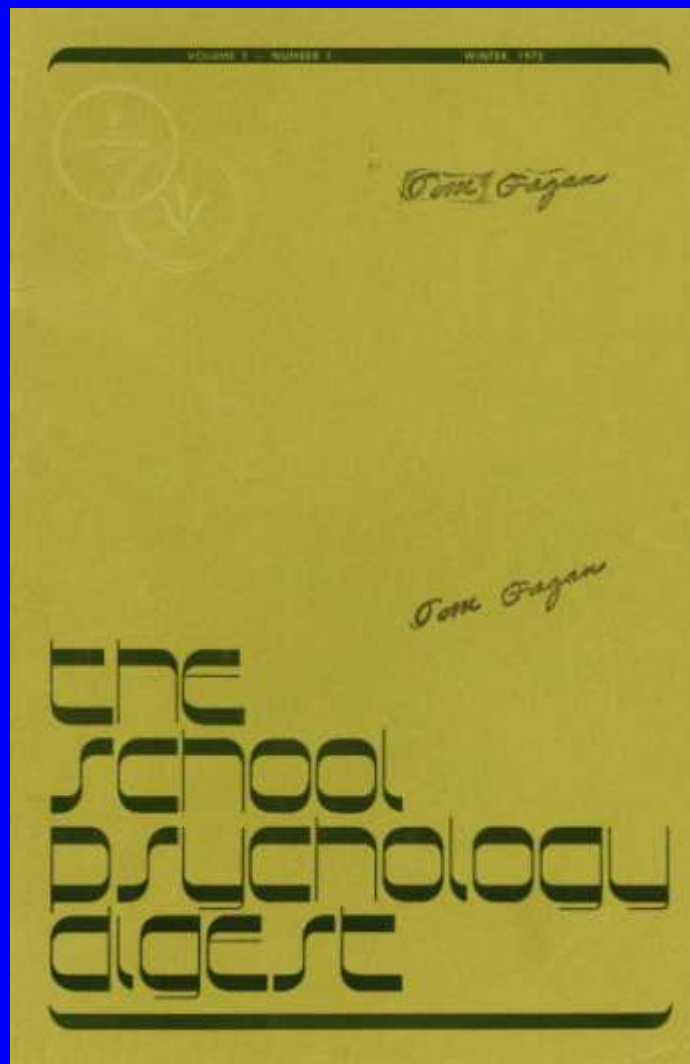


# Stop Number 13: Early NASP Leadership

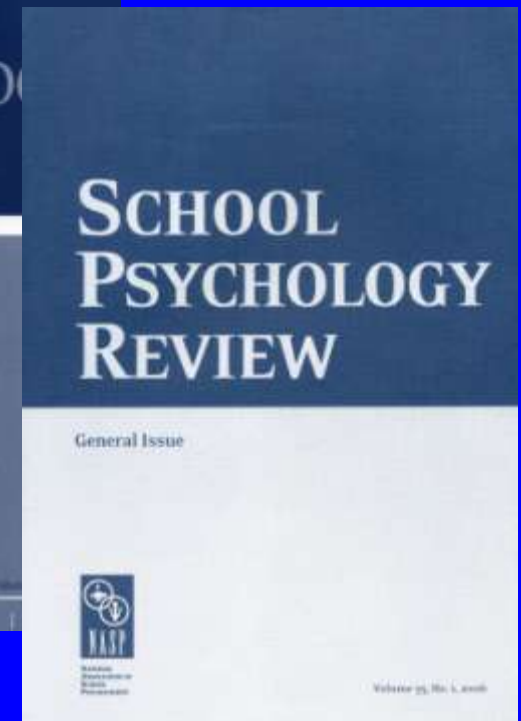
