

PARENTS' PROBLEMS  
WITH  
EXCEPTIONAL CHILDREN



~~Wis. Hist. ...~~

~~1932~~

~~...ment Dept~~

By

ELISE H. MARTENS

*Senior Specialist in the Education of Exceptional Children  
Office of Education*

ED STATES DEPARTMENT OF THE INTERIOR - - Ray Lyman Wilbur, Secretary  
OF EDUCATION - - - - - William John Cooper, Commissioner

ED STATES GOVERNMENT PRINTING OFFICE - - - - - WASHINGTON : 1932  
by the Superintendent of Documents, Washington, D. C. - - - - - Price 10 cents

## CONTENTS

	Page
Letter of transmittal.....	vii
I. Problems of classification.....	2
Who are exceptional children?.....	2
II. Problems of discovery.....	3
How can I tell whether or not my child needs special consideration as an "exceptional" child in any one of these groups?.....	3
III. Problems of the physically different child.....	8
1. If my child is physically handicapped, what should be my first step?.....	8
2. If the physical defect can not be corrected, what should be my attitude?.....	8
3. What educational advantages exist for physically handicapped children?.....	10
4. Should I send my child away from home to be educated?.....	11
5. How early should a child be sent away to a residential school if there are no local classes suited to his needs?.....	12
6. What can parents do to help the child before he goes to school or to supplement his teaching if he attends a local day school?.....	13
7. What shall a parent do who has a physically handicapped child for whom there are no school opportunities?.....	13
8. What vocational possibilities are there for the physically handicapped child?.....	14
IV. Problems of the exceptionally bright child.....	17
1. What is meant by an "exceptionally bright" child?.....	17
2. How may we know whether or not a child belongs to this group of the intellectually gifted?.....	18
3. Do all gifted children become eminent men and women?.....	19
4. What is the parents' first responsibility toward the child who is unusually well endowed?.....	19
5. Shall the bright child be treated in keeping with his chronological age or in keeping with his mental maturity?.....	20
6. How can social contacts and play associations be developed?.....	22
7. Is the very bright child in danger of developing poor health?.....	23
8. How can he be kept from the development of egotism?.....	24

	Page
IV. Problems of the exceptionally bright child—Continued	
9. Shall he be permitted to "skip" grades and to forge ahead in his school career as rapidly as he can go?.....	25
10. Does the segregated class for very bright children lead to egotism and social snobbishness?.....	28
11. What other means are used by the school to give special attention to the very bright child?.....	29
V. Problems of the mentally retarded child.....	30
1. What is meant by the "mentally retarded" child?.....	30
2. Can the mentally retarded child be educated?.....	31
3. If, after a careful physical and psychological examination has been made, I am told that my child is intellectually not able to do regular school work, what attitude shall I take?.....	32
4. Should I permit him to be placed in a "special" school or class for children who can not profit from regular school work?.....	33
5. How can I help most at home to supplement the school training of the child who is mentally retarded?.....	37
6. How can I help the mentally retarded child to use his leisure time?.....	39
7. What types of mentally retarded children should be sent to a State residential school?.....	40
8. If there is no place for the child in either day school or State residential school, what can I do?.....	42
9. Do all mentally retarded children necessarily become dependent upon society for support?.....	42
10. What vocational ambition should I consider for a child who is mentally retarded?.....	44
VI. Problems of the socially different child.....	47
1. What are some of the serious behavior disorders which make a child socially different?.....	47
2. What are some of the causes of serious behavior problems in children?.....	49
3. How shall I handle the serious behavior problems of my child?.....	50
4. How can I prevent the occurrence of serious behavior problems in my child?.....	52
5. What is to be done if the child persistently shows delinquent tendencies?.....	53
VII. Problems of the other parents' child.....	58
What is my responsibility if there are no exceptional children in my own home?.....	58
VIII. Problems of securing further help and information.....	61
1. What types of agencies exist to help the physically different child?.....	61
2. What types of agencies exist to help the mentally different child?.....	63

CONTENTS

v

	Page
VIII. Problems of securing further help and information—Con.	
3. What types of agencies exist to help the socially different child?.....	65
4. What specific agencies are there in each State which may be called upon for help?.....	68
Books included in the suggested readings.....	71

## LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,

OFFICE OF EDUCATION,

*Washington, D. C., August 3, 1932.*

SIR: The White House Conference on Child Health and Protection has recently pointed out how inadequately this country is providing educational opportunities for exceptional children. One-half million gifted children, another half million retarded children, three-quarters of a million children exhibiting serious behavior problems, three hundred thousand seriously crippled children, and fourteen thousand blind constitute only a partial list of the children in this country who vary so markedly from the normal as to need special educational provisions. What these special provisions are, where they may be obtained, and how they may be supplemented, or in some cases provided, by the home program are problems which many parents are now facing.

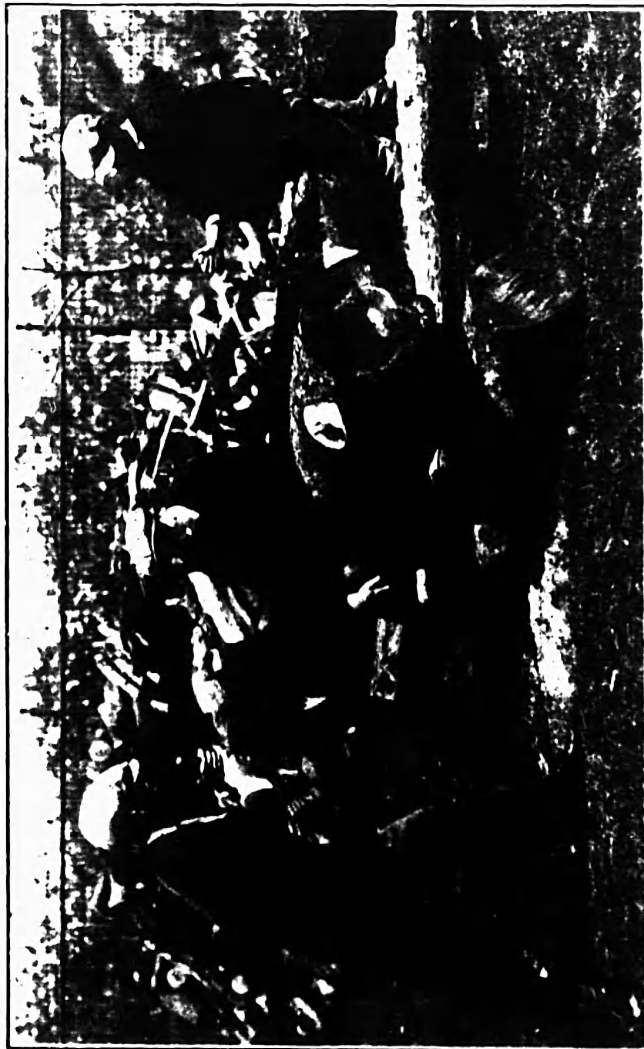
This manuscript analyzes many of these problems and offers practical suggestions for parents who are concerned about the education of their own children or interested in the greatest welfare of all children. I recommend that it be printed as a bulletin of this office.

Respectfully,

BESS GOODYKOONTZ,  
*Acting Commissioner.*

The SECRETARY OF THE INTERIOR.

VII



Courtesy of Perkins Institution and Massachusetts School for the Blind  
Blind boys sawing wood for their school fireplaces at a residential school for the blind. Sharing the out-  
door experiences of normal children is part of their educational program.

## PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

When there is within the family group a child who seems conspicuously different from other children in his mental or physical development, there is almost sure to be aroused in the minds of thinking parents a troubled and a questioning attitude. Problems of adjustment must be met, whether the condition is merely a temporary one or whether it is recognized as one which will permanently affect adult life. Such adjustment must be made, not in terms of convenience or personal desire of the parents, but in terms of the greatest fulfillment of life for the child. His is the right to realize his greatest possibilities; to develop independence of body and of thought as far as his powers will carry him; to be educated for leadership if within him lies the capacity for leadership. Yet his also is the right to live happily and usefully upon the plane of his own abilities; to serve in a sphere which is suited to his particular talents; to be free from any compulsion to achieve that which lies hopelessly beyond. And finally his is the right to be guided into social attitudes and conduct that will make of him a citizen of whom his community need not be ashamed.

The application of this "declaration of rights" to the life of the exceptional child leads to the consideration of many situations which involve parental attitudes and decisions. A recognition of the various types of exceptional children, an understanding of their greatest needs, the cooperation between home and school in guiding their best interests, a knowledge of other agencies that may help in their education and adjustment, the methods of wise home treatment—all these are matters upon which the thoughtful parent welcomes information and assistance. No attempt is made in these pages to go into the multitude of details which can be discussed only upon the basis of individual diagnosis; but

## 2 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

there are general questions which can be answered and general information which can be offered to all parents who are eager that the child who is "different" may have the best that life can afford.

### I. PROBLEMS OF CLASSIFICATION

#### WHO ARE EXCEPTIONAL CHILDREN?

Every parent knows that no two children are exactly alike. Every child is different from every other child not only in his physical appearance but in his personality and mental equipment. The qualities and powers and weaknesses of one child are possessed in that peculiar combination by no other child in all the world. Ira S. Wile, one of the outstanding specialists in child behavior, states that—

Each child is a law unto himself; each one is different in his physical make-up, in intellectual power, in heredity. Each one has variations in home life and opportunities, is subject to emotional states, and has a varying sense of self-appreciation, and a special need of social sustenance. Each child should be recognized as a person whose individuality is to be respected.

Yet even while we recognize that no two children are identical, we also recognize that there are some children who are so extremely different from others in some particular trait that they present very special problems and demand special thought in the adjustment of our treatment to their needs. Educationally these are the ones of whom we think as "exceptional" children. They may be classified into three general groups, as follows:

1. There is the child who is *physically* different; who is handicapped by seriously defective eyesight or hearing, by a crippled body, by malnutrition, by organic weakness, or by a speech defect which may be either organic or mental in origin. These need preventive and remedial measures that will help to kill disease, to straighten limbs, to strengthen eyesight or hearing, and to bring physical development as nearly as possible to a normal level. But when all that is possible has been done, many of them still need special equipment and special methods of instruction that will help them to realize their greatest capacity in spite of their handicap.



2. A second large group is made up of those children who are *mentally* different. Some have an intellectual capacity far beyond that of most boys and girls of the same age. Others find it especially difficult to learn the ordinary school subjects. Still others show an unevenness of ability, with some special talent or some special defect that is outstanding. All of these need an adjustment of the curriculum in our schools to suit their particular requirements; and they need also an understanding attitude at home that will supply the foundation upon which the school can build.
3. The third group we may refer to as those who are *socially* different—who present serious behavior problems which seem to set them apart from the rest of childhood for peculiar consideration. These need a sympathetic and understanding guidance that will recognize the early symptoms of maladjustment, discover its causes, and treat it at its source.

#### QUESTIONS FOR DISCUSSION

1. What physical irregularities are found in children aside from the serious cases of defective eyesight or hearing, crippled condition, and other bodily weaknesses mentioned in this section?
2. Are all very bright children equally bright? Are all mentally backward children equally backward?
3. What are some of the serious behavior problems which mark the child who is socially different?

#### SUGGESTIONS FOR READING

(See bibliography on p. 71 for publishers' names)

MYERS, GARRY C., *Building Personality in Children.*

Chapter I. Personality and Physical Factors.

O'SHEA, M. V., *Ed. The Child: His Nature and His Needs.*

Chapter VIII. Bridging the Gap Between Our Knowledge of Child Well-being and Our Care of the Young.

#### II. PROBLEMS OF DISCOVERY

**HOW CAN I TELL WHETHER OR NOT MY CHILD NEEDS SPECIAL CONSIDERATION AS AN "EXCEPTIONAL" CHILD IN ANY ONE OF THESE GROUPS?**

1. The *physically* different child can in many cases be easily recognized. A crippled body or a speech defect is

#### 4 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

manifest. Malnutrition, anæmia, heart difficulty or tuberculous tendency, glandular deficiency or toxic condition may be discovered through a thorough health examination. Defects of vision and of hearing are more elusive except in extreme cases. The child who is somewhat near-sighted or deafened frequently suffers a handicap in his school work the source of which may long remain undiscovered. It may even cause failure and retardation in his progress and bring upon him the designation of "backward," when in reality his mental development is all that could be wished for. What he actually needs in such a case is a pair of carefully fitted glasses or some other sight-saving device, or adequate attention to his deafness.

So also difficulties of disposition may be due to one of these physical imperfections. Many a child has been changed from dull discouragement to smiling achievement, from so-called "laziness" to interested activity, from irritability and nervousness to evenness of temper merely through a correction of some physical defect. The search for bodily efficiency and health must be the first step in any satisfactory adjustment of the conditions surrounding the exceptional child. That parent is wise who upon the first symptom of serious disturbance in school or home relationships seeks for a possible cause through a complete medical and physical examination.

2. The *mentally* different child is usually pointed out on the basis of his progress or his lack of progress in school. Yet that is by no means always a reliable index. Slow progress in school has its physical, its emotional, its environmental, as well as its mental causes. Rapid progress in the elementary school is sometimes—though not so frequently—the result of persistent plodding and persistent prodding, as well as much additional coaching. If the child goes ahead regularly from grade to grade with no unusual difficulty, his parents may rest assured that his mental development has been satisfactory. If he does consistently superior school work and forges ahead without undue effort, they may be reasonably sure that in those skills which the school represents he is better than average.



Courtesy of Des Moines (Iowa) public schools

Imagine the joy of a child, who, after having been unable to make good in school because of defective eyesight, finds that he can actually learn to read like other children. Unusually large-type lesson materials, giant-type typewriters, unglazed tinted paper, with periods of rest, and plenty of encouragement give these sight conservation pupils a new lease on life.



Courtesy of Worcester (Mass.) public schools  
Fresh air, sunshine, and rest do much to bring strength and energy to children who are underweight or undernourished. Daily class work can be combined with health improvement.

If, however, he does neither of these, but lags behind in his school progress, then they face the responsibility of answering the question Why? And the answer can come only through the thorough physical examination of which mention has already been made, supplemented by a psychological study handled by a specialist. A physician makes no attempt to diagnose an illness and to give it a certain name until he has made a complete examination. No more can we assign a name to the difficulty we find in the child until we have gone beneath the surface and analyzed—or have had analyzed for us—the underlying factors.

Some parents have been inclined to resent any inclination on the part of school authorities to give the child a psychological test. If the test has been given without their knowledge, some have even grown indignant and accused the school of labeling their child as "feeble-minded." This attitude is, of course, the result of misunderstanding. Intelligence tests are for the bright as well as for the dull. They reveal superiority as well as lack of capacity. They can not possibly hinder the child's progress in school, but serve only to help the school authorities to plan that which is best for the individual pupil.

Instead of forbidding or avoiding an intelligence test, the parent should—as many parents do—welcome it, that he and the teacher may work together with the best knowledge of the child's ability that is available. The results of the test will be interpreted by a capable psychologist not in terms of mere figures or percentages but in terms of their general significance in relation to the child's educational progress. The psychologist will assure the parent also that general intelligence tests, as we have them to-day, can measure only approximately one phase of the child's equipment; namely, his intellectual power. His ability to work with his hands, his ability to get along socially with other people, and his capacity for self-dependence are added factors which have an important place in any complete study of his possibilities for life adjustment. Such a complete analysis is given to-day in the best-equipped psychological clinics of the country when a child is referred for study and treatment.

## 6 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

3. The *socially* different child usually needs no discovery. He makes himself known by his unsocial behavior. He has frequent temper tantrums, or he is too domineering for the comfort of his associates, or he is persistently guilty of falsehood, of theft, of cruelty, of any one or more of the many behavior difficulties which beset human nature. Extreme cases force themselves upon the attention of society; yet less serious ones also need careful consideration and help, in order that they may not become extreme.

In dealing with this problem there are two radically different attitudes that may be adopted by parents, either of which is injurious to the child. First, there is the parent who closes his eyes to all signs of behavior maladjustment which may appear in the conduct of his child—who is convinced that "he will outgrow them," and who permits the situation to grow from bad to worse without taking any steps to remedy it. Results of this attitude are seen over and over again in cases of juvenile delinquency which can be traced to unsocial tendencies of early childhood left unchecked or even encouraged.

Second, there is the parent who is too solicitous, who sees in every little different act of the boy or girl a danger signal, who suffers under constant strain lest he is not guiding the child in the way he should go, and who consequently attempts to curb and to correct beyond a reasonable limit. A young mother who attended a meeting at which the behavior difficulties of children were discussed, remarked: "I have read every book I can find on children's behavior and I wonder whether I am doing more harm than good in trying to apply everything I read. I look with apprehension upon everything my 3-year-old baby does, wondering whether it is going to develop a bad habit." Happily, most children are "just normal," and if there is within the home an atmosphere of happiness and understanding and companionship, as well as a worthy example of living, there is in the majority of cases no great danger of serious complications.

Midway between these two attitudes is that of the parent who knows that the child's personality is in the process of

development and that there will be times of strain and difficulty through which with a little help he will usually safely arrive at the next milestone of the road. But he knows, too, the danger of persistent disobedience, of persistent dishonesty, of persistent cruelty, and if he is unable to cope with the problem himself, he will seek help from those who know. Numerous child guidance clinics organized in various parts of the country stand ready to give assistance. It is their chief concern to help the parent and the child make such life adjustments as are necessary for their own happiness in relation to each other and in the relation of each to society. It will be pointed out in a later section how parents may make contact with such clinics in their own city or State.

#### QUESTIONS FOR DISCUSSION

1. Are there any agencies in your town or community which make provision for the mental examination of children, for periodic physical examinations, and for clinical study of behavior problems?
2. Is any provision made in your town or community for correcting physical defects in those children whose parents can not afford medical care?
3. Jane is in the fourth grade. She has always done satisfactory work in school. But now her report card is sent home with marks of failure in several subjects. The teacher's ability and sincerity are unquestioned. What would you do about it?
4. Does the fact that a child is 6 years old always mean that he can do first-grade work successfully? What other factors need to be considered?
5. Joe is 4 years old. He has not yet learned to talk, but makes his desires known by gestures and sounds. What steps would you take?

