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ABSTRACT

The general objectives and philosophy of special education in Denmark are presented along with a description of the handicap categories of mental retardation, emotional disturbance, hearing deficits, visual handicaps, reading problems, speech impediments, motor limitations, and homebound and hospitalized. Special education in the public schools is described including aspects of relationships with welfare services, intermunicipal cooperation, teacher education, counseling services, school psychologists, and expenditures and finances. Special education outside the public school structure is also briefly noted. Included are special considerations relating to specific areas of handicaps and educational programing in Denmark. (RD)

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SPECIAL EDUCATION in the REHABILITATION PROGRAMME

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General Viewpoints on Special Education and Contribution
to an Outline of its present Problems in Denmark.

INTRODUCTION

It is a characteristic of present day school system that they, in their general organization as well as in their use of educational methods, are aiming at helping each individual pupil to develop his personality in accordance with his intellectual capacity and his wishes.

Special education is a very important link in the endeavours to create conditions for school work built on these aims.

Special education has primarily handicapped pupils as its objective, but looking at it in a wider perspective the endeavour to solve handicapped children's educational problems will serve pedagogical research and the development within education in general.

Whether special education is given in special classes or in connection with teaching in ordinary classes its aims and educational principles are similar to those of educational systems in general.

It is a main principle in modern theories of special education that the pupil's handicap should not be given unnecessary prominence, and that the school programme should be worked out in cooperation between experts and the handicapped on the basis of a maximum number of educational possibilities offered.

Special education is the name given to educational arrangements that, on the basis of pedagogical-psychological- and medical examinations and through the application of modern techniques, are made available to physically, psychologically or socially handicapped. Special education is thus "prescribed" education in which the prescription is derived from the pupil's own requirements and as far as possible as they are formulated by himself.

Special education may be distinguished from ordinary education by its special teaching aids and methods, and in special education it is characteristic that the teachers are specialists with a special training, that the groups of pupils to be instructed are small and that the teaching is planned on the basis of co-operation between several groups of specialists or experts within their field.

The content of special education is determined by the objectives of the ordinary school within the public school system, but adjusted so as to organize an educational programme adapted to the requirements of each handicapped pupil, and every endeavour is made to give the handicapped the nearest possible connection with ordinary pupils of his own age group.

With the future work and occupation of the handicapped child or youth in mind the rehabilitation point of view is the "leitmotif" in special education but this does not mean, however, that education and care are intermingled. They are two functions which are cooperating and complementary. It is not possible as a social measure to build up a model society for such minorities, as the handicapped are, without creating ghettos.

Description of the areas of special education.

Special education will be justified in the following handicaps:

1. Mental retardation implying that the pupils are unable to participate in ordinary education with satisfactory result. Intellectually deficient persons may be divided into 5 groups:
 - a) Profoundly mentally retarded persons who are in need of constant care to survive.
 - b) Severely mentally retarded persons who are not completely dependent, but whose motor development, speech and language, are so retarded that continued care is necessary. Only the simplest forms of learning, not education, is possible.
 - c) Moderately mentally retarded persons who are so far behind in development that they are a group apart, but are nevertheless able to learn to take care of themselves. This group is often characterized as "trainable". Those coming under this

group must, as adults, live and work in protected surroundings. Learning is characterized as being closer to training than to education proper.

If the three groups are roughly divided into groups according to intelligence quotient, the IQ will be around 20 - 35 and 50 respectively.

- d) The fourth group will be placed in the IQ interval 50 to 69, and described as mildly mentally retarded. Such children will, in certain limited fields, be receptive to education and later, as adults, to training with a view to entering the labour market. Some of them will be able to live independently.
- e) The fifth group, comprising a large number of children, is the often disregarded, neglected and very diversified group of slow learners. More in this group than previously supposed will act as, rather than be actually feeble-minded.

Children in the slow learner group may benefit from supplementary education.

They may be removed from the ordinary class for additional tuition in one or more subjects, or they may be transferred to special classes in ordinary schools, or to special schools.