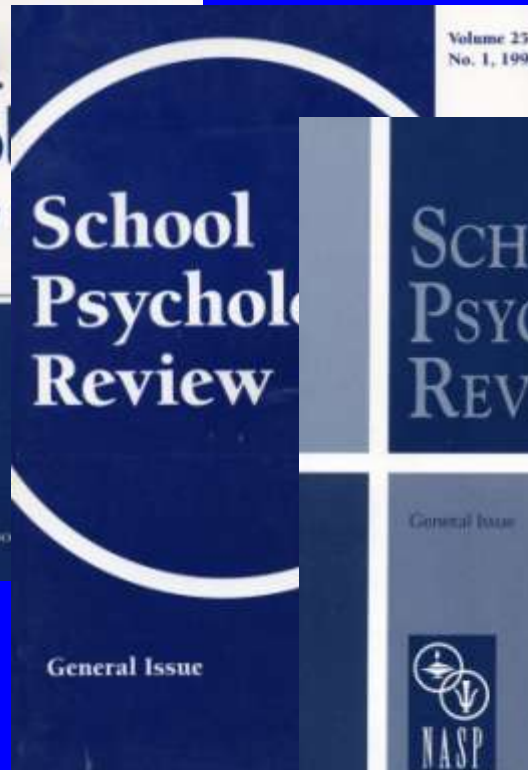
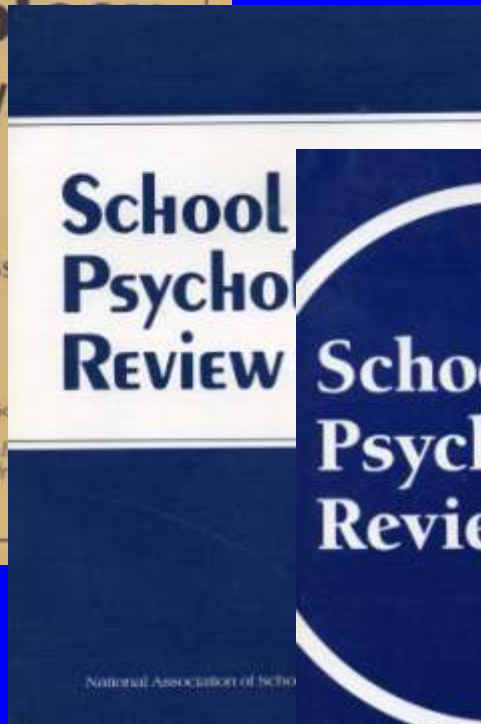
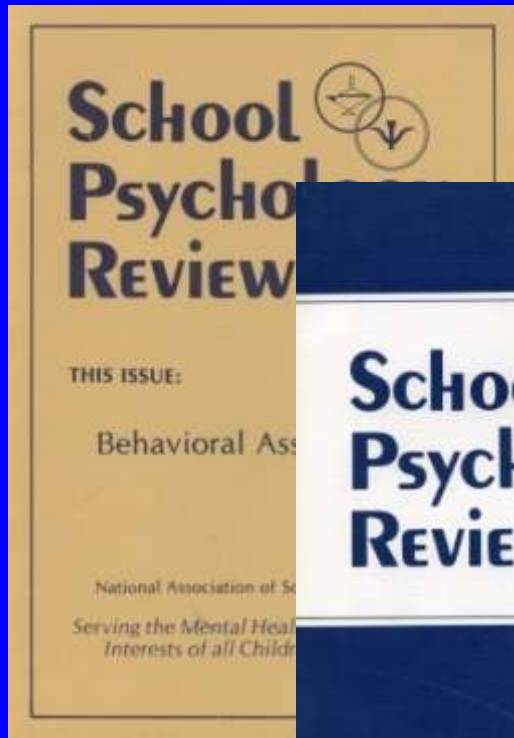