#### SUGGESTIONS FOR READING

(See bibliography on p. 71 for publishers' names)

MATEER, FLORENCE. *Just Normal Children.*

Chapter I. The Normal Child.

Chapter II. Bodily Efficiency.

Chapter III. Efficient Behavior.

Chapter IV. Lapses from Normality.

THOM, DOUGLAS. *Everyday Problems of the Everyday Child.*

Chapter XIX. Intelligence and Conduct.

WRIGHT, JOHN D. *The Little Deaf Child, a Book for Parents.* Pp. 38-43 (on determining deafness in a little child).

## 8 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

### III. PROBLEMS OF THE PHYSICALLY DIFFERENT CHILD

#### 1. IF MY CHILD IS PHYSICALLY HANDICAPPED, WHAT SHOULD BE MY FIRST STEP?

The first thing to do here as in any health difficulty is to work toward the removal of the handicap in so far as that is possible. In addition to private services of physicians, medical assistance toward this end is available in many school and community clinics, health centers, and hospitals.

#### 2. IF THE PHYSICAL DEFECT CAN NOT BE CORRECTED, WHAT SHOULD BE MY ATTITUDE?

There are crippled conditions, cases of defective sight or hearing, and some organic difficulties which must be accepted without much hope of remedy. In such situations, let there be sympathy but no undue pity. Plan carefully for the development of those capacities which the child possesses, encourage independence and initiative, work for his happiness as a contributing member of the family group, looking forward to the best possible contribution which he can make as an adult member of society. There are many examples of physically handicapped individuals—blind, deaf, and crippled—who have overcome obstacles that would seem to some to be insurmountable. Let us keep in mind that such victories are not won in a day. They are begun in childhood with the understanding guidance of parents and teachers. It is easy to develop habits of dependence in those to whom our hearts go out in love and pity because of their affliction. Yet how unkind we are to them in doing it. Their gratitude will come back to us a hundredfold if, instead of permitting them to lean so hard upon us, we develop in them the attitude of self-confidence and self-reliance that will bring to them the satisfaction of actual achievement.

What must have been the attitude of the parents and teachers of the little boy who was born deaf and yet who went on and on in his educational career until he was granted the degree of doctor of philosophy at Harvard University? Never did he hear a spoken word, yet he mingled with hearing companions and took his oral examinations at the university by reading the questions from the lips of one of the professors. The attitude he met in his childhood was cer-



tainly not an encouragement of self-pity nor was it an unwillingness to adjust educational treatment to meet his special difficulty. He was not told, "Well, we are sorry you are deaf, but you must go to the regular school and get as much out of it as you can." No, the parents were wise enough to see to it that he had instruction in lip-reading both at home and at school, and so he was given the opportunity of developing tools of learning which are different from those which most of us use, but which were so well suited to his needs that he was able to attain his present high honors.

What must have been the attitude of the parents and teachers of the little girl who was born some 25 or 30 years ago without arms—with only the pitiful little stumps at the shoulders? Surely here was an excuse for self-pity and for the development of a real dependence upon others. For what could one do without arms and without hands in earning an independent livelihood? Yet this same little girl, after she had grown to womanhood, still without arms, sat at her desk directing with efficiency the admissions department of a large social service agency. She had been educated to make her feet do double service, both as hands and as feet. She had developed a spirit of independence and initiative that had taken her through high school and through a large university, and that had finally placed her in a position of responsibility, working among normal people in a normal world.

In a recent issue of a State teachers' journal, there appeared an item under the caption "Blind Girl Is Valedictorian." It told of a high-school girl who had been chosen valedictorian of the January graduating class. Her average mark in school work was 93.2. Her schooling had been made possible through the use of a "reader," but the excellence of her high-school record is attributed to her unusual powers of concentration. "Following her high-school graduation," the article states, "this remarkable girl intends to enroll in some university and prepare herself for a career in law."

Instances of this type might be multiplied as one looks into the records of those who have been denied the use of

## 10 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

eyes or ears or limbs. In every case there will be found that somewhere in the past there was a mother or a father or a guardian who had faith to believe that the child could still bring to life a real contribution and receive from it a satisfying contentment and appreciation. Not all, it is true, can attain equal success. Yet there are possibilities inherent in each one, and these it is the parents' responsibility to help develop to the maximum. Whether the capacity be for intellectual work in the office or laboratory or school, or for manual work in the shop or field or store, its realization is of equal importance. Self-dependence rather than dependence upon others is the goal of all our efforts.

### 3. WHAT EDUCATIONAL ADVANTAGES EXIST FOR PHYSICALLY HANDICAPPED CHILDREN?

There are two general types of schools designed to meet the needs of these children—(1) the residential school, in which the child lives during the entire school year; and (2) the day school or class which the child attends during the day as he would attend any other class in the school.

The residential schools are usually conducted under the auspices of the State or of a private corporation in cooperation with the State. In the case of crippled children, additional hospital schools are provided by some of the fraternal orders and service clubs, notably the Shriners and the Rotary Club. These residential institutions are in general reserved for the most serious cases for which rather constant supervision is needed, and for those children who come from communities where there are no local facilities provided.

The day schools and classes are organized as a part of the public-school system or under private control for children who can profitably remain at home while attending school. Sight-saving classes for those having seriously impaired vision, Braille classes for the blind, classes for the deaf and hard-of-hearing, crippled children's schools and classes, classes for speech correction, classes for tuberculous and cardiac cases, classes for anæmic and undernourished children have all been developed throughout the country. In some cities the child who is physically handicapped in any

way whatever can find a place where he is given that physical attention which he needs and that type of educational training which takes into consideration the nature of his handicap.

The parent, therefore, who is convinced that his child needs such special provision should inquire into the situation in his own community and in neighboring communities. If opportunities are not as yet provided, there may be need of an intensive study of the problem by local or State organizations. How many physically handicapped children are there who need to be in a special class of one or another type? What are the possibilities of establishing such classes? How can they be organized? Wide-awake local service clubs, parent-teacher groups, and other civic organizations can do much to stimulate educational authorities to take proper action.

#### 4. SHOULD I SEND MY CHILD AWAY FROM HOME TO BE EDUCATED?

Parents who live in a community which provides schools or classes for deaf or blind or crippled children are fortunate in that they do not need to answer this question. They have in their very midst the means whereby their child can be given special educational opportunities and still live at home. There are great advantages in this procedure, for thus the child grows up in a normal environment and mingles with physically normal companions. Through such contacts he is better prepared to live his life as an adult within the community and to look upon himself as a citizen who has obligations to meet as well as pleasures to enjoy.

But in communities where there are no such special schools or classes, the parent faces a real problem. He would like to keep the child at home, yet he is not able to provide the necessary tools for educating him. He is eager for his companionship, yet the medium of true companionship is lacking. Such a parent needs to weigh values carefully and adjust accordingly. He needs to look beyond the intervening years and see his child as he will be 10 or 20 years hence—*with* or *without* that preparation for adult life which is fitted to his needs. A visit—or several visits—to the State

## 12 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

residential school to which the child might be sent without cost should help to convince the parent of the wisdom of such an action. Let not the temporary grief of separation outweigh the permanent injury to the child who is deprived of his rightful education.

### 5. HOW EARLY SHOULD A CHILD BE SENT AWAY TO A RESIDENTIAL SCHOOL IF THERE ARE NO LOCAL CLASSES SUITED TO HIS NEEDS?

"Let's wait a while" is frequently heard from the lips of a parent who realizes that the little deaf or blind child needs the education which the State school provides, but who is reluctant to part with him so young. He is still such a baby—only 6 years old. In four or five years he will be better able to take care of himself and the separation may not be so hard. But remember, too, that in four or five years he will have lost the opportunity for the *early* training which is so important. The younger the child the easier it is for him to adapt himself to new ways of learning. Unless you can in your own home provide that which he needs in the preparatory stages of the work, then permit the State school to teach him as early as it will admit him.

The superintendent of one progressive school for the deaf was recently highly elated over the fact that the school this year was to receive its first kindergarten class, composed of children who were 5 years old. Careful supervision and nursery care were provided that there might be every advantage given to these little people, many of whom had come far away from home to begin their education.

Some local schools for the deaf have also organized classes for children of nursery-school age. In such groups one sees 3 and 4 year old babies learning to understand what the teacher is saying by watching her lips and feeling the vibration of her vocal organs. So also by learning to associate what the teacher is saying with the printed word or the object which she shows them, they are building a foundation for reading. The deaf boy who recently received his Ph. D. degree began his education when he was 2 years old. At the age of 7 he had a vocabulary of 3,000 words. This would have been impossible had there not been some one who was determined that he should have every possible educational

advantage, even though he had come into the world with unhearing ears.

**6. WHAT CAN PARENTS DO TO HELP THE CHILD BEFORE HE GOES TO SCHOOL OR TO SUPPLEMENT HIS TEACHING IF HE ATTENDS A LOCAL DAY SCHOOL?**

There are ways and means which an intelligent parent may employ to help the child who is deaf or blind, who has a speech defect, or who is crippled in body. Each one of these handicaps requires a different method or technique, the details of which are too numerous to be given in these pages. At the end of this section, however, reference is made to several books which will furnish concrete suggestions to the parent who is eager to do what he can. It will be found also that those who are working with physically handicapped children in the local day schools or in the State schools are always glad to give suggestions as to home treatment. Use all the resources you have in your community and your State to help you in your task of planning the education of your child. Work *with* his teacher at school, ask her advice as to the best procedure to use at home; and if you have the child with you only during the summer vacation, be sure to receive guidance from those who have worked with him during the year. Let not much of the progress of the school year be undone through faulty treatment or indulgence during the summer months.

**7. WHAT SHALL A PARENT DO WHO HAS A PHYSICALLY HANDICAPPED CHILD FOR WHOM THERE ARE NO SCHOOL OPPORTUNITIES?**

A situation such as is represented by this question is found most often perhaps in the case of crippled children, for these are ordinarily not sent to State institutions unless they need hospital care; and they frequently live in rural or village communities where no special school or class is provided for them. What then can the parent do?

The problem is illustrated by the case of Eleanor, who, through spinal difficulty, was unable to attend public school. Medical aid could not bring her relief. Yet she was mentally alert and eager to learn. The only recourse which the parents had was to teach her themselves to the best of their ability, for they could not afford the services of a private

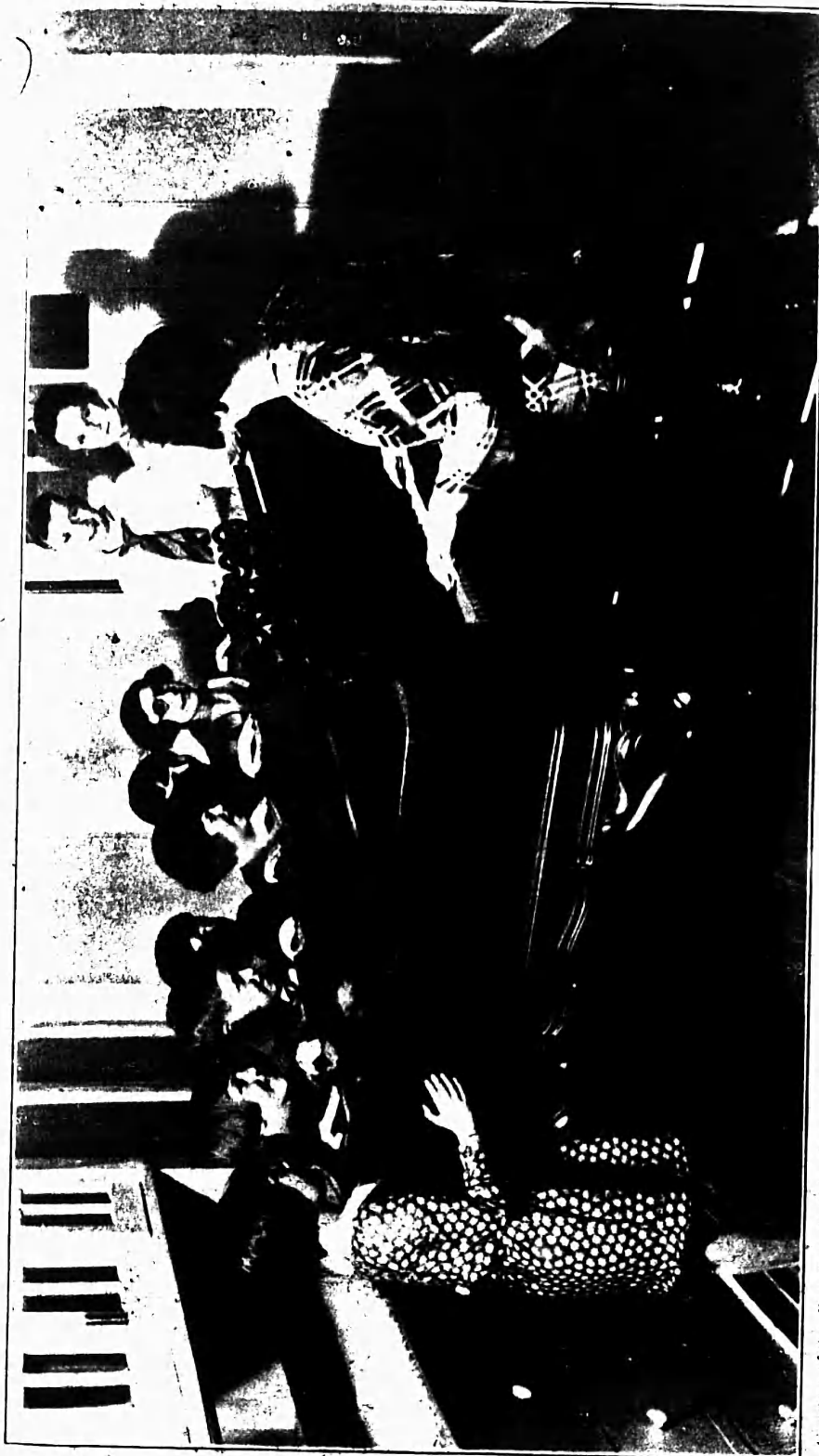
## 14 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

tutor. Finally, when Eleanor was 12 years old, the school authorities of the community in which she lived decided to employ a home teacher whose responsibility should be to teach for a few hours each week each crippled child who was confined to his home.

Until all communities establish such a practice, whether it be in city or in rural districts, many parents will need to face this problem just as Eleanor's parents did. So, also, there are crippled children who are not necessarily confined to their homes, but who could attend school if the means of transportation were available and some special equipment provided for them when they reached the school. There are children who are not blind, but who have some serious eye disturbance which makes it dangerous for them to use the ordinary school materials. The only final solution to the problem presented by such cases is the arousal of all school authorities to the need of establishing special schools or classes. In the meantime, some parents will be able to employ private teachers, others will teach the child themselves, still others will send him away to an available school, and some, unfortunately, will—or must—just wait until something is done for them. Always, however, through a study of local needs, there is the possibility of awakening public sentiment to the importance of "doing something about it."

### 8. WHAT VOCATIONAL POSSIBILITIES ARE THERE FOR THE PHYSICALLY HANDICAPPED CHILD?

Capacities differ among physically handicapped children just as they do among normal children. Some are able—without hearing, without vision, or without arms—to complete a university course with credit. Others are intellectually equal only to elementary or high-school tasks. The important point to remember is that a physical handicap does not necessitate a helpless future. Numerous vocational rehabilitation centers are at work throughout the country, training the handicapped to do that work which it is possible for them to perform and through which they can earn an independent livelihood. Some schools for deaf, blind, or crippled children also offer a prevocational curriculum for the boys and girls enrolled.



Courtesy of San Francisco (Calif.) public schools

These deaf children are "hearing" music through their fingers. Vibrations of the piano strings bring to them the sense of rhythm and of pitch that makes music a real part of their experience.



Courtesy of State Department of Public Instruction, Harrisburg, Pa.

House painting is one of the occupations that are open to the deaf. This group is learning the trade under careful supervision.



It is true that in seeking employment for physically handicapped individuals difficulties are sometimes encountered with which those who are normal do not need to cope. Employers question efficiency, dangers of accidents, attitude of other employees, and the need for special service or equipment. Parents must realize that even with the best of training the physically handicapped child is vocationally at a disadvantage. How important then it is to spare no effort in making him as efficient as possible in some one field of work which his handicap will permit.

Yet, despite the disadvantages which must be recognized, the fact that during the four years from 1920 to 1924 more than 6,000 physically disabled adults<sup>1</sup> were given vocational guidance and placement through the help of the vocational rehabilitation bureaus in the various States shows that there are many possibilities for the child whose education is planned according to his handicap. The types of positions which these 6,000 people filled were classified under the following divisions:

Manufacture :	Number rehabilitated
Semiskilled.....	849
Skilled.....	1,492
Clerical.....	977
Labor miscellaneous.....	886
Trading.....	857
Technical and professional.....	315
Domestic and personal service.....	282
Agriculture.....	240
Mining.....	218
Public service.....	37
Miscellaneous.....	48
Total.....	6,201

About 30 per cent of these cases were disabled either through conditions at birth or through later affections, such as infantile paralysis, tuberculosis, or heart disease. The remainder were cases of accident involving loss of some bodily function. Six hundred and sixty-eight persons were

<sup>1</sup>A Study of Rehabilitated Persons. Washington, D. C., U. S. Government Printing Office, 1928. 46 p. (Federal Board for Vocational Education, Bulletin No. 132.)

