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THE HISTORY OF SPECIAL EDUCATION
FOR
PHYSICALLY HANDICAPPED CHILDREN
IN
KALAMAZOO

BY

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I owe much to the people that helped and encouraged me in my search for information on the Physically Handicapped in Kalamazoo. My subject dates back only to 1848 and therefore many of the people I wrote about are still living. The availability of some of these leading citizens helped me to gain a deeper, more personal understanding of my subject through interviews with them. I believe that my seminar paper helped me gain a research method and a historical approach to writing. But most important, it helped me gain a certain amount of confidence in approaching and dealing personally with people.

I wish to acknowledge at this time those individuals who personally have given their valuable time and information to me. This information has enabled me to give a more accurate picture of my subject. I give thanks to Mr. D. J. Heathcote, Assistant Superintendent of the Kalamazoo Public Schools. Mr. Heathcote gave me access to the incompleted P. W. A. reports filed in his office. Mrs. Marion Keeting Risley, principle of the Harold Upjohn School, talked to me often and gave me access to the Mother Study reports of that school. I also wish to thank Mrs. Walker, secretary for the Kalamazoo Society for Crippled Children, for her information on that society and on the Cerebral Palsy Training Center. Judge Anderson of the Kalamazoo Probate Court was exceedingly pleasant and helpful in gaining documentary
evidence for me. Thanks also goes to Mrs. Upjohn and Mrs. Maude McConnel, with whom I had correspondence.

My main source of information came from the Kalamazoo Public Library Kalamazoo Gazette files. The librarians assisted me often and made much of my research possible.

I believe that a vote of thanks from our seminar class should go to Mr. Ross, our advisor and teacher. His understanding and encouragement helped all of us gain the largest dividends from our efforts.
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Many leading American educators believe that the primary purpose of American education is to train all children for American citizenship. They also consider that a closely related secondary purpose is the education of each boy and girl up to the limits of his capabilities. \(^1\) This purpose includes all children even the physically handicapped child who deserves sympathetic help—not blame or disinterest.

Today, according to Arnold Gesell, child psychologist, one out of every fifteen children deviate sufficiently from the normal to demand special education. \(^2\) These handicapped children create different types of emotions in people who come in contact with them. The emotions of sympathy, disgust, and shame are a few types of reactions. In the eighteenth and even in the nineteenth centuries many people believed that physically handicapped individuals were "possessed of the devil," and the handicapped were treated accordingly. Sympathy proved a poor substitute for help.

Kalamazoo met this difficult problem of training her physically handicapped with sympathy and vigorous assistance and help. A main goal of Kalamazoo's efforts in special education was to educate and train all handicapped children preparing them for citizenship, and competition with normal boys and girls. Kalamazoo found a way of helping her deviate children through the regular public school system, a special school for physically handicapped children, clinics, and approved societies working for the improvement of the child. This program of assistance was accomplished through the cooperation and generosity of many citizens of Kalamazoo. These people and organizations provided the interest, the funds, the drive, and moral backing which made possible Kalamazoo's excellent progress and leadership in the field of special education.

According to the White House Conference of 1930 the national leaders in special education classified handicapped children into five major groups. The same classification will be used for a basis of studying special education in Kalamazoo.

1. The crippled;
2. The deaf and the hard-of-hearing;
3. The blind and the partially-seeing;
4. The speech defectives;
5. Children of lowered vitality, suffering from anemia, pre-tuberculosis, or cardial difficulties. 3

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This committee of special education of the White House Conference of 1930 estimated that in that year there was a total of 13,521,400 handicapped children in the United States that fell under this definition. 4

It was a great challenge to all communities and Kalamazoo met it admirably.

The first record of any legislation in the state of Michigan, for handicapped people was in 1848, when the legislature passed an act establishing an asylum for the deaf, dumb, and blind. 5 The blind children went to the School for the Blind in Lansing, and the deaf went to the School for Deaf in Flint.

During the nineteenth century, superintendents of the poor in each county selected the children for the schools. The superintendents referred the children whom they thought had physical handicaps to the Probate Courts of the counties. In turn the probate courts paid for the traveling expenses to the schools and for the children's uniforms. The boys and girls remained in the institutions as boarding students and they rarely returned home, even for vacations. To enter either the school for the deaf or the blind an individual had to be a resident of the state of Michigan and between seven and nineteen years of age.