# Stop Number 14

## The Birth of the NASP Journal



# SPR Journal Styles



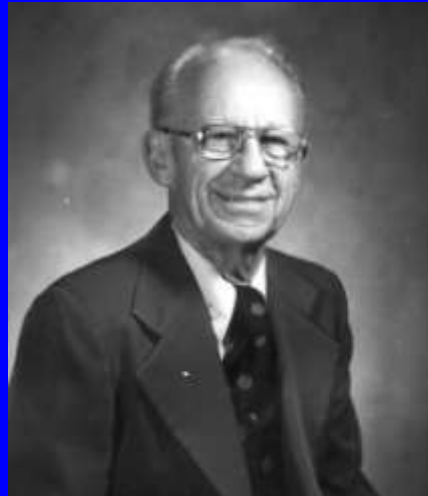
# Stop Number 15

Selected Ohio Leadership

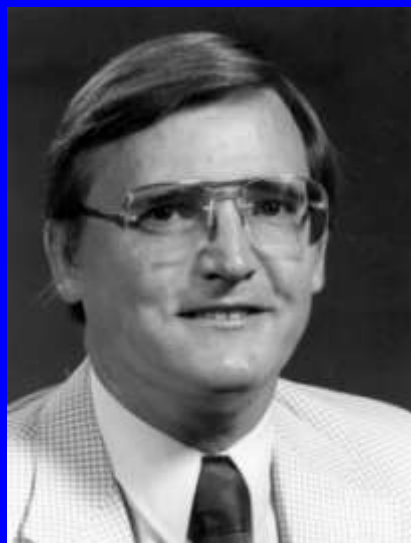
# NASP Presidents



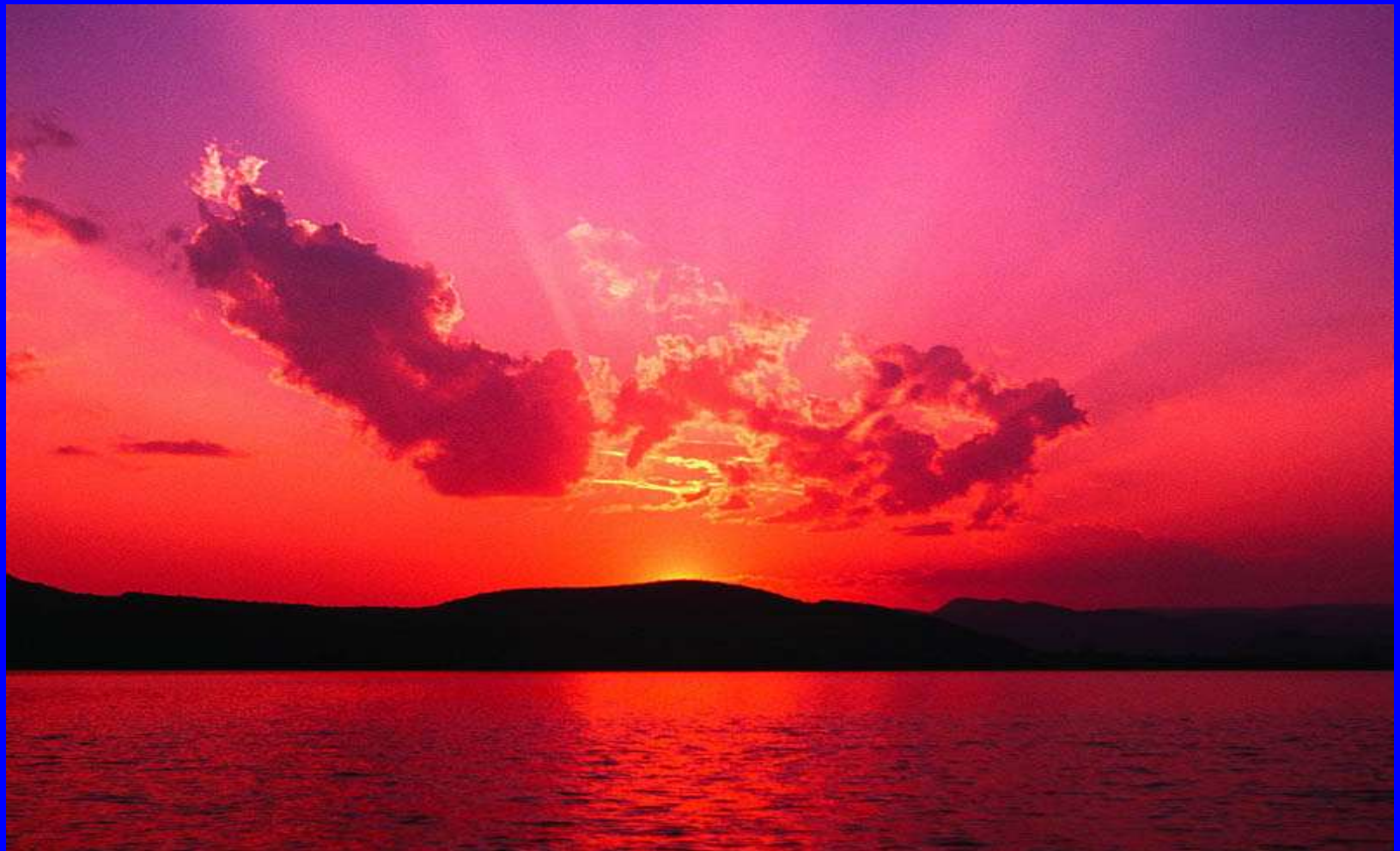
# Additional Leadership



# Additional Leadership



For 70 years OSPA has been a rising sun  
among the North Central States!



# Training and Mentoring



Your internship program is a model for  
states across the nation.



School psychology in Ohio blazed trails that others could follow.



# School Psychology Without Ohio



Mixing tradition with modern ways.



## A comment on the future...

“I do not know all the duties that the future will hold for the school psychologist but I will agree that it is a challenging array, never the same, with constantly new avenues of research opening up. There are large rewards in friendships and social contacts. The school psychologist is on the line of skirmish. There may be a lot of dust and noise, humor and pathos, but I guarantee it will never be a quiet or dull life.” (Bertha Luckey, 1951, p. 10).

You are the silver lining behind the clouds in  
the lives of children!



You are the future, and



you will be our history.

# Thanks for 43 Great Years!