## 16 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

disabled by partial or total loss of vision. One hundred and seventy-four suffered from partial or total loss of hearing. All of them were physically disabled adults, that is, over 16 years of age. If these could be trained at this age for remunerative employment, there is no reason to doubt that children who are physically handicapped can also be given some prevocational training which may lead into one of these occupations. In order to accomplish this, the whole school and family life of the child must include a consideration not only of the cultural and social aspects of his training, but also of his vocational possibilities.

### QUESTIONS FOR DISCUSSION

1. Through consultation with the school superintendent, or one of his representatives, in your city or county, find out which of the following types of classes are conducted in your community:
  - (a) Sight-saving classes for children who have serious eye defects but who are not blind.
  - (b) Braille classes for blind children.
  - (c) Classes for children who are totally or almost wholly deaf.
  - (d) Classes for hard-of-hearing children.
  - (e) Classes for crippled children.
  - (f) Speech-correction classes for children who stammer or stutter, lisp, or have some other defect of speech.
  - (g) Open-air or health classes for undernourished, anæmic, or pretuberculous children, and those having cardiac difficulties.
  - (h) Hospital classes for tuberculous children.
2. What State residential schools do you have in your State for any of the above groups? If possible, visit one or more of these schools and find out how it is meeting the needs of the children entrusted to it.
3. Your child insists upon writing with his left hand. Would you force him to change to the use of his right hand?
4. What type of occupation do you think would be best suited to a child who has lost the use of his lower limbs; who is deaf; who is blind?
5. From the references given below and from consultation or communication with those in your community or State who are working with physically handicapped children, what do you think a parent can do to help the child who stutters? What can he do to help in the education of the child who is deaf; the child who is blind; the child who is crippled?

## SUGGESTIONS FOR READING

(See bibliography on p. 71 for publishers' names)

- MATEER, FLORENCE. *Just Normal Children*.  
Chapter X. Robert Did Not Talk Normally.
- MYERS, GARRY C. *Building Personality in Children*.  
Chapter VI. Speech and Personality.  
——— *Developing Personality in the Child at School*.  
Chapter XIV. Physical Welfare and Personality.
- ROGERS, JAMES F. *Speech Defects and Their Correction*.
- SARGENT, RUTH F. *What Can the Blind Do?*
- SAYLES, MARY B. *The Problem Child at Home*.  
Part III, pp. 156-166, Handicapped.
- SPEAKMAN, MARTHA T. *Recreation for Blind Children*.
- WRIGHT, JOHN D. *The Little Deaf Child—a Book for Parents*.

## IV. PROBLEMS OF THE EXCEPTIONALLY BRIGHT CHILD

## 1. WHAT IS MEANT BY AN "EXCEPTIONALLY BRIGHT" CHILD?

Most of the children in this world are of about average intelligence. They are able to complete the work of the elementary school and to go on toward high-school graduation. They learn to manage their own affairs with ordinary prudence, can earn an independent livelihood, and get along with their fellow men reasonably well. Of every 100 children in our schools, about 60 belong in this group. While there are many individual differences among them, it may be said that they represent the general level of American intelligence. Of the remaining 40 children, approximately 20 are unable to master the standard high-school curriculum, but the other 20 have ability to go beyond the high school into university training.

In this last group of 20 children, there will always be some who are keener than others. As we increase the level of intelligence, we find the number of children decreasing until we reach what has been called the "very superior," the "near genius," and the "genius" groups. Out of our original 100 children, there will be not more than 5 or 6 who belong here. These are the children whom we designate as "exceptionally bright." Some of them are most unusual in their mental endowment and possess the qualifications for creative leadership. Great indeed is the responsibility of

## 18 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

those parents and teachers who have it in their power to influence their lives for good or for evil, for constructive service or for destructive law-breaking.

### 2. HOW MAY WE KNOW WHETHER OR NOT A CHILD BELONGS TO THIS GROUP OF THE INTELLECTUALLY GIFTED?

The ability to get along well in school, a keen interest in activities ordinarily considered beyond his years, an appreciation and understanding of problems discussed by his elders, a capacity for leadership among his own group—all these are possible indications of brightness in the school child. They will help us to find him out, but sometimes the ability of a child who is quiet and retiring in nature goes unrecognized because he does not force himself upon the attention of other people. And sometimes, too, a bright child who finds nothing in his school work to challenge his interest either appears listless or develops undesirable behavior that hides his real capacity.

Again, therefore, we come back to the intelligence test to help us to find out who the really brilliant children are. Psychologists recognize the limitations of the test, but they recognize also its value in giving an approximate indication of the level of capacity which a child possesses. Its results are always used to help the child to make the most of his abilities, never to prevent him from doing that which in actual experience he proves himself able to accomplish.

An intelligence quotient (I. Q.) of 100 ideally represents a normal level of intelligence—that which the average individual possesses. But because normal intelligence can not be defined as existing only at one single point, and because our tests for measuring intelligence are still not perfect, we say that the range of normal intelligence extends from approximately 90 to 110 I. Q. As we go above 110 I. Q., the level of ability becomes increasingly high, and at 120 I. Q. we have reached the lower limit of the group of very bright children. At 130 I. Q., we have the child (only one in a hundred) who is exceptionally gifted and of whom the greatest achievements should be expected. Some children have been found who according to the test have intelli-

gence quotients of 150, 160, and even 180, but these cases are extremely few. So much the greater, however, is the obligation to give them that life experience during childhood which will yield the most for their adult contribution to the world.

**3. DO ALL GIFTED CHILDREN BECOME EMINENT MEN AND WOMEN?**

No. Great achievement in the world depends upon more than a high intelligence. The leader of men needs not only to think clearly, deeply, and accurately; he needs the power of initiative, the capacity for hard work, and the ability to get along with other people. The creative genius in science or literature or art—the great inventor, the poet, or the sculptor—needs not only the ability to invent, to write, to draw; he needs an emotional drive which will make him lose himself in his work and press on untiringly toward the realization of his ideal. There is no field of great accomplishment which does not require great power of concentration and at least a fair measure of adjustment to the life about one. The talent which the gifted child possesses can reach its highest expression only if there are developed along with it traits of character that will make him overcome obstacles and give his best to the world.

**4. WHAT IS THE PARENTS' FIRST RESPONSIBILITY TOWARD THE CHILD WHO IS UNUSUALLY WELL ENDOWED?**

Miriam Van Waters writes: <sup>2</sup>

What is the task of the parent of a gifted child? First, to attend to his health and normal growth, freed from adult interference or the presence of a selfish goal. Next, unmitigated common sense and sturdiness of outlook, a sense of humor, and the upholding of a worthwhile task.

For the child there should be health, growth, freedom to develop, and a worth-while task; for the parent, common sense, unselfishness, and a sense of humor. These are first essentials in preparing the child for leadership in the world's service.

---

<sup>2</sup> Miriam Van Waters. *Parents on Probation*, p. 234

## 20 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

### 5. SHALL THE BRIGHT CHILD BE TREATED IN KEEPING WITH HIS CHRONOLOGICAL AGE OR IN KEEPING WITH HIS MENTAL MATURITY?

A child of 10 who has an intelligence quotient of 140 possesses the mental maturity of a child of 14; that is, his level of mental ability as measured by the test, or his "mental age," as it is called, is 40 per cent higher than his chronological age. Such a child demands careful consideration at home, for he is likely to present a picture of physical and social development common to 10-year-olds coupled with an intellectual grasp that far outruns his age.

To parents of such a child the following suggestions are offered: Treat him with due respect for his thinking powers. Give recognition to—but do not talk about—his superior intellect and understanding. Discuss matters with him at his own mental level. Give opportunity for initiative and responsibility. But remember his lack of life experience, and permit him to be a child of 10 in so far as he is inclined to do so in his social relationships. One teacher who has had wide experience with very bright children says:<sup>3</sup>

Perhaps the one factor which contributes most to the development of the gifted child is the custom of the parents, in many cases, of habitually conversing with the child as one adult converses with another, respecting his opinions, answering questions intelligently and truthfully, or studying with him problems which he is seeking to solve and encouraging him always to delve and think until he finds the reason.

Dick was a small boy of 8 years who had the mental ability of a boy of 13. He was in the fourth grade at school. There were signs of maladjustment. He dreamed in the classroom. When called on to take part he frequently failed. His mother came to the psychological adviser of the school with a story of behavior difficulties at home. Then one day, in open rebellion against a school assignment which he failed to do, Dick played truant. We investigated the case carefully and found that this same boy enjoyed sitting at home with his father at night working out problems in algebra; that the stars and the seas and the rocks were subjects of keen interest to him; that he played the piano well and had

<sup>3</sup> Lulu M. Stedman, *Education of Gifted Children*, p. 185.

actually written some simple musical compositions. Yet his reading vocabulary was extremely limited. A comprehensive test in various subjects showed that his ability in arithmetic was equal to that of a boy of 17 years, while in reading his achievement barely reached the level of his own chronological age.

His judgment was immature; his social habits were childish. He seemed to crave companionship; yet he scarcely knew how to play with children of his own age. His mother treated him at home as a normal 8-year-old child is treated by many parents, directing and controlling, giving little opportunity for him to develop independence of thought in keeping with his mental powers.

A strange combination this—as many brilliant children are strange combinations to those who do not understand them. What this boy needed was a greater consideration for his level of thought both at home and at school. He rebelled against parental control and he rebelled against much of the material that was given him to read in school. The subject matter did not interest him, so why learn the words? When the librarian of the school was taken into our confidence and Dick was permitted to browse in the library with kindly suggestions and assistance, we found him looking for books on the stars and the wonders of the earth. When simply written books in these fields were furnished him, he soon learned to read well. When the cooperation of the mother was secured, so that greater opportunity was given him at home to work independently and to develop the consciousness of his own responsibility, behavior difficulties ceased.

It would not have solved the school problem to take this boy out of the fourth grade and place him in the eighth, which was the level of his mental ability. In the first place, he could not read well enough to work there satisfactorily. In the second place, he was small of stature, physically and socially quite immature, and would have been vastly out of place with boys and girls who were entering the adolescent period. He needed rather to be given every possible opportunity to enrich his reading experience, to contribute to

the classroom activities through his interest in scientific subjects, to develop his musical ability, and to participate in social situations with other children. When his reading ability became established, some rapid advancement through the grades was in order, giving him the joy of reward and of success. Most recent reports of his progress showed that he was making a good adjustment.

#### 6. HOW CAN SOCIAL CONTACTS AND PLAY ASSOCIATIONS BE DEVELOPED?

The story of Dick illustrates the loneliness which sometimes characterizes the life of the mentally gifted child. His high mental maturity, coupled with his chronological and physical immaturity, make it difficult for him to find companions on the playground. The older boys and girls have little interest in him; the younger ones play games that are "too babyish" for him. Thus this type of child may be a solitary figure, seeking pleasure in books or in projects of his own making, sometimes—as Dick did—even developing unsocial attitudes.

Parents are wise to encourage at all times social contacts with children of approximately the same physical and social maturity. Dick could not have played successfully with children who were 12 or 13 years old, but he could be helped to develop a happy relationship with 9 and 10 year olds who were not so far beyond him in physical growth and social judgment but that he had some interests in common with them.

The case of 7-year-old Joan was different. She was in the fourth grade at school, yet she was so tall and sturdy that no one considered her out of place in the classroom. On the playground, too, her place was well established among her classmates, whose equal she was, not only mentally but also socially and physically.

A school psychologist handling the adjustment of intellectually bright children tells this story of an extremely difficult case:<sup>4</sup>

---

<sup>4</sup> Lila M. Wood. *Adventures in Adjustment*. Rho Journal, New York University, Department of Education, 1931. p. 23.



The most difficult case was that of a 6-year-old boy with an intelligence quotient of 133. He was entered in kindergarten. After one day he was transferred to me. He worked one day with my first grade and I then placed him in a 2A group. He could read any book I had. In fact, the "Book of Knowledge" was easy reading for him. Arithmetic he detested. His only interest was in drawing diagrams of electrical apparatus. Many were his own attempts at invention. Diagrams were carefully drawn and explanations attached. On one occasion he drew a diagram of William's Oil-A-Matic oil burner which was letter perfect.

His chief maladjustment was of a social nature. Physically he was 6, mentally 9. He scorned the 6 and 7-year-olds and the 9-year-olds scorned him. It was a vicious circle and resulted in exhibitions of rage lasting from a few hours to several days. He held grudges and seldom failed to "get even" for any real or fancied wrong. He would bide his time but he "always got his man." He was, I believe, our only real failure in adjustment. He made some improvement but at the end of a year and a half it was too slight to be of any encouragement to us. Unfortunately he was transferred to another city so that adjustment work had to stop. If carefully handled for the next few years he may respond satisfactorily but I think it will come only when he is old enough to gain satisfaction from his ability and in that way to attain the feeling of security that he lacks.

With all these children it is important that the social "give and take" attitude be maintained. The farther from normal the child is, the greater is the possibility of conflict. Yet in no case should the gifted child miss the normal play experiences of childhood. The special classes for gifted children which are established in some school systems make it easier to bring this about; for in these groups abilities and interests are more nearly matched and friendly contacts are encouraged. But membership in such a class is not to be boasted of or to be discussed with one's neighbors. Rather, for the child's sake, it is to be accepted quietly and made the basis for a cooperative relationship between school and home, through which his powers may reach their maximum fulfillment.

#### 7. IS THE VERY BRIGHT CHILD IN DANGER OF DEVELOPING POOR HEALTH?

All the studies that have been made of bright children indicate that the percentage of them enjoying good health is just as large as that of mentally normal children. In fact,

## 24 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

one of the conclusions drawn from an extensive study is that "the gifted group is, as a whole, physically superior to the various groups used for comparison."<sup>5</sup> This does not mean, of course, that there are not individual children of high mental ability who suffer from nervous or organic weakness, just as many other children do. But there is no reason to believe that a child's physical condition is below normal just because he has high intellectual capacity, nor is any harm done through wholesome mental activity in keeping with that capacity. It is understood, to be sure, that there should be for him as for any other child a definite program of recreation, of physical exercise, and of social contact which may supplement his intellectual pursuits and encourage the growth of a sound body as well as a sound mind.

### 8. HOW CAN HE BE KEPT FROM THE DEVELOPMENT OF EGOTISM?

Avoid boastful discussion of his ability in his presence. Minimize the opportunity for self-consciousness. By no means practice "showing him off" and other types of publicity for publicity's sake. Emphasize his responsibilities. See to it that he has challenging tasks which demand real effort.

One of the most disconcerting results that have come from the studies made of gifted children has been the publicity attached to them, with the resulting influence upon the child's attitude. Some parents, in fear lest there might be such damaging results, have refused to permit their child to be entered in the investigation. Other parents who have been taken into confidence have succumbed to feelings of gratification and pride that their child had been selected as "gifted" and have unwisely discussed the matter within the family circle or with friends and neighbors. Such a parental attitude is bound to be reflected in the child and to lead to self-consciousness, sometimes developing into a serious "superiority complex." A wise parent will keep his own counsel in such a situation, so that even the child himself need gain little knowledge of the project.

---

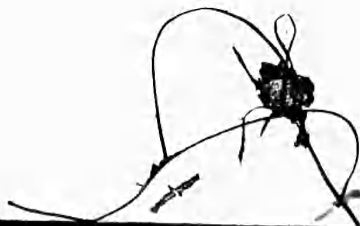
<sup>5</sup> Lewis M. Terman. *Genetic Studies of Genius*, Stanford University Press, 1925. p. 171.

Further, the child who is an intellectual genius should be helped to realize that other children may have abilities quite different from his own, yet quite as necessary for carrying on our world civilization and culture. The story has been told of the boy with very mediocre intellect who through his skill as a cartoonist achieved much greater recognition than did some of his classmates who ranked conspicuously higher on an intelligence test, than he did. Music, art, mechanics, agriculture, commerce, industry of every type, all have an important contribution to make to the world's work. The intellectually gifted child—and his parents, too—needs to appreciate the things which other children can do better than he can, and to recognize the fact that they are all needed quite as much as he is in this great task of living together in the same world.

**9. SHALL HE BE PERMITTED TO "SKIP" GRADES AND TO FORGE AHEAD IN HIS SCHOOL CAREER AS RAPIDLY AS HE CAN GO?**

No doubt the unusually bright child can and should advance somewhat more rapidly than the average pupil. Habits of laziness can so easily take hold of the pupil whose work is too easy for him. "Skipping" grades, however, without any opportunity to cover or make up the work that is "skipped" is a dangerous practice. There are too many examples of difficulty in an advanced grade because the child has "skipped" a lower grade in which some of the vital subject matter preparatory to the advanced work was presented. If it is suggested by school authorities that your boy or girl skip from the fourth to the sixth grade, or from the low seventh to the low eighth grade, before you give your consent make sure that provision is made for mastery of the intervening subject matter, either through individual coaching of the child or through some other device which will leave no gap in his knowledge.

Betty was a bright child. She "skipped" the low fifth grade entirely, passing immediately from the high fourth to the high fifth. Now it happened that, in the school in which she was enrolled, the course of study in arithmetic for the low fifth grade included an introduction to fractions,



with intensive work on the addition and subtraction of fractional and mixed numbers. In the high fifth grade she was expected to go ahead with multiplication and division of the same type of numbers, success in which depended upon the ability to do the simpler processes. Yet, with a change of teachers, no one saw to it that she had sufficient explanation and practice in these to enable her to feel "at home" with them and to do the more advanced work without stumbling. Consequently there was a long period of time during which she was deeply distressed and unable to cope with situations set before her. Ultimately through her own persistence she conquered the difficulty, but a lasting impression of baffled discouragement remained with her as a result of the experience.

Much to be preferred to the practice of "skipping" grades under any condition is the plan of rapid progress by which a child—or a group of children—is given the opportunity to cover two terms' work in one term or two years' work in one year. In this way no vital material need be omitted. The complete course of study is covered in so far as is necessary for continued success in advanced grades, and the child has no experience of a gap of knowledge that must sometime—somehow—be bridged.