Another requirement was that the child had to be considered healthy of mind. However in the eighteenth and nineteenth centuries there were no reliable measures of either sanity or intelligence comparable to present day intelligence tests. Not until 1905 were the Benet scales for intelligence quotients established. Lacking methods of measuring intelligences or the knowledge of clinical procedure, often the courts unjustly declared the children insane. In many instances, the evidence of insanity was merely the inability of the child to adjust to his or her handicap. Under the direction of the courts, handicapped children were placed in institutions for the insane, and their temper tantrums were treated in the primitive methods used by mental institutions in those days.

The lawmakers of Michigan were so unaware or unconcerned over the needs of the handicapped children, that there was three times more legislation passed in 1848 on the protection of game and fish in Michigan than there was legislation passed for the protection of their children's health. In contrast, in the twentieth century, Michigan progressed over these first meager beginnings in special education in Michigan. Playing an outstanding part in the leadership of her state was the city of Kalamazoo.

During the early 1900's the increase in the number of
children in the schools attracted the attention of the Kalamazoo Public School Board. The Board members realized that some method of education had to be found for these children but the proper approach to a solution was as yet elusive. In 1901 they attempted to resolve the situation by establishing an ungraded room for backward and truant boys. No attempt was made to classify the individual boys into different types of handicaps. They grouped together boys with dissimilar need--boys with mental difficulties, boys with physical handicaps, boys with behavior maladjustments. The deaf, the blind, the speech defects, and the mentally retarded were all placed together to be handled in the same manner, by one teacher, in one ungraded room. Although an awkward procedure, it was at least a beginning and a very important one.

In 1902/a special meeting of the Board of Education selected a committee to investigate the condition and progress of the ungraded room program. In August of that year the committee gave its report, recommending the establishment of a second ungraded room in the Frank Street School. The board temporarily appointed five untrained teachers ("cadets") to help teach in the room. Their salary was not to exceed $20.00 per month.

This room and plan of procedure continued during the next eleven years. Not until 1913 did a request for another special room arise. Board trustees, Stone and Mills, who were appointed
as a special committee to report on the conditions at the new ungraded room made the request in the form of a report to the School Board asking them for a special room for children of lowered vitality, for anemic and tuberculous pupils. The desirability of such a room was evident to the Board, but the lack of funds, suitable place, and equipment presented many problems. The public school buildings had no room available. The special committee suggested that the board rent a house on East Lovell Street in which at the time the tuberculosis clinic was located.  

The Anti-tuberculosis Society took over some of the expense and the plan was enacted that created a new venture (experiment) called the Open Air School. In 1916 the original committee of trustees Stone and Mills asked the board to take over the complete control of the Open Air School at once, because of the insufficient funds of the Anti-Tuberculosis Society. The addition of the new Open Air School marked was later re-established as a department of the Harold Upjohn School for Physically Handicapped Children.

As the ungraded room plan expanded, another phase of aid to the handicapped arose. In 1903 a petition was circulated to start a school for the deaf within the public school system.  

6. Entry of April, 1916, WPA Research Reports of July 1913-19 (incomplete) in the Special Education Department of the Public School Administration. Hereafter cited as WPA Research Reports.

7. The origin of the petition was neither stated in the WPA Research Report nor in the Kalamazoo Gazette.
idea was approved and accepted by the School Board, and in 1904 in the Woodward Public School a very small but significant introduction to education for the deaf was made by the Kalamazoo Public Schools. The room was continued and in 1914 the state allocated funds to the Board for the purpose of educating the deaf within the Public School system.  

In 1927 in the Harding School on Pine Street another new school was started by the Public Schools. There were three totally deaf children needing help, and it was because of these children that the department was opened. The school was endorsed by the state and established by the school board under the supervision of Dr. John J. Lee. The school board showed much foresight in the selection of Dr. Lee, who was then Director of Special Education for the State of Michigan. Ellis H. Drake was superintendent of the Harding School and Mrs. Reed was its first principal. Mrs. Maude McConnell was the trained instructor of the deaf department in the Harding School. In a few years, because of the rapid growth of the department, she was given an assistant, Miss Vida Thomas. In the course of time, the school board added another room.

8. From 1917 to 1927 I could find no reports of state reimbursement and it is generally believed that during this time the school was discontinued.

Not until the year 1941 however did the children who were only slightly hard of hearing receive the advantages of extra training and help. They remained in regular school classes but had the extra advantage of an itinerant lip-reading teacher.