Children of particularly low intelligence in any one of the four first mentioned groups will in Denmark be referred to education or training under the social services in State schools or institutions. This division is a traditional development and very inexpedient.

- 2. Adjustment difficulties of incidental nature, or caused by psychological deviations that make education in ordinary classes difficult.

Maladjusted children may be referred to the school psychologist. They may for certain periods each week attend observation classes for up to one month. Here teachers with special qualifications have an opportunity, in close association with the children, to influence them in the proper direction. In the third place these children may be transferred to obser-

vation schools for a period of up to three months or, in special cases, even longer. They may finally be admitted to observation classes. If none of these arrangements is giving satisfactory results the child will be referred to a clinic for childpsychiatric treatment or to the institutions of the children and young people's welfare services.

The child's adjustment difficulties are, at an early period, discussed by a group of experts representing the public school, the children and young people's welfare services and health services.

3. Hearing defects to such a degree that education in ordinary classes is difficult, and the development of speech and language is impeded.

Children with hearing defects may obtain compensatory special education, auditory training, lipreading, linguistic improvement, speech correction and auxiliary instruction in one or more subjects in connection with instruction in ordinary classes. They may be referred to hard-of-hearing classes in one of the public school education centres for severely handicapped. They may be admitted to one of the State schools for the deaf and hard-of-hearing children. Placement of these children is dependent more on the pupil's ability to utilize whatever is left of hearing than on his physically demonstrable hearing defect.

4. Visual defects of such a degree that instruction is rendered difficult.

Blind pupils will be understood to mean those that are either totally blind, or whose eyesight is so impaired that they are taught primarily through embossed print (Braille readers). Visually handicapped pupils will be understood to mean pupils, who see well enough to read ordinary print, but are so weak sighted that auxiliary arrangements are necessary to obtain satisfactory results of the education given ("ink print readers").

This means, as a rule, that pupils having visual acuity around $4/60$ and less will be considered blind, while pupils having visual acuity between $4/60$ and $6/18$ will be considered partially sighted.

These limits are not decisive. There are pupils with less visual acuity than $4/60$ who see well enough to be taught as partially sighted. Thanks particularly to recent developments within the science of optics pupils, who previously had to be taught as if they were Braille readers, now may be able to read black print.

Weak sighted pupils by using modern technical appliances may now benefit from education in ordinary classes where the education is supplemented with special education, partly compensatory and partly auxiliary education in one or more subjects. If such supplementary education is insufficient, special classes may be organized in connection with the public school educational centres for severely handicapped. The pupil will in any case be acceptable at the State school for the blind and the weak sighted.

5. Reading- and spelling difficulties (Dyslexia) to such an extent that the pupil is unable to benefit from ordinary education. These difficulties are particularly noticeable in such subjects as Danish and foreign languages.

Retarded readers and spellers may be referred for separate education, education in groups or in special classes. Special schools may be established for retarded readers. Also within this field of education the State may assist in arranging educational provision where these are beyond the resources of a local education authority.

6. Speech impediment and vocalization difficulties and diverging diction to such an extent that special training and instruction is necessary.

The main part of speech difficulties in children may be remedied by instruction from peripatetic teachers or therapists, and the pupil may thus remain in an ordinary class.

In more severe cases the pupil may be referred to education in speech classes for defective speakers at public school education centres for severely handicapped. The State speech institutes are available when difficulties are such that local educational opportunities are insufficient.

7. Motor limitations on account of spastic paralysis, the after effects of poliomyelitis, muscular atrophy and other kinds of disability that are impeding education in ordinary classes.

Much consideration is shown such handicapped children, and aids are made available to make education in ordinary classes possible; but if these are insufficient the child will be taught in special classes for physically handicapped in the public school educational centres for severely handicapped provided that the child's home situation is such that care, education and treatment can be carried out, otherwise the child will be accommodated at the State boarding school for disabled children.

8. Sick and disabled children who temporarily are unable to attend school and for whom either transport to school or lessons at home, in hospital or clinic must be arranged.