Yet even in this practice let us not go too far or too fast. There are many dangers of social maladjustment when the 13 or 14 or 15 year old boy finds himself a college freshman without adequate social experience to mingle comfortably with the older students, even though in mental maturity he is able to cope with college problems. A reasonable amount of acceleration supplemented by the more abundant life of richer, fuller, more varied experiences will give him legitimate outlet for his ability. Tasks in school hard enough to challenge his capacity and to hold his interest, and with them additional out-of-school experiences with music, with literature, on the farm, in the shop, in social service, in the church—these will make for a well-balanced development which could never be secured by a mad rush through the grades and into college.

The experience of one supervising principal gives some indication of what many educators are thinking on this problem. He tells of a group of bright children who under his own direction were pushed through the elementary and high schools as rapidly as they could go. One girl graduated from high school with honors at the age of 13. Another child—a boy—went to Princeton University and stood third in his class upon graduation. Another completed his course at Columbia University and became a member of the faculty. A fine record, it is true, yet each one of these and others in the group came back in later years and told the principal that they thought it had been a mistake to "take advantage of them just because they were able to rush through." They had not the maturity that comes with experience and were thus not able to compete socially with their older associates either in college or afterwards. And then this principal adds very wisely that "few products I have ever heard of are improved by speed of completion, whether the product be an automobile, some form of fruit, or what not; and I believe children do need this gradually ripening process of full time in school to secure the best results in a sensible way." "Full time in school" may be a little more than some of us would ask for every intellectually superior child, but at least let his pace in school be determined on the basis of his mental capacity plus his physical development plus his social maturity. Each of these three is an important factor in guiding the whole child.

A very significant photograph used to be shown by Bird T. Baldwin, late director of the Iowa Child Welfare Bureau, picturing four children, all 13 years old and all having an intelligence quotient of approximately 120. Yet the four differed remarkably in physical size and social maturity and interest. Standing in a row they represented a series of steps, each higher than the one before. The shortest one was a small boy in the eighth grade, physically immature, who enjoyed playing with children of his own age and was a leader among them. The tallest one was a girl who had reached physical maturity, large and well-built. She was

## 28 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

working in the high school with students much older than herself, sharing their interests and their responsibilities, and she was doing it successfully. So it is that each child is an individual and, as Doctor Wile says, "a law unto himself," requiring the treatment which is suited to his own needs. Some are socially and intellectually ready for high school at 12; others may be intellectually ready, but socially they still need to remain in the ranks of their own age-groups. All should be given the opportunity to enrich the ordinary school experiences with worthwhile responsibilities.

### 10. DOES THE SEGREGATED CLASS FOR VERY BRIGHT CHILDREN LEAD TO EGOTISM AND SOCIAL SNOBBISHNESS?

There has been some feeling on the part of teachers as well as parents that a special class for very bright children encourages the spirit of conceit among them. This need not be the case if parents and teachers consciously direct their efforts to the contrary. Skill on the part of the school in organizing such a class unostentatiously, parental understanding and acceptance of the privilege without demonstration, healthy competition among the children who are assigned to the group—all these factors do much to eliminate any dangers of undesirable social reaction. In fact, such a class, if rightly handled, may even lessen the possibilities for self-glorification. In the regular class, the gifted child finds himself so easily surpassing other children that he may very quickly form a false notion of his own superiority. As a member of a special class, however, in which he is only one of a group, he finds others who are just as bright as or brighter than he is. This is likely to be a very wholesome influence against any tendency to egotism on his part.

It should be remembered, also, that the segregated class is not necessarily an isolated class. On the playground, in school assemblies, in club work, and even in some subjects of the school curriculum, they mingle freely with other children, standing or falling on the basis of their own ability to take part in school activities. Thus they are given the double advantage, on the one hand, of an enriched program with other children like themselves, and, on the other



Courtesy of Pasadena (Calif.) public schools

Wholesome, happy, outdoor fun is combined with the very practical work of picking and weighing figs to sell. This is a group of gifted children who are finding a wealth of rich experiences in their school work



Courtesy of Pasadena (Calif.) public schools

Enriching the experiences of gifted children beyond the ordinary activities of the classroom is of greatest value in their education. These fourth and fifth grade children are working out in actual fact the "Story of a Wool Blanket." In the upper picture they are carding wool which they have washed and cleaned. In the lower picture they are spinning wool of their own cleaning and carding, on spindles of their own making.



hand, of community experience with children of all levels of intelligence.

The real purpose of the special class lies in the assignment of tasks which challenge the child's interest and capacity, the enrichment of the curriculum to include a wide variety of experiences which are not possible in a regular class, the opportunity to think and to discuss with other children of equal ability the problems of life within their grasp, the development of initiative and independence of thought, and last—but not least—the realization of responsibility to the community, looking toward the use of their powers for the benefit of mankind. The last and most vital of these purposes will be utterly defeated if parents, yielding to foolish pride, encourage the feeling of superiority in their children.

**11. WHAT OTHER MEANS ARE USED BY THE SCHOOL TO GIVE SPECIAL ATTENTION TO THE VERY BRIGHT CHILD?**

Many school systems are not large enough to make possible the organization of a special class for gifted children. Ordinarily only those pupils who have an intelligence quotient of 125 or over are assigned to such classes. When we consider that there is only about one such child in a hundred, we can easily see that special classes for these alone must be limited to the larger communities. Again, some school administrators, even in the larger cities, still prefer to take care of the problem in some other way which will not involve taking the gifted child out of the regular classroom.

Thus we find teachers giving special assignments or special responsibilities to the child in her room who can do more than the ordinary amount of work. We find them encouraging hobbies, to which the gifted child may give much of his time. We find various club activities in progress, in which the bright child takes a prominent part. And we also find arrangements made whereby a selected group of children may through special help cover a year's work in six months, or three terms' work in two.

Not nearly all the schools are using opportunities such as these to encourage the bright child to realize the best of

### 30 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

which he is capable. We hope that more and more of them will work in this direction and that parents and teachers will cooperate much more closely to help the child of great capacity to be prepared for great service.

#### QUESTIONS FOR DISCUSSION

1. Is anything being done in the schools of your community to meet the needs of very bright children?
2. Should every intellectually gifted child go to college?
3. John is 11 years old. His physical development is about average for his age. He is doing excellent work in the ninth grade at school. Do you think his school progress has been well planned? Why or why not? If not, do you have something better to suggest?
4. Helen is 13 years old and is just beginning high-school work. She is doing superior work in her school subjects but shrinks from social companionship. Each day after school she comes home and buries herself in her books. What could a wise parent do to develop greater sociability on her part?
5. Name some specific ways in which you, as a parent, could enrich the experience of a child in your own home; in your own community. For example, what opportunities are there to visit libraries, art galleries, museums? To hear lectures or good music? To study nature in the open country? To do good reading in the home? To encourage some type of creative work?

#### SUGGESTIONS FOR READING

(See bibliography on p. 71 for publishers' names)

MYERS, GARRY C. *Building Personality in Children.*

Chapter IX. The Timid Child.

———, *Developing Personality in the Child at School.*

Chapter XII. High Intelligence and Personality.

STEDMAN, LULU. *Education of Gifted Children.*

Chapter II. The Opportunity Room for Gifted Children.

Chapter XV. Summary and Conclusions.

### V. PROBLEMS OF THE MENTALLY RETARDED CHILD

#### 1. WHAT IS MEANT BY THE "MENTALLY RETARDED" CHILD?

It was stated in a previous section that about 20 out of every 100 children in our schools are unable mentally to cope with the standard high-school course. Some of them, in fact, find even the ordinary elementary curriculum extremely difficult. Their teachers call them "dull" or "slow" or "backward" in their grasp of school assignments, and

their intelligence quotients vary from that which indicates only a slight deficiency in intellect to that which represents a much more serious condition. If we consider the range of normal intelligence as extending from about 90 to 110 intelligence quotient (as has already been explained), then the farther we go below 90, the greater is the inability to learn. Just as there are some five or six children in every hundred whose intelligence reaches high levels of superiority, so there are also five or six who are unable to do the regular school work of the elementary grades and for whom some very special adjustment needs to be made. These are the ones whom we are here considering as "mentally retarded."

Parents will thus recognize the fact that children may be slow or dull or backward in school work without belonging to the group that is being discussed here. Children may fail to be promoted once or twice, and yet be able to complete at least the elementary school or even a high-school course. But there are a few who are so far below normal that the regular classroom is either a place of torture for them, because constant failure wounds their spirit, or it is a place of idleness, because they have ceased to try or to care. For such exceptional children there must be a program planned that will bring interest, effort, and success.

## 2. CAN THE MENTALLY RETARDED CHILD BE EDUCATED?

Every parent is prone to want his child to be as bright as his neighbor's and to receive the same type of education that other children receive. If school work is not satisfactory, there is a question raised in his mind as to the teacher's attitude toward the child, or the teacher's ability to teach, or the child's effort and interest, or any other cause that might be used as an explanation. The fact that the child is unable to master school work of the ordinary kind is the last thing in the world the parent wants to face, and it is probably the last thing he should face—only after a searching inquiry has been made into possible physical, environmental, and temperamental causes.

But let us get away from the delusion that every child must be like every other child, and equally able to master

the same type of school problems. Human differences in learning power have always prevailed and always will prevail. It would be a sorry world indeed if we were all shaped in the same mould. Our task is to recognize this fact frankly, calmly, and understandingly for ourselves, for our friends, and for our community—so that we shall no longer think it a disgrace that Joe does not learn arithmetic as well as John any more than it is a disgrace for Peter not to be able to make a kite or to handle a hammer as well as Paul.

Miriam Van Waters, in her book called "Parents on Probation," says:<sup>6</sup>

Most parents prefer a child who is like their idea of other children. When they begin to suspect that their child is different, they feel that the blow is intolerable. They try to force the child to do things so antagonistic to his nature that they are likely to destroy him.

Yet we can not provide the education that the exceptional child needs until we are willing to know his weaknesses as well as his strengths, and until we are willing to change our minds as to what education really means. Let us discard for all time the notion that education consists of book learning. It consists rather of the development of those capacities which the child possesses—whether they be academic or manual or social or musical or of any other type—to the end that he may live happily as a social being in a social world. Each child will thus be held responsible for the greatest use of that ability which he does possess, and it is our privilege to help him to reach that goal. *This is education.*

**3. IF, AFTER A CAREFUL PHYSICAL AND PSYCHOLOGICAL EXAMINATION HAS BEEN MADE, I AM TOLD THAT MY CHILD IS INTELLECTUALLY NOT ABLE TO DO REGULAR SCHOOL WORK, WHAT ATTITUDE SHALL I TAKE?**

Be calm! Consider the report carefully. Study your child in the light of it, but under no condition discuss it in his presence. Face the facts deliberately and plan accordingly, getting instruction for his education from those who know best. There are methods to be used, goals to be met, and the greatest development of his capacities to be secured.

<sup>6</sup> Page 43.

Capitalizing the resources which one has to work with is the secret of success in handling every child.

Harry was a little boy of 8 years. For four or five years he had been treated as a case of malnutrition. His physique was poor. Earlier in his life he had been given an intelligence test, which indicated that his mental ability was far below that which was normal for his chronological age. His mother was unwilling to accept the diagnosis and still continued to hope that he would "grow out of it." Yet, at the age of 8 years, he was so retarded in his general development that she asked for another test, which confirmed the earlier report. Now she reluctantly faced the facts and asked for instruction regarding his education. If, when the first examination had been given, his training had been definitely begun in the light of his needs, there would have been a real advantage in procuring an earlier beginning in the specialized training that he needed.

*Explaining away the child's difficulty will never correct it.* Rather look it squarely in the face and find out what can be done about it. Parents may always be assured that in a reliable clinical study the results of an intelligence test are never used alone to determine whether a child is mentally retarded or not. That examination is only one element in the complete examination of the child. How has he progressed in his school work? Is he failing in his grade? Has he developed in his social habits as well as most children of his own age? What is his physical condition? These are some of the questions which enter into a comprehensive study of any child before a report is made of his level of intelligence. And even though all indications are toward a retarded mentality, yet in the years which follow the child is always given the benefit of every doubt if he seems to be improving.

**4. SHOULD I PERMIT HIM TO BE PLACED IN A "SPECIAL" SCHOOL OR CLASS FOR CHILDREN WHO CAN NOT PROFIT FROM REGULAR SCHOOL WORK?**

"Special" classes are only one way of providing equal opportunity for all children. Equalization of opportunity for development does not mean that every child should be

given identical treatment. It does mean that every child should be given that treatment which is best for him, regardless of what any other child is doing. The special class attempts to provide that type of training which the child needs. It brings to him an understanding teacher, who will strive to bring out all his capabilities. It provides associates with whom he can play and be happy. Perhaps greatest of all, it eliminates the sense of failure and discouragement which he has faced so often in the regular class. It has been said that "regular education finds out what the child can not do, but it has remained for special education to find out what he can do." Remember: Build upon your assets, develop what is there, and do not expect the impossible. We do not hesitate to place a child in a class which is specially designed to meet his physical needs. To meet his mental needs is just as essential.

If you will visit some of these special classes in a school system where they are wisely administered, you will find pupils engaged in happy, purposeful activity, learning and growing from day to day as they work together on some project that is of vital interest to them. Academic work so far as they are able to master it (but not forced upon them beyond that point) it is their right to have. Correlated with it is the hand work of various types which trains them for the home, for the shop, for the store, or for other activities in which they will later engage. Individual instruction is given wherever it is needed—a fact which is made possible by the smallness of the class. Perhaps even more important than either the academic or the manual training which the child receives are the social attitudes and habits which are encouraged as a very vital part of good citizenship. The ability to get along with other children; cooperation in class work and recreation; habits of cleanliness, industry, and regularity; self-control, truthfulness, and fairness; dependence upon one's own resources—these are some of the social traits that are emphasized in special class activities. Thus academically, vocationally, and socially, the attempt is made to prepare the pupil to take his place in the world. And if at any time it appears that he has improved sufficiently in

his mental grasp to be able to do standard school work, the way is always open for him to return to the regular grades.

Billy was failing in his school work. He "hated school," and often started away from home in the morning only after a scene of stormy protest and weeping. One day there came to his mother a request to call at the school. She was told that a careful study had been made of Billy's problem and that it was thought best to place him in a special class where he would receive individual help and be permitted to progress as rapidly as he was able to do. His mother was indignant, charging the school with classifying her child as "feeble-minded," and unalterably opposing any transfer to a special class.

After careful explanation of the nature and purpose of the special class, however, she was prevailed upon to permit Billy to try it out for two months. If at the end of that time she was still insistent upon his return to the regular grades, the school would see what it could do. At the end of the designated time she came to the school again, not to demand a transfer back to the regular class, but to tell the principal of the school what a changed boy Billy was. Instead of being forced to go to school, he was ready each morning to start out with a smile. Instead of the resentment which had marked his previous attitude, he was happy in the tasks assigned him and went home at the end of the day eager to tell his mother what he had been doing at school. Needless to say, Billy was left in the special class, for his mother was sensible enough to realize that the child's happiness and success were far more vital than any foolish attempt to force him to conform to the achievements of other boys and girls of his own age.

The parent who looks with a questioning attitude upon the activities of the special class should visit it frequently and see for himself what opportunities are open to the boys and girls enrolled. If the teaching is well done, he will find interest and even enthusiasm among the pupils which were present when they faced daily failure in the regular classroom. For the teacher understands these children, enlarges their experiences, and gives them work to do

in which they can succeed; and because the group is a small one, she can lead each one individually step by step to higher levels of achievement.

The following paragraphs taken from one of the annual reports of a city school superintendent tell something of the development of children assigned to special classes.

J. B., 28 years old; very low grade, stayed in special classes until he was over 21 years old. He reached about the third-grade level; worked in a restaurant at night while attending school; very good in handwork, polite, and good. John is now residing in a suburb and is raising chickens. He has built chicken houses, drives a car, and lives a well-regulated, happy life. He is making a fair living.

E. M., a girl 14 years old, intelligence quotient 58. Reading in the fourth reader, working long division, and studying elementary geography. Writes a fairly nice story, good handwriting. A very nicely behaved girl of good appearance. In February was recommended for trial in regular 4H Grade. Stayed two days. Father requested that she be returned to special class as he thought it suited her better, and that she would do better work.

W. L., a very quiet, neat, gentlemanly boy. Intelligence quotient 65; chronological age, 14; left school 1926. Since leaving school he has had several positions. He first was errand boy in a large drug concern. He worked there for six months and lost this position because of lack of education and because he had been caught smoking. He then worked at the cedar works for about three months. Being naturally a very neat, clean boy, and the work at the cedar works being very dirty, he showed his dislike so strongly that he was reprimanded by his foreman and quit. After this he was out of work for some time. He was offered a position driving a truck, but his mother would not allow him to take it, as she considered him too young and rash to assume so great a responsibility. Finally he has a position with an electrical company, and is charmed with it, so his mother told me. He is making \$12 a week and gives his mother nine of it. During all this time he has been attending night school.

Unfortunately, the number of classes for pupils like these is not nearly equal to the demand for them. Legislative bodies and school authorities in many States and cities have not yet seen fit to make the necessary provision for their maintenance. As a result numerous children are still failing in the regular grades when they should be given the opportunity for success in a special class. For others, teachers are preparing special individual programs in keeping with their ability, even while they are enrolled in the regular



classes. Still others are not attending school at all because there is no place for them. It is hoped that the White House Conferences under way in various States will emphasize the importance of this phase of child welfare and protection, and that citizens who are active in community organizations will keep in mind the needs of these handicapped children who can not fight their own battles. Take care of them now, in order that in later years they may be able to take care of themselves. Train them as children for self-support, and relieve society of the burden of supporting them when they are grown. Any service rendered to this group of children must redound to the benefit of society in years to come.