One of the most significant advances in helping and classifying handicapped children needing assistance was the founding of pre-school clinics. Sponsored jointly by the Child Welfare League of Kalamazoo and by the Parents Association, the main object of the clinics were to see that no child began his or her school career under crippling physical handicaps that could be corrected. If a child's handicap was detected in the pre-school clinic examinations, the clinic would direct the child and his parents to necessary conferences. The aim of the conferences was to place the student in the best department and treatment for his condition. In 1929 the clinicians determined that 251 children of Kalamazoo suffered from physical defects.

The public school system also continued to participate in developing newer phases of special aid. In 1918, the board of education created a Speech Correction department for Kalamazoo's public schools. In view of the great need for speech correction, it was an important innovation. Yet, it proved at best a meager beginning, for there were more speech cripples in the United States than there were crippled, deaf, and blind combined.
The White House Conference of 1933 established that five children out of every one hundred had a speech defect, which often made the child so backward and maladjusted that he seemed mentally retarded. With the assistance and advice of Dr. Carl Van Riper, Head of the Speech Correction Department of Western Michigan College, teachers and data on speech defects were supplied by the college to the public school system. All children suffering from stuttering and voice disorders—cleft palate, cerebral palsy, and ophasia—were thereafter helped by well-trained teachers and up-to-date adequate equipment in each of the Kalamazoo schools.

All of these initial efforts to aid Kalamazoo's physically handicapped children culminated in one definite aim formulated in the minds of a few citizens: the desire for one all inclusive school to provide adequate instruction and equipment for the children of Kalamazoo suffering from all types of physical handicaps. In January of 1931 Superintendent of the City Schools Ellis H. Drake mentioned this desired aim to the people of Kalamazoo through an article in the Kalamazoo Gazette. Mr. Drake states, "At the present time only the barest necessities are supplied to the physically handicapped in Kalamazoo." Pointing out that

10. Dr. Carl Van Riper, himself a severe stutterer, is a noted authority and author on speech correction. His published books include Training Your Child To Talk, and Speech Correction, Principles and Methods.
Kalamazoo had done much to aid its physically handicapped in the past, Drake nevertheless urged that citizens continue to meet the need by the adoption of a comprehensive special school. It was the opinion of Drake that there were enough handicapped children in the community to justify the provision of a specific school that would be equipped with orthopedic facilities as well. 12 Drake said, "While it may not be practicable to provide such an institution immediately, the project deserves a prominent place on the school board's future program of expansion." 13

During the same year, 1931, many articles were published in the Gazette that discussed phases of special education. Perhaps the most dramatic support of Drake's views was an analysis of the perennial problem of educational institutions, "hookey." In one such article, Ernest L. Morgan, the city's Director of attendance and Census, suggested that a school boy who played hookey might do so because he was physically handicapped. He reported that hookey might occur because of weak

12. Drake based his assumption on the recent work done by the Kalamazoo Rotary Club. They had held clinics endeavoring to learn who and where the crippled boys and girls in Kalamazoo were. At this time similar work was being done throughout the United States and it showed that many children suffering from defects could be cured or at least benefitted by special education.

eyes, poor hearing, or a similar physical handicap. Bluntly, Morgan stated "Truancy may be an outgrowth of physical handicaps and the approach in many cases may become a health problem rather than a disciplinary measure."\textsuperscript{14}

Meanwhile, Mr. Drake did not give up his hope of a special Education School. In the following year, 1932, he again proposed that such a school should be built. But now he had a well-designed plan worked out. Drake had discovered that the state would pay 75 per cent of the cost for support of a special school. However Drake would settle for rooms in the Harding School building in order to initiate the school. He estimated the cost at approximately $4,900 net, with the city paying $1,207.36.

Apparently Drake's program was accepted by the city for in 1934, through the cooperation of the Upjohn Foundation,\textsuperscript{15} the Harding School provided physiotherapy treatments for the crippled children. The school consisted of 28 different pupils who had the advantage of using a new treatment room, a dressing room, and pool. The Kalamazoo Rotary Club gave their active support to the project.