It may be a question of treatment for a short period, chronic disease, convalescence for a prolonged period or of conditions that, without being characterized as disease properly speaking, may prevent a pupil from attending ordinary class education.

Children's and young people's welfare services and certain other welfare institutions have organized their own schools, but mainly this kind of special education is taken care of by the public school authorities.

9. Insufficient maturity at the beginning of school not justifying special education which nevertheless makes it difficult for the child to benefit from the teaching in the ordinary 1st form.

Immature children will at the beginning of school be admit-

ted to special 1st form classes, in which the necessary considerations can and will be shown. Early arrangements of this kind for beginners in school may be of great value for the future education of the children.

10. The Danish Public School Act make mention of only 6 groups of handicapped, for which the local school authorities are obliged to arrange special education: Children with speech difficulties, weak sighted, hard of hearing, mentally retarded, children with reading difficulties and sick and disabled children. But on the back ground of a general obligation of the municipal school to organize adequate education for all children the municipal authorities are entitled to establish, with State grants, special education also for other groups of handicapped children.

The possibility of offering special education to highly gifted children has not been visualized.

Special Education in the Public School

Alongside the arrangements made for the benefit of the handicapped within the social and medical fields there is a growing understanding of the educational problems of the handicapped.

The basic principle in special education in the public school system is that children who cannot, on account of mental or physical handicaps, obtain full benefit from ordinary education, must be given access to such auxiliary arrangements as they require. It is emphasized that children should not be removed from their home except where absolutely necessary, and that they, through the very fact that they receive education together with a random segment of children their own age, will be accustomed to live in a normal society, whose non-handicapped children can be brought up to accept the handicapped thus leading them naturally into a fellowship of work and leisure interests.

The extent of the support that must be given is dependent partly on the degree of the mental or physical handicap from which they are suffering and partly on their adaptability to the ordinary school environment. The type of special education must be adapted to the conditions and to the child in question, and instruction must not begin until it can be based on the results of medical and psychological examinations. If severe handicaps are present, the special welfare services, the children and young people's welfare services or the rehabilitation services will generally be implicated in considering the extent of support and types of arrangements to be made.

In view of the desire to keep the handicapped in the ordinary educational environment, special education will generally be arranged as supplementary education. A condition for such arrangements is, however, that due consideration is paid to the handicapped pupil's difficulties, for instance through the utilization of appropriate teaching aids and methods.

Integration will require independent administration and that special education is under the direction of pedagogically trained personnel. Supplementary teaching may be given either individually or to small groups of pupils with the same problems and needs. If necessary special education will be given in such a way that the pupils will receive instruction in one or more subjects alone or in groups of pupils suffering from corresponding handicaps.

Education in special classes may be required either because of the character of the handicap or because the conditions under which the handicapped pupil is living requires a protected environment. Such special classes are, as far as possible, arranged at ordinary schools. When new schools are being built, consideration is now being given to the handicapped and their special requirements and special equipment such as lifts and toilets for pupils in wheel chairs are being provided.

Co-operation with the Welfare Services.

If in any particular case conditions, mainly of a medical or social nature indicates the need for specialised treatment, pupils will be referred to State residential schools. Return to the pupils' usual school should take place as soon as expedient. Decisions in these matters will be taken after consultation between the authorities of the public school and those of the welfare services.

Intermunicipal co-operation.

Arrangements for special education depend to a certain degree on the initiative of the municipal authorities, and the differences in the effectiveness of special education in the different municipalities may thus be considerable. Where the educational capacity of a municipality is so small that it is impracticable to make satisfactory arrangements for special education, co-operation must be established between one or more neighbouring municipalities for joint arrangements. Co-operation may, if it is thought expedient, take the form of joint

employment of one or more peripatetic teachers to take care of special education arrangements.

It has proved expedient to organize educational centres with special classes covering a certain geographical area suitable for the daily transport of pupils to and from school.