**5. HOW CAN I HELP MOST AT HOME TO SUPPLEMENT THE SCHOOL TRAINING OF THE CHILD WHO IS MENTALLY RETARDED?**

It is impossible to add to that inborn capacity to learn with which a child comes into the world. We can, however, use to the utmost whatever resources he has. Foremost among the needs of the mentally retarded child is physical fitness. This it is the parent's first responsibility to secure so far as it is attainable; for a healthy body adds tremendously to the efficiency with which one can either work or play. Habit training, likewise, is of utmost importance. First of all, the child should, so far as possible, learn those fundamental personal habits that have to do with his cleanliness, neatness, and daily conduct. Too often parents and sisters and brothers help the child who is subnormal far more than is necessary. Can he tie his own shoestrings? Does he comb his hair? Does he wash himself? Does he dress himself? Does he take care of his physical needs? Is he industrious in whatever is assigned him to do? Is he regular at meals and upon other occasions? Patience and persistence will do much in developing these habits and abilities even in the child who at first seems utterly unable to cope with them. He may need to be shown over and over again; but regular and patient repetition will bear fruit if the mental condition is not too low. Obviously, the more nearly normal the child is, the more can be expected of him;

all but the most extreme cases are capable of some improvement and some education.

In addition to the cultivation of personal habits that will make the child less of a burden and more attractive to others, there are possibilities of training him to do household chores. As he grows older, let him have some regular responsibilities within his ability and be held to the tasks day after day. Does he help to set the table, or make the beds, or clean the windows, or rake the yard? Does he sweep and dust the rooms? Is he sent on errands? Even when it may be more convenient for some one else to take the responsibility, yet for the sake of proper development in the child, give him every opportunity to make use of his own powers. And if there is a farm or a shop or a store in which he can have assigned tasks, so much the greater is the possibility of preparing him for a useful occupation.

In all the tasks which the child may attempt, let there be a generous use of encouragement and praise, for the mentally retarded child needs first of all to be happy. Be sure that the assigned work is something which is within his power, even though he may need much help in accomplishing it. It is said that "nothing succeeds like success," and the development of the mentally retarded child offers no exception to the rule. When one success comes he blossoms out under its influence and is eager to do something else in which he can succeed equally well. Thus it is possible to strengthen within him the consciousness of his own personality and to increase his self-respect. He will achieve far more in this way than through the use of criticism and punishment for his failure to do what is expected of him. Frequently, especially in the early years when parents are puzzled regarding the whole situation, he may seem to be obstinate, refusing to do what is asked of him, when in reality he either does not understand what is wanted or (if he does understand) he does not know how to respond. Be patient with him in his difficulties and be glad with him in his successes, however trivial they may be.

There is one other way in which home training can be of signal service to the development of the retarded child. It

may foster in him social attitudes of contentment and of eagerness to contribute even in a small measure to the happiness of the family. In the relationship of every member of the family to him, let there be a frank recognition of—but the least possible attention called to—his handicap. While there should be full consideration given to his lack of ability, in that tasks assigned him are within his grasp, mention of this fact in any depreciating way would only serve to make him unhappy. As a member of the family he has a place to fill, and his greatest possibilities lie in the cooperation of the family group. While there are some cases which need institutional care, the majority of mentally retarded children may be educated to some degree of social efficiency in their community through this cooperative relationship both among members of the family and between the home and the school.

**6. HOW CAN I HELP THE MENTALLY RETARDED CHILD  
TO USE HIS LEISURE TIME?**

A child who is busy at something worth while and who is interested in what he is doing is not likely to get into trouble. It is the idle boy looking for something to do who is most frequently an easy mark for mischievous companions.

There are from 8 to 10 hours of the day when boys and girls are neither busy at school nor sleeping in bed, when their time needs to be filled with wholesome activity that will bring recreation and pleasure. Parents of the mentally retarded child carry a great responsibility in this matter; for such a child needs considerable help and supervision in play just as he does in his school work. He can not plan his own playtime satisfactorily, but is much more dependent upon the plans of others than is the child of greater intellectual ability. He is easily led, and may be influenced for evil as well as for good. It is therefore of greatest importance that those with whom he plays should be chosen carefully for the effect they may have upon his own actions. If he goes wrong, it is because the influences of his environment have played havoc with his weak intellect. He needs to build up habits that will make him a good citizen and these

## 40 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

are formed during his leisure hours quite as much as during his school day.

At home the parent can be of great help in planning leisure activities. Simple games, pets, picture books, beads, blocks, hobbies of many kinds furnish possibilities for play hours. In every case parents need to be prepared to give of their time and help to guide the child with patience and kindness; but they should also work toward developing as much independent play as possible. The two practices against which they must always guard are; first, leaving the child to his own devices with nothing constructive to do and, second, leaving him in the care of thoughtless or even unscrupulous companions.

### 7. WHAT TYPES OF MENTALLY RETARDED CHILDREN SHOULD BE SENT TO A STATE RESIDENTIAL SCHOOL?

This question is well answered by the superintendent of one of the State schools for the mentally deficient in Massachusetts when he says that—

The work thus indicated for the institutional school is education and training of the *children on low mental levels*; training and education of mentally retarded *children on the higher levels who are deficient in social adjustment and who are likely to acquire habits which will prevent them from becoming socially adjusted in the community*; the training and education of mentally retarded *children on the higher levels whose homes can not provide them with the proper care and supervision or whose homes are so situated that these children can not avail themselves of the advantages of a special class.*<sup>7</sup>

The superintendent of another State school expresses the same thought when he says:

When the nature of the case is such that the schools can not function and adjustment is impossible, then and then only should he (the child) be committed to a State institution.<sup>8</sup>

There are sometimes home conditions which make it unwise to attempt to keep the child of low mental ability at home. There are sometimes problems of social behavior

---

<sup>7</sup> Commonwealth of Massachusetts, Department of Mental Diseases. Annual Report of the Trustees of the Wrentham State School, for the year ending Nov. 30, 1929, p. 8. [Italics are ours.]

<sup>8</sup> Fifty-first Annual Report of the Indiana School for Feeble-minded Youth, Fort Wayne, Ind.

which demand that he be given institutional care. There are in many communities no school facilities which fit his needs. And if the child is so seriously defective that he can not work with reasonable self-control and self-care as a member of the class group, then he can not be considered a subject even for such special classes as the day school is able to provide. He should rather be under constant supervision and training (if he can take training at all) at home, in a private school, or in the State residential school.

Adequate supervision at home under a tutor's care or in a private school usually proves expensive, although there are many excellent opportunities for those who can take advantage of them. Most parents need to depend upon the help they can receive from tax-supported institutions. Unfortunately, many of these State schools are so overcrowded that the waiting lists run into the hundreds and even into the thousands. Parents have frequently sought assistance from the United States Office of Education in securing placement for a child. The schools are under State control, however, and all matters pertaining to enrollment must be referred to State authorities. Some States have attempted to keep pace with the problem by building additional quarters. In others there is a deplorable lack of even the most urgent facilities, and hence they can accept only the most serious cases demanding supervision and care.

Parents are sometimes reluctant to send a child to a State school of this type because of the stigma that has been attached to it. It is known all too often as the State school "for the feeble-minded." In one such case the superintendent recently told the writer that until he could persuade the State legislature to change the name legally, he was training the vines to grow over and conceal it as it appeared at the entrance to the institution! In the most progressive States, this name has already been eliminated, and the school is known only as a "State school," with some special designation attached that will identify it more completely, as, for example, the "Walter E. Fernald State School," in Massachusetts, and the "Rome State School," in New York.

## 42 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

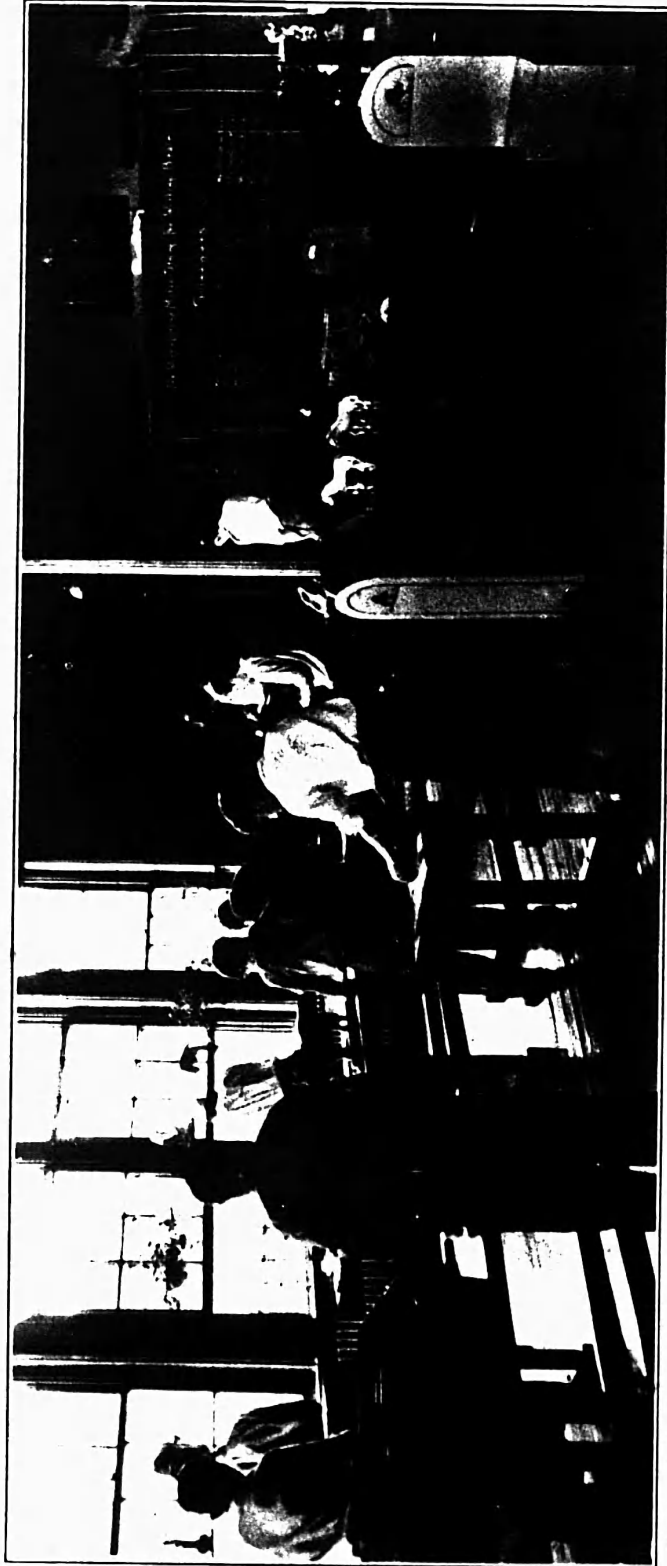
Parents who will visit the schools which are conducted in some of the best of these State institutions will marvel at the opportunities given to children who are not so seriously deficient but that they can profit by instruction. An educational atmosphere pervades the work. Classes meet in well-ordered fashion; children are happily at work with their books, their music, their physical education, and their manual training. Here is a school in the true sense of the word. Those who are able to profit by it receive preparation for some type of vocational activity. They are then given the opportunity to practice it either at the institution itself or under careful supervision in a community outside the institution. Each child, of whatever level of intelligence, is taught to reach that degree of self-dependence of which he is capable and if possible to contribute in even the smallest way to the life of the institution.

### 8. IF THERE IS NO PLACE FOR THE CHILD IN EITHER DAY SCHOOL OR STATE RESIDENTIAL SCHOOL, WHAT CAN I DO?

This is a difficult question to answer, since in such a case there seems to be nothing to do immediately except to keep the child at home and to accomplish what one can in educating him there. Those parents who can afford a private tutor or a private boarding school may, of course, avail themselves of these opportunities. But most parents will probably need to depend upon the training which can be given within their own family, and suggestions for this have already been made. In the meantime, the important thing is to arouse public sentiment for the establishment of wider facilities for such children within the State. Wide-awake local and State organizations of interested parents are a powerful force in bringing about legislation and financial provision to take care of their needs.

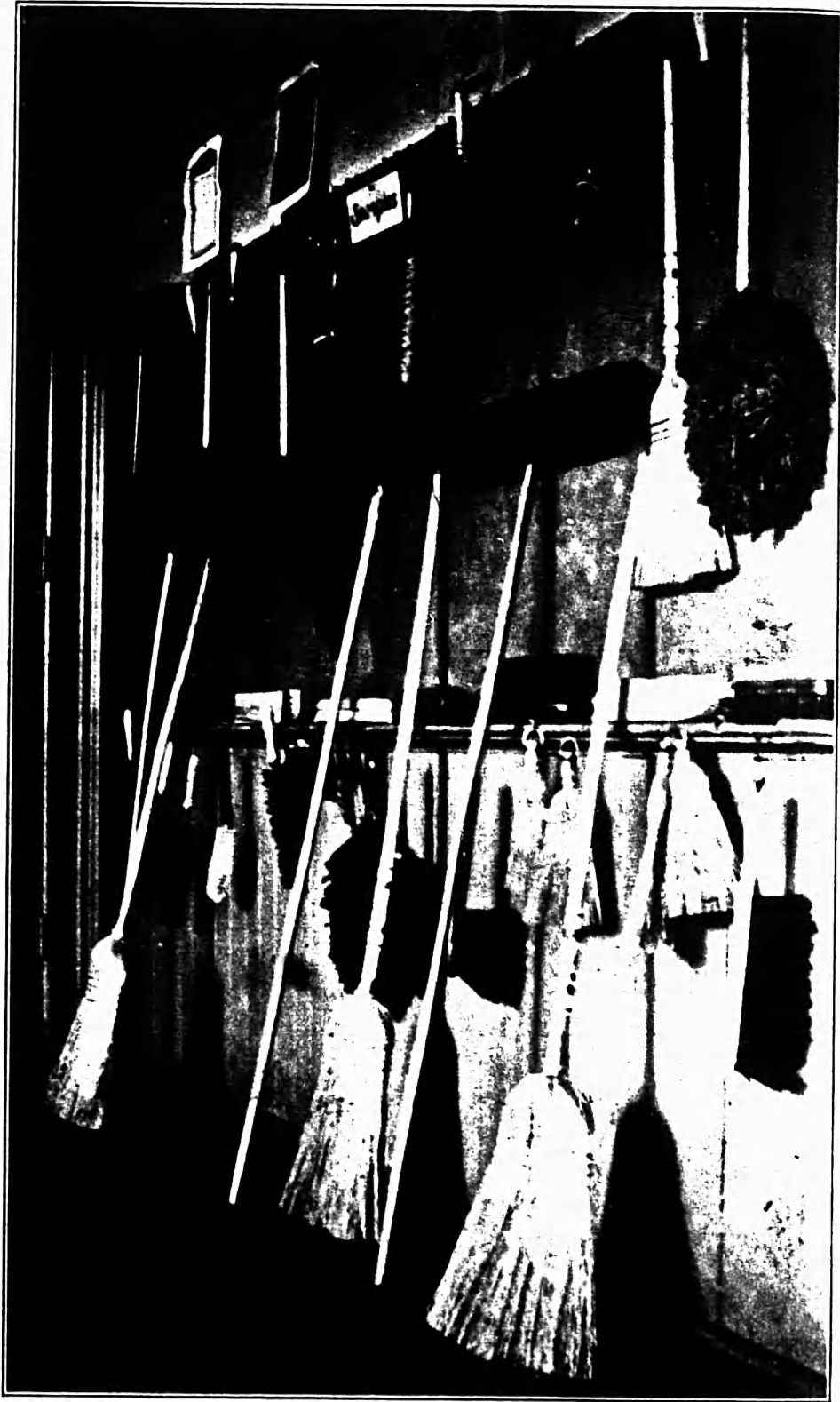
### 9. DO ALL MENTALLY RETARDED CHILDREN NECESSARILY BECOME DEPENDENT UPON SOCIETY FOR SUPPORT?

No. Examples already cited clearly indicate that the contrary is true. In the first place, there are many different degrees of mental retardation. There is no distinct species of mentally retarded children set off from the rest of mankind, but each level of ability shades imperceptibly into the



Courtesy of Worcester (Mass.) public schools

Manual training and woodwork offer a far greater challenge to these boys of limited mentality than ordinary academic studies. Every completed article on display is the product of their activity.



Courtesy of Rochester (N. Y.) public schools

Some of the products of the brush and broom shop of a school for boys who are mentally retarded. The total output of this shop for one school year was: Brooms, 60 dozens; toilet brushes, 10 dozens; manual training brushes, 30 dozens; radiator brushes, 10 dozens; floor brooms, 3 dozens; bench dusters, 15 dozens; scrub brushes, 30 dozens; floor mops, 8 dozens, and window brushes, 5 dozens



ones above and below it. Those of the highest grade are quite able, with more or less supervision, to fit into their corner of occupational life. Those of the very lowest grade are unable even to care for their own bodily needs.

In the second place, the intelligence quotient of a child is not the all-determining factor with regard to his vocational capacity. While it is true that cases of extremely low mentality will inevitably become public or family charges, among the higher grades there is no one point below which it may be said that all are incapable of self-support. There are too many other factors that enter into the situation. Personal and social traits differ among the mentally retarded just as they do among the rest of the population. A pleasant manner, well-ordered habits of industry and persistence, care of one's personal appearance, ability to work with one's hands, ability to get along with other people—these and other assets have already been mentioned as helping the mentally retarded child to make his way in the world. Therefore, it is important to develop such traits in him while he is still young in order that they may become an inseparable part of his personal equipment as he grows older. Emotional and personal habits are plastic and capable of change, while the inborn capacity for intellectual development is relatively fixed. Let us then make the most of those qualities which are subject to the influences of environment and training and which will help intelligence to function at its highest level of efficiency. Thus we shall be giving the child the best equipment for adult life that it is possible for him to have.