As a result of Ellis Drake's repeated requests and all

\textsuperscript{14} Kalamazoo Gazette, Dec. 6, 1931.
\textsuperscript{15} The Kalamazoo Foundation was conceived by Dr. W. E. Upjohn in 1924 and organized in 1925. The Foundation provided a service through which persons could leave gifts, bequests, or endowments for a general or specific benacation to public welfare.
his evidence pointing out the need for a school of Special Education, in 1936 a citizen of Kalamazoo presented the city with a gift of $18,000 for that purpose. The donor asked that her name be withheld until a proposed Public Works Administration project for the construction of a Special Education building be adopted. A proposed PWA project had been sent from the state office at Detroit with their full recommendations to the federal office in Washington, D.C. Action from Washington was necessary for final authorization of the proposed project. They sought a federal grant of 45 per cent of the new estimated amount of $112,000. In 1937 President Roosevelt had given his approval to the project, but Congress had not provided an appropriation. The Gazette reported that authorities in Washington were still checking on the plans and cost estimates, and that "word has been received that Senator Brown (of Michigan) is actively supporting efforts for the appropriation."16 The appropriation was passed in the same year.

On May 3, 1938, it was announced that Mrs. W. Harold Upjohn and her relatives gave the public school system $70,650 toward the construction of a Special Education building at Parkwood School, located at South Park Street and Inkster Street. The gift was augmented by a grant of $58,500 from the PWA.

Work was to start in ten weeks and be completed in eight months as specified by the PWA. Meanwhile, local school officials were doing a year study during which they inspected and collected needful information on similar schools. From their information they tried to establish a school made up of a composite of all the good qualities of the other pioneer Special Education buildings.

It incorporated the favorable features of similar schools in Battle Creek, Jackson, Lansing, Fordson, and Detroit, Michigan; Chicago, Illinois; Indianapolis, Indiana; Cleveland, Ohio; and St. Paul, Minnesota.

The contract for the special school project was let at $106,656 to the Pearson Construction Company of Benton Harbor, Michigan. There was keen competition among the contractors of eight cities who submitted bids. The construction of the building gave fifty to seventy-five men employment.

Now a full time program for the physically handicapped was possible. A major feature of the school was the provision of facilities in keeping with the idea that more vocational training would help the children overcome their "greatest handicap of all, their inability to make a place for themselves in competition with normal boys and girls."

In a letter to the school board, Mrs. W. Harold Upjohn expressed a desire that the board provide a vocational guidance and job-placement program for the students, which would prepare them for useful lives at the completion of the twelfth grade. She also asked that only special education teachers teach in this school.

Children who were crippled and deaf, or had defective vision, or cardiac—and lowered vitality—conditions would henceforth be effectively educated in the school. Thus the citizens of Kalamazoo were able to rely on excellent teachers; for teachers working in these specialized fields were expected to meet rigid requirements. In addition to holding a degree and elementary or secondary Michigan certificate, they were required to have at least thirty six semester hours of training within their field of specialization.

The Special Education School, called the Harold Upjohn School for Physically Handicapped Children, was divided into four divisions: orthopedic; sight saving; deaf and very hard-of-hearing; and lowered vitality (a carry over from the old open-air school). The Board of Education directed the children to the Upjohn School where the child was given an Intelligence

18. See "Qualifications" Letter in Appendix.
Quotient test. If he had an IQ of 75 or over, he was then admitted. They refused no mentally retarded children. 19

The school included three occupational shops with light machinery for training in all the skilled crafts as well as mechanical drawing and commercial art facilities. A home economics department provided handicapped children with training in sewing, cooking, and homemaking. Treatment and a pool were provided. A ground floor terrace, located on the first floor of the two-story structure, was provided for sun treatments. It was also equipped with a dining room and kitchen in which one free meal a day was served.

The class rooms were equipped according to the children's handicaps. The blind and partially-seeing children had special books and typewriters. Photo-electric cells automatically turned the lights on and off according to the amount of light coming in from the outside. Their blackboards slanted at an angle to prevent glare. The hard of hearing and deaf children had special board floors that easily responded to vibrations when tapped by the teacher to draw attention. Up-to-the-minute equipment was used. Ray lamps were provided in treatment rooms, as well as treatment tables and apparatus to develop the use of muscles.

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19. The mentally retarded children were admitted to a special school for mentally retarded children at the Lincoln School, Kalamazoo.
The halls were gay and colorfully decorated with murals and red leather benches along the wall. At the entrances foot and leg warmers were placed, and unwaxed asphalt tile floors prevented slipping. In the corridors, hand rails along the walls provided assistance to the children. Doors with long shank knobs were constructed wide enough to admit wheel chairs. The school exemplified usefulness as well as beauty in design.