Only school authorities responsible for about 40,000 Children or more can organize sufficiently differentiated special classes at an educational centre. Such classes are established at different schools in order to preserve the attachment of the handicapped to the ordinary school environment.

Intimate co-operation between the educational centres of the public school, the State schools and other institutions for the handicapped is established, and due to the fact that these educational centres usually are placed in larger cities it is possible to ensure that the appropriate help from medical specialists, assistant personnel, f. instance physiotherapists is at hand.

Another field of intermunicipal co-operation is observation schools for children having adjustment difficulties. Especially trained personnel will carry out observations and examinations in connection with and in continuation of psychological guidance procedures for psychologically and socially deviant children. The aim is to find out more about the children's difficulties and the causes of these, than would be possible in one or more psychological examinations. Accomodation at observation schools will for most pupils be sufficient treatment, while similar arrangements for other children might give a better basis for taking decisions about suitable treatment and education. Residence at these schools may be for a period of up to 6 months and may in special cases be prolonged. The children attend ordinary classes.

Teachers engaged in Special Education.

Teachers engaged in special education activities have been trained as special teachers within their particular field or type of handicap. The basic training qualifying the teacher

for education of subnormal children and retarded readers is obtained through attending a post graduate training course for already qualified primary and lower secondary school teacher training college leaving examination. A general orientation concerning teaching in special classes enter into the syllabus common to all teacher training students.

It is important that all teachers are acquainted with the different handicaps and with the help that may be extended to children suffering from such through special educational techniques. This is partly because the teacher as form master will have a voice in deciding whether a child should be referred to some form of special instruction and partly because arrangements for special education presuppose that teachers engaged in ordinary teaching, who often have handicapped pupils in their classes, are acquainted with the means and methods utilized in special education for the handicapped. A general knowledge of these matters is further to be desired because many teachers at a later period, outside of their duties as teachers in the public school, will take upon them the supervision of educational activities in which handicapped pupils will take part, e.g. in youth schools, continuation schools, evening schools and folk high schools.

It is thus appropriate to emphasize the importance of further education of teachers in the form of short in-service training courses.

Counsellors or Guardians for Handicapped Young People.

It is important that subnormal young people are ensured advice and aid at the time of their passing from school to occupation. This requirement is met through attaching one or more counsellors or, as we call them, "curators" to each county district or urban municipality, to psychological advisory services or to authorities of special schools.

Arrangements for employment of counsellors are so organized that one or more of the specialist teachers are granted a certain reduction in the normal number of weekly lessons and

engaged a corresponding number of hours in their duties as counsellors.

Experiences have shown that there is a great demand for individual assistance in connection with vocational guidance at school and later on, when occupational problems arise.

Even if public vocational guidance is being supplemented through support rendered by rehabilitation centres for the partially disabled, it is of the greatest importance that individual aid is given to the pupil through personal contact with the counsellor who already during the pupil's school days has been able to get some idea of his particular difficulties and establish a relationship of trust with him and his home. It must here also be taken into consideration that the handicapped often works under insecure occupational conditions and that it will be more difficult for him to secure new employment than for other young people.

The activities of the counsellor comprise arrangements for instruction with a pronounced occupational bias during the last few years of schooling. Emphasis must be laid on information about trades or industries that later may be willing to offer the pupil employment, and the instruction must be arranged in such a way that it corresponds to his intellectual capacity.

The counsellor will further, possibly at evening interviews, inform the pupils and their parents about possibilities for further education in the public school or in other types of school. It should be emphasized how important it is that the young person is not committed to a definite occupation too early in life.

The counsellor will arrange vocational trainee service, visit the pupils at the place of training, and after the termination of the training period the counsellor will seek information concerning it and discuss problems and experiences with the pupils and possibly with their parents.

When decisions concerning further education or occupational training have been made it may be necessary that the counsellor

assists the pupil and his parents to solve certain practical problems, e.g. to obtain contact with school or employer, to write letters and to give preliminary information to those who are to receive him for schooling or employment.