Herbert and James had identical intelligence quotients, indicating definite mental retardation though not of extremely low grade. Herbert lived in a family in which every attention was given to his physical and social development. In school he was enrolled in a special class in which the emphasis was placed upon manual and social activities, with opportunity also to develop skills in reading, number work, and other subjects common to the curriculum in so far as these were within his grasp. At the age of 13 he was transferred to a school in which he was prepared

#### 44 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

for vocational activity of his own preference. He chose shoe repairing, and he is now, with a certain amount of supervision, earning an independent though a modest livelihood at his trade.

James, on the other hand, grew up without any special help or guidance. His family failed to appreciate his needs and the school failed to provide for them. He developed habits of truancy because there was nothing in school that interested him. Then he developed habits of staying away from home because there was no one at home who paid much attention to him. A boy who habitually roams the streets usually gets into trouble. James did. And at the age of 14 he had a police record on several minor charges. Social agencies took up his case. His mental retardation was established by careful examination; and he was sent to the State school for the mentally defective. Here the attempt has been made to give him constructive training, but, with so late a beginning, it was much more difficult for him to make the needed adjustments. He is still in the State institution, doing odd jobs about the place, but will probably always be dependent upon society for his support.

#### 10. WHAT VOCATIONAL AMBITION SHOULD I CONSIDER FOR A CHILD WHO IS MENTALLY RETARDED?

"It is only when the type of child and the type of training coincide that the mechanism can run smoothly." There are many varieties of the world's work, each one of them honorable and satisfying. Let the work fit the boy or the girl. Do not force the boy to fit the work which family pride may choose for him. An expert mechanic is a much happier and more successful individual than a failing or even a mediocre lawyer or physician.

Phyllis Blanchard, one of the leading child psychologists in the country, tells of a boy of 16 years who one day walked into the mental hygiene clinic and announced that he had come "to have his brains examined." He wanted to find out why he could not pass his Latin course in the first year of high school. He wished to study medicine. His mother had planned that he should be a doctor and it was a matter of family pride that he should enter that profession. An

intelligence test was given him, which indicated that he had the approximate capacity required to complete the usual academic requirements of the eighth grade. Sheer perseverance and effort had enabled him to reach the high school at the age of 16, but he was meeting his Waterloo in the college preparatory course.

While this boy evidently had an intellectual capacity somewhat higher than that which we are considering in this discussion, yet his case illustrates well the problem of family tradition versus the boy's own happiness and success. There is no more serious mistake that a parent can make in planning a child's future than to fail to realize that the child himself is the all-important factor in making those plans. His abilities point the way. Whatever direction they may take, the parents must prepare themselves to accept the situation not only as inevitable but as desirable, because through it the child will find that vocational sphere in which he can be happy and successful.

Children whose general intelligence ranks low can not be expected to succeed in academic or professional studies of college or even of high-school rank. On the other hand, they may be quite successful in many of the trades and industries. Mary was a girl whose parents had insisted upon a college education and upon preparatory work in high school which might lead to that goal. Yet in the elementary school her progress had been painfully slow and in high school she failed completely. She was unhappy and discouraged. Her real interest lay in dressmaking. Through her repeated failures and the psychologist's counsel, her parents were finally convinced of the unkindness and injustice of their expectations of a college career, and much to their chagrin they permitted her to follow her own interest. The change which took place in her attitude and her success in her work should have richly compensated them for the disappointment which they felt in the failure of their ambition for her.

One of the finest developments in education of recent years has been the establishment of schools and classes which offer prevocational training to these boys and girls who have con-

## 46 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

sistently failed in regular school work but who are old enough to be thinking about the possibilities of earning their own livelihood. Boys receive instruction in printing, tailoring, shoe repairing, woodwork, metal work, furniture repairing, and such other fields as their interests and ability dictate. Girls take up cooking, sewing, home service, child care, laundry, power operating, hairdressing and beauty-parlor work, tea-room service, millinery, and other activities in which they are found to be successful. In addition to this manual work, which is the most important part of their training for occupational efficiency, both boys and girls are given as much academic preparation as they are capable of taking. Emphasis also is placed upon character development and social attitudes of cooperation and service. Many pupils go out from these schools ready to take a position in which they can be at least partially self-supporting, and sometimes they earn enough to contribute substantially to the family income. How much more profitable such training is for the child who can not learn academic English and history and science and mathematics than the attempt to force him through courses to which he is not equal. Unfortunately, such schools are expensive because of the necessary shop equipment. Yet communities which have made the expenditure have found it to be a gilt-edge investment, yielding dividends in the ability of boys and girls, who would otherwise have become dependent, to support themselves.

### QUESTIONS FOR DISCUSSION

1. Are there any classes for mentally retarded children in the schools of your community?
2. If so, plan to visit several of them (if there are more than one) and find out something as to their nature and purpose. What are the children doing? Are they happy in their work?
3. Where is the State school for mentally retarded (or feeble-minded) children in your State? Are there several such schools in the State?
4. Find out what you can about their administration, the type of children who are admitted, and the type of school work which is being done.

5. Mary is almost 7 years old, but small for her age. She is sent to school and is enrolled in the first grade. After several months the teacher reports that she is making no progress whatever and is a disturbing factor in the classroom. She needs the teacher's individual attention much of the time because of her restlessness. Although she sometimes seems to try to do what the other children are doing, she quickly tires of it and runs about the room or looks out of the window. The teacher suggests that she should be placed in the kindergarten. What would you do if she were your child?

### SUGGESTIONS FOR READING

(See bibliography on p. 71 for publishers' names)

- GESELL, ARNOLD. *The Retarded Child: How to Help Him*.  
 MATEER, FLORENCE. *Just Normal Children*.  
 Chapter VIII. Hilary is Backward.  
 MYERS, GARRY C. *Building Personality in Children*.  
 Chapter X. Home Cultivation of Successes and their Celebration.  
 O'SHEA, M. V. ed. *The Child: His Nature and His Needs*.  
 Chapter XIII. The Care of Intellectually Inferior Children.  
 SAYLES, MARY B. *The Problem Child at Home*.  
 Chapter IV. The Satisfaction of Parental Ideals.  
 THOM, DOUGLAS. *Everyday Problems of the Everyday Child*.  
 Chapter XIX. Intelligence and Conduct.

## VI. PROBLEMS OF THE SOCIALLY DIFFERENT CHILD

### 1. WHAT ARE SOME OF THE SERIOUS BEHAVIOR DISORDERS WHICH MAKE A CHILD SOCIALLY DIFFERENT?

The usual response to this question points to such problems as lying, stealing, fighting, cruelty, truancy, and other difficulties which interfere with the smooth course of school and family affairs. Antisocial traits or "attacking" traits they have been called, because they attack the accepted social order. These are serious enough, it is true, and lead to even more serious consequences if not checked early in their course.

Yet it would be folly to overlook another group of traits which are considered by psychiatrists of childhood as of equal or even greater significance. Several years ago a list of 50 behavior problems was sent to a group of child-guidance specialists, with the request that they be rated in the order of their seriousness as affecting the child's entire social

adjustment.<sup>9</sup> The five difficulties which were considered by these specialists as of greatest importance were—(1) habitual avoidance of group activities or preference for solitary work and play; (2) suspiciousness; (3) frequent depression or unhappiness; (4) resentfulness; (5) fearfulness.

None of these belongs to the group of "attacking" traits mentioned above. Rather they are among the unsocial or "withdrawing" tendencies, so called because the child withdraws from society into his own small world of solitude and of dreams. He avoids social relationships and group activity, works and plays by himself, and shrinks from contact with other children. Or he has fears, suspicions, repulsions, which are unusual and extreme. Through such traits as these he is laying the foundation for serious mental disturbance in his later life. The man or the woman who is habitually afraid of other people, or who constantly suspects them of wishing to do him harm, or who has violent dislikes amounting to actual hatred, can not live happily in a social world, and must frequently be given refuge in a hospital specifically designed for the mentally sick. The difficulties of such people may often be traced to the terrors and aversions of childhood. The shut-in child, the fearful child, the suspicious child, therefore, demands the most careful study and treatment looking toward more adequate socialization just as truly as does the too aggressive child who clashes with the demands of society.

In laying such great stress upon these problems the child-guidance specialists would in no way lessen the importance that should be attached to the other group of difficulties in children's conduct which interfere with the peace and happiness of other people. Both types of problems, whether they be of the antisocial or the unsocial variety, certainly need attention and investigation. Some may lead to law breaking, others to mind breaking. All are serious obstacles to the satisfactory social functioning of the individual.

---

<sup>9</sup>This study is reported by El. K. Wickman, in his *Children's Behavior and Teachers' Attitudes*, published by the Commonwealth Fund, New York, in 1928.

**2. WHAT ARE SOME OF THE CAUSES OF SERIOUS BEHAVIOR PROBLEMS IN CHILDREN?**

Many scientific studies have been made to determine the causes of behavior disorders and delinquency. Yet no one has been able to put his finger upon any one item as the sole reason for children's serious misconduct. It seems more nearly correct at the present time to say there are many causes, some of which stand out as more pronounced than others in causing children to become emotionally unstrung and socially unadjusted.

In the first place, there is always the possibility that there may be a physical basis for the child's actions. This calls attention to the necessity of a careful medical examination and the elimination of such physical irritations as exist. Continued research is in progress to determine what bodily conditions seriously influence the behavior of childhood, and some physical disorders seem to have special significance as contributing causes to the whole situation.

Coupled with the physical condition of the child as a possible reason for behavior difficulties is his mental ability in relation to the demands that are made upon it. Is the attempt being made to force him to conform to certain educational standards when his capacity is not equal to meeting them? Does he experience failure day after day in the classroom when he should be having some of the joy of success? It is no wonder if he develops an attitude of resentment and revolt against the school that demands impossible tasks, against the home that punishes him for not accomplishing those tasks, and against society that has set up the whole educational requirement. Give such a boy or girl something to do which is within his mental grasp, let him see the results of his efforts, and the results in his behavior will also be apparent.

Or does he learn so easily the assigned lessons that he has too much time on his hands? In his eagerness to be doing something and with no one to help him to fill in the leisure hours, he may very quickly learn to devise his own entertainment in unapproved ways. There are leaders of destruc-

tive gangs to-day who no doubt have splendid intellects which have gone astray because in their boyhood days a quick mind was left to its own devices.

The school situation is only one factor of the whole environmental influence which acts upon the child. This environment is of utmost importance in studying the causes of behavior difficulties. The atmosphere of the home, harmony or discord among members of the family, the ideals of family life, understanding companionship with the child or indifference to his social needs, his play associations—all these are vital elements in determining which direction his social adjustment will take. Some persons find it more difficult to adjust to social requirements than others. Yet there is no question that the child who has been exposed to the influences of high ideals within a united home in which there is a wholesome understanding of child nature and its needs has the greatest possible chance for self-development which will avoid the pitfalls of serious behavior problems or delinquency.

### 3. HOW SHALL I HANDLE THE SERIOUS BEHAVIOR PROBLEMS OF MY CHILD?

It is of little avail to ask: "What shall I do with dishonesty—with untruthfulness—with stealing—with 'shut-inness'—or with fear?" The important question is: "What shall I do with this child who lies or steals or fears under these circumstances in this environment and with these associates?" A doctor does not merely alleviate symptoms. He attempts to discover the cause that produces the fever or the pain and to treat the disease at its source. So with behavior problems. Each difficulty has a reason for its existence. Eliminate the cause and the difficulty will disappear.

When, therefore, a serious problem does arise, inquire into the reason. Did the child take money? When and where and why did he take it? What were the conditions which prompted it? How can those conditions be eliminated? Does he have any pin money of his own—however small the amount? Was there some legitimate desire hidden away in his consciousness which he was attempting to



gratify? Have father and mother been living with their child so that they may know what those desires and needs are? Have there been some unwholesome play associations? Nothing less than a complete inquiry into the origin and circumstances involved in the situation surrounding any problem of behavior will make possible a satisfactory solution.

Six-year-old Billy had little favor to show toward his baby brother. Instead of smiling at him when he saw him awake in his crib, he scowled at him. Instead of loving him when he saw him in his mother's arms, he ran away out of sight. When he thought no one was around, he took the opportunity to vent his displeasure still further by pinching and slapping him. Mother and father were much disturbed at these persistent signs of apparent cruelty in their young offspring. They sought help in the problem. It was suggested that Billy might feel himself neglected since the arrival of the new baby had demanded so much attention from the parents, and that he was protesting against the situation in the only way which he knew. A little more consideration of his own craving for the expression of mother and father love, a definite program, first, to assure him that he was still an important and a much-loved member of the family, and, second, to enlist his cooperation in the rôle of "big brother" made Billy in time an ardent admirer of the younger child instead of his jealous rival.

So many books have been written dealing with specific behavior problems of children that no further attempt is made to discuss them in detail here. Several of these books, particularly helpful to parents, are included in the list of suggested readings. A more direct solution of the problem, however, for the parent who is baffled by difficulties he encounters in the behavior of a child will come through consultation with a specialist in the field. Correspondence will not suffice. Few doctors attempt to diagnose a sickness at long distance. They can only make generalizations and suggest possibilities. In order to give any definite prescription, they must see the patient, observe his reactions, and sometimes study him over a period of time. So also the "doctor"

of childhood behavior problems must have a personal contact with his "patient," discuss the situation face to face with the parent, and follow up the case from week to week or month to month.

Clinical facilities organized for this purpose are growing fast. Community leaders are recognizing more and more that undesirable social habits must be curbed early and that desirable tendencies must be substituted while the child is still young if constructive results are to be achieved. The mental hygiene of childhood, therefore, is coming to be an all-important phase of education. A mental hygiene or child guidance clinic is one which gives special attention to behavior problems. Clinics have been established in connection with the public schools, the department of health, social service agencies, hospitals, and under various other auspices of public or private nature. Let the parent who needs help comb the resources in his own community and State, or appeal to national agencies (see p. 63) for information which he can not secure himself. These are always ready to serve in any possible way the needs of exceptional children.

#### 4. HOW CAN I PREVENT THE OCCURRENCE OF SERIOUS BEHAVIOR PROBLEMS IN MY CHILD?

"An ounce of prevention is worth a pound of cure." Parents who from the day of the child's birth plan constructively for the development of his personality in accordance with their own educated ideals of life will have gone a long way toward the prevention of serious difficulties of behavior. In the city of New York a Child Guidance Bureau has recently been established which is designed to work with parents, with teachers, and with social agencies. No better set of principles for parent behavior can be given than those which have been sent by Dr. Leon Goldrich, the director of this bureau, to parents' associations throughout the city. They are, therefore, quoted here verbatim:

##### *What Parents Must Do*

1. Watch and guide children; do not drive them.
2. Encourage and praise whenever possible.
3. Be just and consistent with children at all times.

4. Win and retain the respect, cooperation, and love of children.
5. Set the right patterns for the child to follow.
6. Teach the child to assume his fair share of the duties, obligations, and responsibilities of a democratic home.
7. Respect the unique personality and individuality of each child in the home, i. e., study his abilities, direct his healthy normal acts, find out his limitations and do not make demands beyond the child's capacity to understand and perform.
8. Develop the child's initiative and train him to assume more and more social responsibilities by giving him frequent opportunities to plan and carry out his plans and to join creative social and recreational groups, civic junior leagues, etc.
9. Love deeply and intelligently and give that sunshine and warmth that all children need for their best growth and development.
10. Prepare the child for rational independence through gradual psychological weaning. This does not mean any loss of love, but rather an increasing, unselfish, and more beautiful love for the good of the child.
11. Surround the child with the good, the true, and the beautiful in life.
12. Help the child at all times to develop a well-balanced and well-rounded nature and help him to integrate his personality.
13. Avoid destructive conflicts and quarrels in the home; learn to give and take and to build up a harmonious and peaceful spirit in the home, where each member of the family may share the blessings of a happy union.
14. Develop and strengthen the character and the will of the child through proper moral, ethical, and religious examples and teachings.

**5. WHAT IS TO BE DONE IF THE CHILD PERSISTENTLY SHOWS DELINQUENT TENDENCIES?**

When the home is unable to cope with the problems of juvenile behavior, then society must lend a helping hand. Unfortunately in the past the "helping hand" has been too often only a punishing hand, without consideration of the child's real need for understanding guidance. Modern methods of education are attempting to get away from the idea of compulsion from without to that of impulsion from within. Awakenning the boy's interest in social conduct rather than condemning him for antisocial conduct is the goal of the newer movements which have been launched in dealing with juvenile offenders. The organization of juvenile courts, the selection of specially fitted judges and referees, the establishment of detention homes, the appointment of proba-

tion officers, the addition of police women to the police staff of the community are all designed to improve our methods of handling the serious behavior problems of children.

To this end also there have been established in some cities of the country special day schools for truants and so-called "incorrigibles." The purpose of such a school is not to threaten but to help. In the words of one principal, "it is neither a scrap heap, repair shop, nor hospital. It is a school providing the type of education believed to be best suited to the student body." The same principal stated in his annual report, after the school had been operating for three years:<sup>10</sup>

For three years it has very frankly been the policy of the school to attract rather than repel. It has been difficult to get this idea understood and accepted either by school people or the general public. But it has not been difficult to get it accepted by the boys themselves. They like the school; they like the teachers, the discipline, and the instruction. In larger numbers each year they are refusing the transfers offered them. Nearly two-thirds of the total enrollment, most of whom are supposed to be confirmed truants, have come to school during the past year practically without attention from the attendance officer. I do not know of a single case where the boy has given the school a 2-weeks' trial that he did not like it.

I intend that he shall like it. I do not believe the school exists to punish boys for past offences. I think it exists that boys may discover within themselves the ability to succeed in school and in life.