On October 6, 1939, Dr. John Lee, associate professor of Special Education at Wayne University and a former state supervisor of the divisions of Special Education and Rehabilitation, was guest speaker at the school's dedication, dedicating the school to health. He was followed by Harold C. Hunt, former superintendent of the local schools and now superintendent of schools in New Rochelle, New York, who dedicated the school to "vocational efficiency." The speaker of the day was H. Earle Correvont, former principal of Kalamazoo's Harding School and now supervisor of Special Education in the State Department. He spoke on "Education." The most dramatic moment was the presentation by Mrs. W. Harold Upjohn, whose generosity had sponsored the school. Marion Kealing Risley, physiotherapist, was installed and became the school's first teacher-principal.

From the time of its dedication to 1954 the school was
active in civic projects. Many clinics and speakers forums were held at the school. In 1940 three hundred men and women from all parts of Michigan came to Kalamazoo for a meeting of the Michigan Society for Crippled Children. In 1941 an expansion project was partially financed by the Lions Club and the Fire Department of Kalamazoo.

A segregated plan of instruction, as found in the Harold Upjohn School, had great value; but it did fail to give the children an opportunity to associate with other physically normal children. Starting in 1943 provisions were made by the public school system for the transfer of the older children to either Vine Junior High School or to Kalamazoo Central High School. There, for the most part, a handicapped child could achieve a wholesome personality through living in a normal environment.

Segregation tended to emphasize difficulties. Not until a child entered a normal situation could he understand his potentialities and weaknesses for social adjustment. With this view in mind, in 1944, at the beginning of the second semester, several orthopedic, sight saving, hard of hearing, and deaf children were transferred to the Vine Junior High or Central High School on a part-time basis. The new principle of non-segregation was integrated into the school education program and both special teacher and the regular teacher shared in the education of the handicapped
children in Kalamazoo.

While the Special Education program was developing in the public schools, the rest of the citizens in Kalamazoo were also striving to help handicapped children. In 1925, Louis Rosenbaum deeply concerned over the needs of the handicapped, asked a county nurse to notify him when a case came up before the Probate Court in which a physically handicapped child needed financial assistance. Such a case did come up and Rosenbaum enlisted the assistance of the Rotary Club, getting $200 from each member to help finance the boy's needs. Later in the year Rosenbaum's original idea was adopted as a permanent project of the Rotary Club.

The Rotarians made a survey of all houses in the county looking for physically handicapped children. They then sponsored a clinic where three hundred children were examined by Detroit specialists. The results of the clinic's findings showed that one hundred and seventy-five children needed help. The survey proved to be a great aid to the public schools and furthered interest in the field of Special Education. The Rotarians then took upon themselves the provision of the funds needed to take some of the children to Ann Arbor or Grand Rapids for treatments.

In 1928 the Rotary Club members created the Kalamazoo Chapter for the Michigan Crippled Children, which endured until
1948 when the organization became the Kalamazoo Society for Crippled Children. The Society was affiliated with the Michigan Society for Crippled Children and Adults. The local chapter carried on the Easter Seal campaigns for the State organization and in return they received 50 per cent of all money collected. The Kalamazoo Society for Crippled Children was also affiliated with the United Cerebral Palsy Foundation of Michigan, Inc. Out of the affiliation came a direct advantage in the form of the Cerebral Palsy Training Center on Western Michigan's Campus.²⁰ The United Cerebral Palsy Association of Michigan, Inc. gave financial assistance for the salaries of the directors of the school. The local society paid for transportation and other expenses.

The cerebral palsy training center was started in 1949 with eleven youngsters. It filled the need for diagnosis, treatment, and regular training of the handicapped child of pre-school age. The school in its program had a two-fold purpose--to prepare the child for attendance in the regular public schools if he qualified; or to prepare him for enrollment in the special Upjohn School. The training center emphasized speech correction and body coordination. The inauguration of the training center established for the first time a continuity in the program of

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²⁰. In 1952 Dr. Carl Van Riper, chairman of the Speech Correction department at Western Michigan College, joined their board of directors of the Kalamazoo Society for Crippled Children.
special education.

Still another agency was established in Kalamazoo at the instigation of a charitable citizen. In 1939, Constance Reed Brown, herself hard-of-hearing, founded and promoted the initial undertakings of an institution that aimed to assist the education of the hard-of-hearing and deaf. She urged the creation of a society for better hearing, to which she offered a sizable trust fund. Said Miss Brown, "It would appear that little is being or has been done for those unfortunate persons who are afflicted with deafness, and that such affliction in many cases can be substantially benefitted if not entirely cured." For that reason Miss Brown continued, "I therefore express the desire that this problem be given consideration and that, to such extent as may appear practical and wise, the income from this trust should be devoted to an effort to benefit persons so affected."21

On February 18, 1941, the Kiwanis Club voted to sponsor the organization. They selected a committee who secured Alfred R. Thea, a graduate in Special Education from Washington University in St. Louis, Missouri, to hear the organization.