The school has sometimes been said to have a "coddling" policy. Such is not the case. The boys are not coddled. It is not coddling to require a boy to get up two hours earlier than he has been accustomed, in order that he shall not be tardy. It is not coddling to keep him in school for an hour or two longer than other schools do. It is not coddling to have him spend from two to four hours daily on the street cars, making a long journey to and from school through summer tornadoes and rain, and through winter blizzards. And it is not coddling to impose upon him such punishments as are necessary to bring his performance up to standard when his will power flags and old habits of truancy threaten to reassert themselves. After the novelty has worn off, going to his school becomes a steady grind. It means self-denial of ease and leisure, and in many cases it means the loss of a morning or evening job.

<sup>10</sup> P. M. Watson, Third Annual Report of Thomas A. Edison School, Cleveland, Ohio, 1924.

These things do not mean coddling. They mean discipline. And in this sense the school is and should remain a disciplinary institution. But that it should ever be disciplinary in that other sense which some people seem still to think—a dreary, unhappy prison house from which boys long to escape—I can not bring myself to believe.

Boys do not want coddling. They want justice, and a square deal, sympathy, and encouragement, and wise restraint, and constructive punishment, if necessary. They admire the teacher who makes them "stand around" much more than they do the "easy mark." They are much more concerned about whether the teacher likes them and is "for them" than they are about the rigor of his discipline. It is not strictness per se that leaves scars on the souls of children; it is the cold, harsh, unsympathetic attitude which too often accompanies such strictness.

This school is still attracting boys who are misfits in the regular schools. In his most recent annual report, the principal states that "there remains comparatively little tendency to use the school as a threat. More and more do principals and teachers accept and promote the idea that it may be the best educational opportunity for some types of boy. They send the boy not to get rid of him, but because they wish him well. The stigma of disgrace has not entirely disappeared but is steadily diminishing, as it should."

The idea that underlies the functioning of this school—and other day schools like it—also characterizes the "parental" schools which have been established in some communities. These constitute a home in which the boy or the girl lives under supervision and kindly guidance for a stated period of time. Every effort is made to discover his interest, to help him to achieve something worth while in the line of that interest, to guide his recreation, to lead him into right habits of thinking and of conduct, and thus to prevent those more serious offenses which require drastic court action.

There are not nearly enough of these community schools. Many a boy or girl might be saved for wholesome citizenship through a brief period of residence in a well-conducted institution of this type. As matters stand, they frequently go on from bad to worse until there finally comes a court commitment to a State training school. This is merely a confession that the community has failed in solving its own problems.

Yet even the State school should not bear the stigma that is almost universally attached to it. "State reform schools," "industrial schools for delinquents," and "reformatories" are names which fortunately are disappearing from our vocabulary. Would that the things they stand for in the minds of the public and of the boys and girls entrusted to their care might also disappear. Some of the directors of these State residential institutions are beginning to recognize that they should have a well-organized school instead of a prison; that its major purpose is reeducation rather than punishment; and that the boys and the girls who are there must be led rather than driven. However, much still remains to be done both in changing the practices at the schools themselves and in changing the attitude of the public toward them.

Parents can render the greatest service in this matter by themselves adopting a wholesome attitude toward all such schools whether they are under State or community authority. This is by no means to be interpreted as meaning that we should excuse wrongdoing or that we should consider as of little account the necessity of placing a child under their supervision. But if the necessity exists let us give the school our whole-hearted support in its effort to make of the boy or the girl a law-abiding citizen, not through threatening him with dire consequences of his actions, but through winning him to an appreciation of the happiness that comes from satisfying achievement. Let us also make every possible move to place these schools under the direction of those whose vision of what the boy or the girl may become is not blurred or obliterated by the sight of what he is. Building or rebuilding a personality is a task that demands no less than the very best we can offer.

#### QUESTIONS FOR DISCUSSION

1. Can you give an example showing how a physical handicap may affect the personality of a child?
2. What do we mean by "escape from reality"? What are some behavior difficulties that may be the result of the child's effort to escape from reality?

3. Jennie is 8 years old. She is so shy that she cries when the teacher asks her to take part in the class discussion. Except for several little girls who live close to her home, she shuns the company of other children. At recess time, she avoids going out to the playground if possible and at the close of the school day she runs home and plays in the house or in her own back yard. What would you do if you were her parent?
4. Do you have in your community any special school or class for children who present serious behavior problems? If so, what is the general attitude of the community toward it? What is your attitude toward it? What is the general program of the school and what is it attempting to accomplish?
5. Do you know any boy or girl who has been sent to a parental school or to a State training school? Do you think his attendance there helped him to become a better citizen?
6. Find out what you can about the administration and general program of a residential training school for so-called "delinquents" within your own State.

## SUGGESTIONS FOR READING

(See bibliography on p. 71 for publishers' names)

- MATEER, FLORENCE. *Just Normal Children*.  
 Chapter XI. Prudence the Unstable.  
 Chapter XIV. Jerry and Jerome, Emotional Problems.  
 Chapter XV. Peter's Fears.  
 Chapter XVI. Elisabeth Ann's Lies.  
 Chapter XVII. Berta and Walter, Property Acquirers.
- MYERS, GARRY C. *Building Personality in Children*.  
 Chapter I. Personality and Physical Factors.  
 Chapter IX. The Timid Child.  
 Chapter XI. Escape from Reality and its Effect on Personality.  
 Chapter XII. Emotional Poise and Personality.
- SAYLES, MARY B. *The Problem Child at Home*.  
 Pp. 262-279. When Parents Do Their Part.  
 Pp. 294-304. From Fantasy to Reality.
- THOM, DOUGLAS A. *Everyday Problems of the Everyday Child*.  
 Chapter XI. Jealousy.  
 Chapter XIII. Inferiority.  
 Chapter XVI. Delinquency.  
 Chapter XVII. Sex.
- VAN WATERS, MIRIAM. *Parents on Probation*.  
 Chapter III. Problems Peculiar to Parents.  
 Chapter X. The Achievements of Parents Who Have Succeeded in Changing their Attitudes.  
 Chapter XI. The Glorious Adventure of Being Grown Up.  
 — *Youth in Conflict*.  
 Chapter II. The Conflict in the Home.

## VII. PROBLEMS OF THE OTHER PARENTS' CHILD

## WHAT IS MY RESPONSIBILITY IF THERE ARE NO EXCEPTIONAL CHILDREN IN MY OWN HOME?

Opportunity to help the cause of the exceptional child is not peculiar to parents who find their field of service within the family group. Responsibility for his welfare is not limited to those who daily face the problem at home. Neighborhood attitudes and neighborhood relationships are determined by the influence of all parents who make up the community; and civic progress is determined by the influence of those who will exert themselves for a given purpose.

Mabel lived in a "nice" neighborhood. She was not getting along well at school and there came a day when she was placed in a special class for mentally retarded children. Mabel's mother was much disturbed because she was afraid of what "the neighbors would say." And the neighbors did say a great deal. They discussed it at home in the presence of their children. They discussed it with one another. Wasn't it too bad that a child like Mabel should be put with that feeble-minded group? Should their children play with her any more? What would happen to her when she grew up? The children took up the theme, and before long life became unbearable for Mabel. As a matter of fact, she ranked among the higher grade of mentally retarded children, she had a good home and cooperative parents, and with the right type of training which the school was endeavoring to give her she could readily become a self-supporting member of society.

In this instance the school may have made a mistake by giving too much publicity to the nature of the special class to which Mabel was transferred. But the parents of the neighborhood in which she lived certainly made a greater mistake, first, by jumping to the conclusion that it was a class for the "feeble-minded"; second, by discussing the matter in the presence of their children; third, by discussing it with one another in any but the kindest spirit. How much more helpful their attitude would have been had they become better informed of the purpose of special classes, and had they also met their children's questions or reports with



a quiet explanation that not all children are alike in what they can do at school; and that perhaps there were some things that Mabel could do better than any of them. At any rate, Mabel's place in the neighborhood life should have been safeguarded. Even if she had been of quite low-grade mentality, there would have been no excuse for subjecting her to the criticisms and taunts of other children in the community.

As with the mentally retarded, so with the physically handicapped and with the socially different, parents of other children can do so much to build up or tear down, to help or hinder the progress of those who are affected. The principles which have been suggested in these pages for parents of exceptional children apply no less to other parents in the community. Their attitudes and their actions toward the exceptional child in their midst and toward efforts that are made or should be made for his welfare will be colored not by the close intimacy and love of parenthood but by a whole-hearted interest in all children. Special schools and classes for those who need them, opportunities to grow in the direction and to the extent of one's ability and interest, wise and kindly guidance for those who have erred—these are the essentials of a program for exceptional children, whether they belong to you or to some one else.

In the last analysis, parents hold the key to the situation in determining how much shall be done in realizing this program. For do not parents make the citizens? And do not parents and citizens make the schools? And do they not also choose their legislators? There is no body of people that would have greater weight in promoting provisions for exceptional children than a united group of intelligent, well-informed parents who have the interests of such children at heart. Local study groups have a real opportunity to advance the cause by giving some time to the consideration of their needs, of the nature of the provisions which are being made for them in their own community and State, and of the provisions which *should* be made for them. Thus parents will have in their hands a great power toward shaping community attitude, promoting the work of the

## 60 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

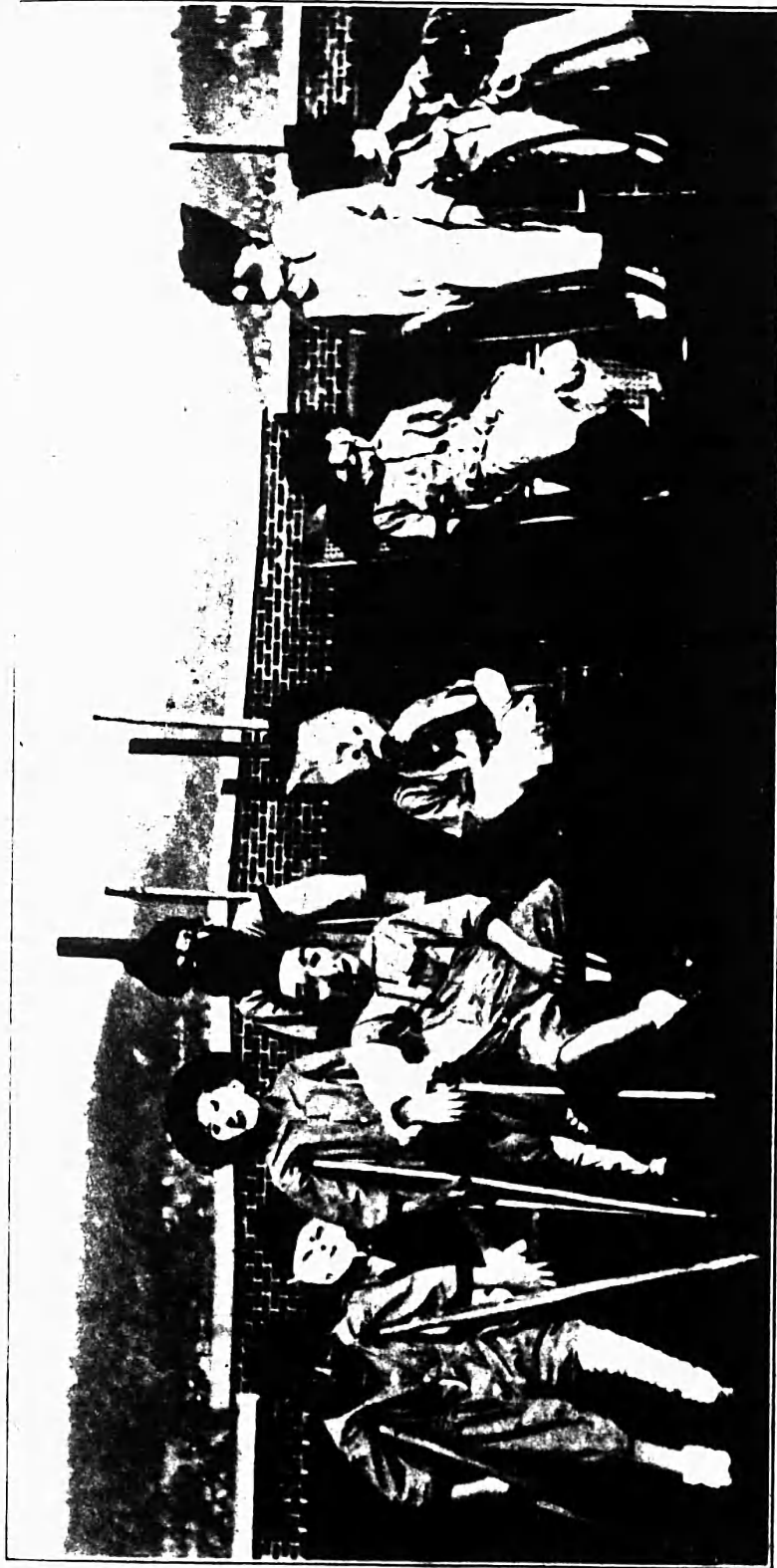
schools, influencing State legislation, and helping to hasten the time when each one of these exceptional children will have both at home and at school that special care which is needed for his own welfare and for society's best interests.

### QUESTIONS FOR DISCUSSION

1. Study your own attitude and actions in the light of the principles discussed in this bulletin. The following are examples of questions that might be considered:
  - (a) Do I criticize other children's physical or mental shortcomings in the presence of my own children?
  - (b) Do I permit my children to ridicule those less fortunate than themselves in mental or physical endowment?
  - (c) What do I do to encourage the crippled child or the deaf child of my acquaintance to reach his greatest possible achievement? Will pitying him be of any help?
  - (d) Do I have any opportunities to help the physically handicapped boy or girl in the community to secure a position for which he is fitted?
  - (e) Do I inform myself as to what is being done in special schools and classes in my community?
  - (f) Do I encourage the organization of special education for exceptional children when I have the opportunity to do so? Do I know any school board members whom I might interest in the project?
2. Review the situation in your community with regard to provisions made for the proper education of exceptional children. What can you as an individual or as a group of individuals do to improve these facilities, if they seem to be inadequate?
3. Review the types of State residential schools for exceptional children that are in your State. So far as you know or can find out, are they adequate to meet the needs? How could an organized effort be launched to increase facilities?

### SUGGESTIONS FOR READING

- VAN WATERS, MIRIAM. *Youth in Conflict*.  
Chapter IV. Conflict in Industry.  
Chapter VI. The Attitude of Delinquency.  
Chapter VIII. Making Good.  
Chapter IX. The Value of Correctional Education.  
Chapter XII. A Community Program.
- The White House Conference, 1930.*  
Pp. 231-245. Special Classes.  
Pp. 275-290. State and Local Organizations for the Handicapped.  
Pp. 291-318. Physically and Mentally Handicapped.  
Pp. 341-353. The Socially Handicapped—Delinquency.



Courtesy of Johnstown. (By J. public schools)

Wheel chairs and crutches do not keep these children from having fun and frolic. Play on the sun court roof of this hospital school is an important part of their daily program.



Courtesy of San Francisco (Calif.) public schools

A daily treat—cod liver oil—for children who are undernourished or anemic

## VII. PROBLEMS OF SECURING FURTHER HELP AND INFORMATION

Some parents who have read these pages may feel that they need more direct and intimate service for a given child. Others may desire more detailed information regarding what is being done in the country as a whole in the interests of exceptional children. For both these groups this section is written. There are local, State, and national organizations interested in the various groups of exceptional children, from which the parent may secure additional help. In the following pages the types of agencies from which help may be expected are first considered. Specific agencies of national scope are then listed. Finally specific agencies are named for each State.

### 1. WHAT TYPES OF AGENCIES EXIST TO HELP THE PHYSICALLY DIFFERENT CHILD?

(a) *The superintendent of schools* or his representative in the city or county in which you live should be able to direct you to the best possible educational opportunities that are offered for the child who is physically handicapped. If there are special classes in the schools for children who are deaf or crippled or who have some other bodily defect, he will make it possible for you to secure the necessary examinations and the judgment of specialists as to the child's needs. Perhaps the examinations will show that he is not so different from most children but that with a little attention he can get along very satisfactorily in the regular grades. Perhaps they will show how imperative the special class is for him. In any case, the school authorities will do what they can to find the proper place for the child.

(b) *City and county health centers* include under their organization various types of clinical service for exceptional children. Physical examinations and treatment are provided especially for children of those parents who are financially unable to secure private aid. These centers are usually under the direction of the city or the county board of health. The school principal or the superintendent of schools should be able to help the parent make the necessary contacts.

## 62 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

(c) *The county welfare board* exists in many localities to serve the people outside of the city districts. Again it should be possible for parents to secure information regarding their activities through the school officials.

(d) *The State board of health, the State board of welfare, State board of control, and similar State bodies* operate on a state-wide basis. If you are unable to get assistance locally, a letter addressed to the director or secretary of any one of these which exist in your State should bring you the needed information regarding possibilities of treatment and education.

(e) *State departments of education* in 13 States include a division which is interested in the education of physically handicapped children. These States are: Alabama, California, Connecticut, Delaware, Maryland, Massachusetts, Michigan, Minnesota, New York, Ohio, Pennsylvania, Wisconsin, and Wyoming. Parents living in these States will be able to find what possibilities are open for their children by addressing the director of special education, State department of education. This person has supervision of all special public educational work which is carried on in the local communities of the State for physically handicapped children and knows also where hospital treatment is given. It is hoped that other States will follow the example of these 12 States in planning definitely for the education of exceptional children on a state-wide scale.

(f) *A State society for crippled children, a crippled children's commission, or some other organization working actively on behalf of crippled children* has been established in each of 29 States. The representatives of these bodies would be able to give the most complete information regarding the opportunities for medical and social care provided in the respective States, and they would also be able to direct the inquirer to whatever educational facilities exist in the State as a whole. The name and address of the executive secretary of each of these societies will be furnished upon application by the International Society for Crippled Children, Elyria, Ohio.

(g) In many States there are also *societies which are working on a state-wide basis in the interests of the blind, the deaf, or the hard-of-hearing*. Information regarding the existence and the activities of these organizations may be obtained from one of the national agencies representing the respective groups named in the following paragraph.

(h) *Certain national organizations* are deeply interested in the welfare of physically handicapped children. Much valuable information on what is being done in the country as a whole may be secured by writing directly to national headquarters. Officials at national headquarters will also frequently be able to direct inquirers to local services that are available. The names of the organizations and the addresses of their headquarters follow:

1. American Foundation for the Blind, 125 East Forty-sixth Street, New York City.
2. National Society for the Prevention of Blindness, 450 Seventh Avenue, New York City.
3. American Association to Promote the Teaching of Speech to the Deaf, 1537 Thirty-fifth Street NW, Washington, D. C.
4. American Federation of Organizations for the Hard-of-hearing, 1537 Thirty-fifth Street NW., Washington, D. C.
5. International Society for Crippled Children, Elyria, Ohio.
6. American Child Health Association, 450 Seventh Avenue, New York City.
7. American Public Health Association, 450 Seventh Avenue, New York City.
8. American Social Hygiene Association, 450 Seventh Avenue, New York City.
9. United States Office of Education, Department of the Interior, Washington, D. C.
10. Children's Bureau, United States Department of Labor, Washington, D. C.

**2. WHAT TYPES OF AGENCIES EXIST TO HELP THE MENTALLY DIFFERENT CHILD?**

(a) *The school department* of the local community is the source of the most immediate help, just as it is for physically handicapped children. Arrangements can be made through the teacher, the principal, or the superintendent's office for psychological examinations if the school system provides such opportunities. Such an examination will help to de-

cide whether the child is properly placed in school or not. Trust the report which is given you as one which represents the school's best effort to serve your child's interest, whether it agrees exactly with your previous judgment or not. Mistakes may be made by both parents and by school authorities; but mistakes are most easily corrected when those concerned are willing to reconsider and study the problem together on the basis of all available information. It is to be expected that, with the evidence before them of the school progress of the child plus test results, school specialists should be able to give an unbiased statement regarding his ability. In any case the cooperation of parents and school officials always points the way toward a better understanding of the child on the part of both.

(b) *City or county health centers* sometimes have a psychological department connected with them, through which a study of the child's ability may be made if the school department makes no such provision. Further information regarding the possibilities of making an appointment will be given by members of the board of health.

(c) *County welfare boards* are also sometimes equipped to handle the psychological study of children; or they will direct you to such service as is available. The parent who is seeking a place for his child in the State school for the mentally retarded may learn through this agency how to file an application, as well as what further steps are necessary before securing placement.

(d) *The State board of welfare, State board of control,* and similar bodies operate on a state-wide basis for mentally retarded children as they do for the physically handicapped. The secretary of any one of these may be able to give information which local authorities do not have.

(e) *Child guidance clinics* are growing more numerous each year. Their plan is to make a complete study of the child, looking toward his best possible adjustment in school, at home, and in other phases of life. They work under various auspices. Some have been established with the support of the community chest; some are controlled by the local boards of education; some are connected with hospitals,



with relief organizations of public or private nature, or with State-supported juvenile agencies. Whatever their control, they are all working toward the same end. Information regarding those which exist in your community may be secured by application to the agencies which have already been listed, namely, the school department, the health centers, and the welfare boards.

(f) *State departments of education* are beginning to add to their responsibilities the supervision of provisions for mentally different children. At the present time they are concerned most with the needs of the mentally retarded, and even in this field there are only 11 States in which there are one or more officials who have been charged with this responsibility. These are Alabama, California, Connecticut, Delaware, Maryland, Massachusetts, Minnesota, New York, Pennsylvania, Wisconsin, and Wyoming. In these States, a letter addressed to the Director of Special Education, State Department of Education, should bring help to the parent who seeks information for a mentally retarded child.

(g) *National organizations* which can supply information as to the opportunities for clinical study and education of mentally different children stand ready to serve parents who are seeking help. Sometimes they can direct them to local child-guidance clinics, to private or public schools where education is available, or to helpful literature. The organizations which exist at present in this field are:

1. Child Study Association of America, 25 East Seventy-seventh Street, New York City.
2. American Association for the Study of the Feeble-minded, 722 West One hundred and sixty-eighth Street, New York City.
3. The National Committee for Mental Hygiene, 450 Seventh Avenue, New York City.
4. United States Office of Education, Department of the Interior, Washington, D. C.

**3. WHAT TYPES OF AGENCIES EXIST TO HELP THE SOCIALLY DIFFERENT CHILD?**

In general, the same agencies which attempt to help the mentally different child can also be called upon for advice in the treatment of the child who shows serious problems of

## 66 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

behavior. Beginning with the local school system and ending with national organizations, one may receive suggestions and information from several reliable sources. School superintendent's office, psychological clinic, child-guidance clinic, health center, and county board of welfare may each have some contribution to make. Some States also provide traveling clinical service operating from the State board of welfare or other State body, which makes possible for the parent a consultation with a specialist when his own local community does not make such provision. The greatest need of the child who shows some tendency toward delinquency is just this expert clinical assistance, whether it comes from local or State origin. That parent is wise who at the very beginning of such trouble finds out where clinical service is available and who makes every effort to give his child the benefit of it.

The national organizations which are primarily interested in adjusting behavior problems of children can render much assistance through suggestions for reading and through directing parents to services which they can secure within their own States. These organizations are:

1. Child Study Association, 221 West Fifty-seventh Street, New York City.
2. The National Committee for Mental Hygiene, 450 Seventh Avenue, New York City.
3. American Orthopsychiatric Association, 145 East Fifty-seventh Street, New York City.
4. National Probation Association, 450 Seventh Avenue, New York City.
5. United States Office of Education, Department of the Interior, Washington, D. C.
6. Children's Bureau, United States Department of Labor, Washington, D. C.

### 4. WHAT SPECIFIC AGENCIES ARE THERE IN EACH STATE WHICH MAY BE CALLED UPON FOR HELP?

There is a wide variation among the States in the scope of provisions made for exceptional children. Some have numerous agencies at work to care for physical, mental, and social problems; others have found it very difficult to establish even the most meager program. There is variation,

also, in the titles given to officials representing these agencies. Parents who wish to write to some one within their own State either for personal reasons or for the purposes of general information will find the following list helpful. It is not intended to be an exhaustive list of all agencies within each State through which assistance may be available. Rather, the attempt has been made to select one or two of the officials who would be most likely to direct the parent who is making inquiry to the proper source of information. In the cases of a few States in which a number of specialized agencies exist, a third official has been added to the list.

**ALABAMA**—Director of Exceptional Education, State Department of Education, Montgomery.

**ARIZONA**—State Superintendent of Public Instruction, State Department of Education, Phoenix.

**ARKANSAS**—Commissioner of Education, State Department of Education, Little Rock.

**CALIFORNIA**—1. Chief, Division of Special Education, State Department of Education, Sacramento.

2. Director, California Bureau of Juvenile Research, 674 West Thirty-sixth Street, Los Angeles.

**COLORADO**—1. Executive Secretary, the Colorado Society for Mental Hygiene, 4200 East Ninth Avenue, Denver.

2. Executive Secretary, State Board of Control, State Capitol, Denver.

**CONNECTICUT**—1. Field Supervisor of Special Education, State Department of Education, Hartford.

2. Chief, Division of Mental Hygiene, State Department of Health, Hartford.

**DELAWARE**—1. Director, Division of Special Education and Mental Hygiene, State Department of Public Instruction, Dover.

2. Executive Secretary, State Board of Charities, Capitol Hotel Building, Dover.

**DISTRICT OF COLUMBIA**—1. Assistant Superintendent of Schools in Charge of Special Classes, Washington.

2. Director, Washington Child Guidance Clinic, Seventh and P Streets, NW., Washington.

**FLORIDA**—1. State Superintendent of Public Instruction, State Department of Education, Tallahassee.

2. Secretary, Board of Commissioners of State Institutions, State Capitol, Tallahassee.

**GEORGIA**—1. Superintendent of Schools, State Department of Education, Atlanta.

2. Executive Secretary, State Department of Public Welfare, State Capitol, Atlanta.

## 68 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

HAWAII—Director, Division of Research, Territorial Department of Public Instruction, Honolulu.

IDAHO—1. State Superintendent of Public Instruction, State Department of Education, Boise.

2. Commissioner, State Department of Public Welfare, State Capitol, Boise.

ILLINOIS—1. Director, Institute for Juvenile Research, 907 South Lincoln Street, Chicago.

2. Executive Secretary, Illinois Society for Mental Hygiene, 203 North Wabash Avenue, Chicago.

3. Director, Department of Public Welfare, State Capitol, Springfield.

INDIANA—1. Secretary, Indiana Society for Mental Hygiene, room 416, State House, Indianapolis.

2. Secretary, Board of State Charities, room 416, State House, Indianapolis.

IOWA—1. State Superintendent of Public Instruction, State Department of Education, Des Moines.

2. Director, Out-patient Clinic, State Psychopathic Hospital, Iowa City.

KANSAS—1. Executive Secretary, Kansas Mental Hygiene Society, 510 Mulvane Building, Topeka.

2. Secretary, State Board of Administration, State Capitol, Topeka.

KENTUCKY—1. Secretary, Louisville Society for Mental Hygiene, 215 East Walnut Street, Louisville.

2. Commissioner of Public Institutions, State Capitol, Frankfort.

LOUISIANA—1. Secretary, State Board of Charities and Corrections, 305 Physicians and Surgeons Building, 3503 Prytania Street, New Orleans.

2. Director, Neuro-psychiatric Clinic, Out-patient Department, Touro Infirmary, 3500 Prytania Street, New Orleans.

MAINE—1. Secretary, State Board of Hospital Trustees, Portland.

2. Director, Mental Hygiene Clinic, Edward Mason Dispensary, 65 India Street, Portland.

MARYLAND—1. Supervisor of Special Education, State Department of Education, Baltimore.

2. Director, State Board of Mental Hygiene, 330 North Charles Street, Baltimore.

3. Executive Secretary, Mental Hygiene Society of Maryland, 622 West Lombard Street, Baltimore.

MASSACHUSETTS—1. Supervisor of Special Schools and Classes, State Department of Education, Boston.

2. Director, Division of Mental Hygiene, room 106, State House, Boston.

3. Medical Director, Massachusetts Society for Mental Hygiene, 5 Joy Street, Boston.

- MICHIGAN—Supervisor of Special Classes, State Department of Education, Lansing.  
2. Director of Child Guidance, Children's Center, Children's Fund of Michigan, 3743 Brush Street, Detroit.
- MINNESOTA—1. Director of Special Classes, State Department of Education, St. Paul.  
2. Director, Division of Research, Department of Public Institutions, Old Capitol, St. Paul.
- MISSISSIPPI—State Superintendent of Education, State Department of Education, Jackson.
- MISSOURI—1. Secretary, Missouri Society for Mental Hygiene, 1483 North Union Boulevard, St. Louis.  
2. Health Supervisor, Board of Managers of State Eleemosynary Institutions, State Capitol, Jefferson City.
- MONTANA—1. State Superintendent of Public Instruction, State Department of Education, Helena.  
2. Secretary, Consolidated State Boards of Commissioners, State Capitol, Helena.
- NEBRASKA—1. State Superintendent of Public Instruction, State Department of Education, Lincoln.  
2. Secretary, State Board of Control, State House, Lincoln.
- NEVADA—State Superintendent of Public Instruction, State Department of Education, Carson City.
- NEW HAMPSHIRE—Commissioner of Education, State Department of Education, Concord.
- NEW JERSEY—1. Commissioner of Education, State Department of Education, Trenton.  
2. Commissioner, State Department of Institutions and Agencies, State Hospital, Trenton.
- NEW MEXICO—State Superintendent of Public Instruction, State Department of Education, Santa Fe.
- NEW YORK—1. Assistant Commissioner in Charge of Special Education, State Department of Education, Albany.  
2. Commissioner, State Department of Mental Hygiene, Albany.  
3. Medical Director, New York State Committee on Mental Hygiene, State Charities Aid Association, 105 East Twenty-second Street, New York City.
- NORTH CAROLINA—1. Superintendent of Public Instruction, State Department of Education, Raleigh.  
2. Director, Division of Mental Health and Hygiene, State Board of Charities and Public Welfare, State Capitol, Raleigh.
- NORTH DAKOTA—1. State Superintendent of Public Instruction, State Department of Education, Bismarck.  
2. Executive Secretary, Board of Administration, State Capitol, Bismarck.

8 70 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

- OHIO—1. Director of Special Classes, State Department of Education, Columbus.  
2. Director, Division of Abnormal and Clinical Psychology, Ohio State University, Columbus.  
3. Director, Bureau of Juvenile Research, State Department of Public Welfare, 2280 West Broad Street, Columbus.
- OKLAHOMA—1. State Superintendent of Public Instruction, State Department of Education, Oklahoma City.  
2. Chief Clerk, State Board of Public Affairs, State Capitol, Oklahoma City.
- OREGON—1. State Superintendent of Public Instruction, State Department of Education, Salem.  
2. Secretary, Oregon State Board of Control, State Capitol, Salem.
- PENNSYLVANIA—1. Director of Special Education, State Department of Education, Harrisburg.  
2. Director, Bureau of Mental Health, State Department of Welfare, State Capitol, Harrisburg.  
3. Director, Pennsylvania Mental Hygiene Committee of the Public Charities Association of Pennsylvania, 311 South Juniper Street, Philadelphia.
- PHILIPPINE ISLANDS—Director of Education, Bureau of Education, Manila.
- PUERTO RICO—Commissioner of Education, Department of Education, San Juan.
- RHODE ISLAND—1. General Secretary, Rhode Island Society for Mental Hygiene, 118 North Main Street, Providence.  
2. Secretary, State Public Welfare Commission, State House, Providence.
- SOUTH CAROLINA—1. Secretary, South Carolina Society for Mental Hygiene, Connie Maxwell Orphanage, Greenwood.  
2. Secretary, State Board of Public Welfare, Columbia.
- SOUTH DAKOTA—1. Secretary, South Dakota Committee of Mental Hygiene, Eastern State Normal School, Madison.  
2. Secretary, State Board of Charities and Correction, State Capitol, Pierre.
- TENNESSEE—1. Commissioner of Education, State Department of Education, Nashville.  
2. Commissioner, Department of State Institutions, State Capitol, Nashville.
- TEXAS—1. State Superintendent of Public Instruction, State Department of Education, Austin.  
2. Secretary, State Board of Control, State Capitol, Austin.
- UTAH—1. State Superintendent of Public Instruction, State Department of Education, Salt Lake City.  
2. Secretary, Utah Society for Mental Hygiene, Civic Center, 149½ Regent Street, Salt Lake City.

- VERMONT—1. Commissioner of Education, State Department of Education, Montpelier.  
2. Commissioner, State Department of Public Welfare, State Capitol, Montpelier.
- VIRGINIA—1. State Superintendent of Public Instruction, State Department of Education, Richmond.  
2. Commissioner, State Department of Public Welfare, State Office Building, Richmond.
- WASHINGTON—1. State Superintendent of Public Instruction, State Department of Education, Olympia.  
2. Secretary, Washington Society for Mental Hygiene, 823 White Building, Seattle.
- WEST VIRGINIA—1. State Superintendent of Schools, State Department of Education, Charleston.  
2. Secretary, State Board of Control, State Capitol, Charleston.
- WISCONSIN—1. Supervisor of Schools for Exceptional Children, State Department of Education, Madison.  
2. Supervisor of Schools for Physically Handicapped Children, State Department of Education, Madison.  
3. Supervisor of Education of the Deaf, Blind, and Those With Defective Speech, State Department of Education, Madison.
- WYOMING—1. Director of Special Education, State Department of Education, Cheyenne.  
2. Secretary, State Board of Charities and Reform, State Capitol, Cheyenne.

#### BOOKS INCLUDED IN THE SUGGESTED READINGS

- GESELL, ARNOLD. *The Retarded Child: How to Help Him*. Bloomington, Ill., Public School Publishing Co., 1925. 100 p.
- MATEER, FLORENCE. *Just Normal Children*. New York, D. Appleton & Co., 1929. 294 p.
- MYERS, GARRY CLEVELAND. *Building Personality in Childhood*. New York, Greenburg, 1931. 360 p.  
— *Developing Personality in the Child at School*. New York, Greenburg, 1931. 375 p.
- O'SHEA, M. V. *ed.* *The Child: His Nature and His Needs*. Valparaiso, Ind., The Children's Foundation, 1924. 516 p.
- ROGERS, JAMES FREDERICK. *Speech Defects and Their Correction (for teachers, parents, and pupils)*. Washington, Government Printing Office, 1931 (Office of Education, Pamphlet No. 22.)
- SARGENT, RUTH F. *What Can the Blind Do?* Overbrook, Pa., The Pennsylvania Institution for the Instruction of the Blind, 1924. 31 p. (Publication No. 3.)
- SAYLES, MARY BUELL. *The Problem Child at Home*. New York, The Commonwealth Fund, Division of Publications, 1928. 342 p.
- SPEAKMAN, MARTHA T. *Recreation for Blind Children*. Washington, Government Printing Office, 1927. 76 p. (U. S. Children's Bureau, Publication No. 172.)

72 PARENTS' PROBLEMS WITH EXCEPTIONAL CHILDREN

STEDMAN, LULU M. The Education of Gifted Children. Yonkers-on-Hudson, N. Y., World Book Co., 1924. 192 p.

THOM, DOUGLAS. Everyday Problems of the Everyday Child. New York, D. Appleton & Co., 1927. 350 p.

VAN WATERS, MIRIAM. Parents on Probation. New York, New Republic (Inc.), 1927. 333 p.

——— Youth in Conflict. New York, Republic Publishing Co., 1925. 293 p.

WHITE HOUSE CONFERENCE, 1930. New York, The Century Co., 1930. 365 p.

WRIGHT, JOHN D. The Little Deaf Child, A Book for Parents. New York, The Wright Oral School, 1928. 161 p.