Realizing that 90 per cent of the causes of deafness were amenable to treatment especially in the early stages, the committee formulated a five point program:

1. Locate the hard of hearing;
2. Conduct a deafness prevention clinic;
3. Operate a hearing aid clinic;
4. Conduct a conservation of hearing program;
5. Provide a social program for the deaf and the hard of hearing.

The actual operation began on May 1, 1942.

In the first twelve years, the Constance Reed Brown Society for Better Hearing provided complete lip reading courses of forty lessons to one hundred and seven individuals. For children alone they carried on periodic hearing tests, deafness prevention clinics, hearing and speech conservation clinics, and lip reading classes. This organization also installed hearing aid in public buildings in the city, such as the churches and auditoriums.

Thus Special Education grew and developed in the progressive city of Kalamazoo Michigan. From the first "asylum" for the deaf, dumb, and blind established by state
law in 1848 to the modern Harold Upjohn School for Special Education, the contrasts of a century's historical changes were shown in this particular aspect of man's social betterment.

There were many factors responsible for the achievement --the "Open-Air" school; Dr. Leland's committee's reorganization of the ungraded room; the wisdom of Dr. John Lee; the many years of service, truly a labor of love, of Mrs. McConnell, Mrs. Reed, Miss Thomas; the persistence of Ellis Drake whose altruism and foresight were largely responsible for the present-day program; Dr. Van Riper's specialized help in the speech division; the assistance of the federal government in data supplied by the White House Conference, actual money grants and advice from the Public Works Administration; the extreme charity of the Upjohn family; the kindness of Constance Reed Brown; and the many individual sacrifices of Kalamazoo's citizens, especially the members of the Rotary and Kiwanis Clubs.

Out of the dreams and hopes of those many citizens came the great accomplishment that is the Upjohn School. For all of them there was the reward of realization that many lives had been salvaged from the despair of a crippling handicap. For all of them there was the joy of a child's face when he graduated
from his own special school to take his place in the world as a useful, respected American citizen.
APPENDIX

I. Qualification Letter for Harold Upjohn School.

(1) Orthopedic  Preschool through Twelfth Grade
                 (4 yrs. ---20 yrs.)

(2) Sight Saving Kindergarten through Ninth Grade
          (5 yrs. --- )

(3) Deaf and very Preschool through Twelfth Grade
    Hard-of-hearing          (3 yrs. ---20 yrs.)

    (Most "hard-of-hearing" children receive
     lip reading instruction in the regular city
     schools.)

(4) Lowered Vitality  First Grade through Sixth Grade
          (Open Air)

          (In recent years they have dropped this
           department from the school.)
November 30, 1953

Dear Miss Ray:

Your letter came while I was ill. I have just returned to school. Hence the delay.

The work for the Deaf was started in Kalamazoo Nov. 7, 1927--in the Harding school on Pine St.

This was the first attempt to educate physically handicapped children in Kalamazoo although they had a room, called "The Fresh Air Room, for children whose health was not too good.

I started with three children, totally deaf. It was because of these children the department was opened. It was backed by the state, and under the supervision of Dr. John J. Lee, who at that time was Director of Special Education for the state of Michigan. Dr. Lee is now at Wayne University in Detroit.

Mr. Drake was Supt. at that time, and Mrs. Mable Reed was Principal. The department was part of the Kalamazoo Public Schools.

We soon grew so large that another room was added, and Dr. Hunt, who was then Supt. gave me an assistant, Miss Vida Thomas, who is now Mrs. George Lyke, 622 Edwin Ave. In the course of time another room was opened and Mrs. Lyke put in charge. Then the idea of educating the handicapped child in the regular schools, grew and grew. A room for the crippled child was opened and then another room.

Through the kindness of Mrs. Grace Upjohn the Harold Upjohn school was built, with the idea for physically handicapped children only.

If you have visited the school, you know what a wonderful place it is.

I was there a number of years and loved it.
I would suggest you contact Mrs. Risley, she was Principal when we moved into the school, and still is. She could give you much information, of the new departments that were added.

Also Mrs. Lyke, could tell you much about our work with the Deaf.

I shall ask to be excused now as I do not feel able to sit up any more just now. I wish you success with your paper.

Sincerely,

(signed) (Mrs) Maude McConnell
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