Some pupils will require more extensive help, f. instance with regard to the purchase of definite or special working clothes or other necessary equipment. In such cases it would be appropriate if the counsellor upon previous arrangement with the welfare services were authorized to grant small amounts to meet such expenses.

It may sometimes be necessary to support the home of the pupil socially and economically if he is to succeed in his occupational endeavours. In such cases it is the duty of the counsellor to arrange contact between the pupil, possibly his parents, and the institution that is able to provide the necessary support. It will often be insufficient just to give information about addresses, office hours etc. The counsellor will have to accompany the pupil and establish personal contacts and make sure that the support that has been granted will be utilized. The institutions in question may be rehabilitation centres, family guidance services, public offices assistance, services for the care of the mentally deficient etc.

The counsellor should further take the initiative in the organization of clubs for those who have previously been attending special schools, and of evening schools and youth schools for handicapped pupils where ever the need is present. The counsellor should follow these activities closely and keep contact with the young people. Should support be necessary, f. instance on account of discharge from employment, the counsellor will be well acquainted with many of the problems that must be known in order to make individual support effective.

School psychologists.

The organization of special education in an urban municipality or county council district is in Denmark under the authority of school psychologists.

The school psychologist is responsible for the availability of premises and of educational material for special education and for ensuring that qualified teachers are engaged and that transport arrangements are made for handicapped pupils if necessary. He makes suggestions regarding the extent and content of the instruction to be given.

The school psychologist is responsible for the selection of children for special education and makes, on the basis of the recommendation of the school, of copies of the children's health cards and of psychological examinations, suggestions regarding the types of special education that is to be preferred in each individual case. The school psychologist will follow the development of the pupils that are referred to special education, and he will after the termination of their education give them expert guidance. He is responsible to ensure that the necessary guidance is offered regarding employment possibilities in industry and trade and also to their continued participation in special education activities. With this last in view the school psychologist will apply to the rehabilitation centre in question if the handicap of a student is such that it may be expected materially to reduce his occupational abilities. The school psychologist will further study the possibilities of establishing after-care arrangements.

Supervision of teaching of sick and disabled children at hospitals and rehabilitation centres is usually carried out by the school psychologist.

School psychologists are teachers who have passed the examinations for the degree of cand. psych. at the university or the examination for the degree of cand. paed. at the Danish College of Education.

Leading school psychologists in county council districts and in the larger urban municipalities have one or more assistant psychologists and educational advisers to help them in their work, among these is an adviser in the fields of speech therapy and teaching of hard of hearing children with a view to arranging special instruction for different categories of handicapped children.

Financing of Special Education in the Public School.

Expenditures on special education in the public school are provided for on the budget for the administration of the public school system in general. Each municipal authority will accordingly provide the funds necessary for organizing local special education activities, and State subsidies for salaries to teachers engaged in special education, counsellors, advisers and schoolpsychologists are granted according to the general regulations for such subsidy, in Denmark 85% of expenditure for teachers' salaries, 50% of the initial expenditure for special expensive educational material, e.g. electrical typewriters for pupils with motor inhibition, may be refunded by the State.

It is necessary to include on the budget a special amount for supplementary educational material and equipment in special education activities for the administration of intermunicipal educational centres, for special education, and for transport arrangements in connection with the teaching of handicapped pupils.

Special education for severely handicapped, also special schools for mentally retarded children established on the basis of joint planning for the whole of a county council district, should also be approved for subsidy amounting to 50% of the running costs, exclusive of State reimbursement for teachers' salaries.

Such distribution of obligations would at the same time make the local municipal authorities interested in the economic problems in connection with special education and stimulate organization of satisfactory and uniform educational arrangements for the handicapped.

Special Education outside the Public School proper.

Continuation schools cater to a certain extent for pupils with handicaps, and certain continuation schools organize special instruction for such pupils. Continuation schools that offer special education for handicapped pupils will require further State subsidies for teacher' salaries and for other running costs.

State subsidies will further be required to meet expenses for psychological advisory services in connection with special education. In Denmark the State subsidy will cover 85% of teachers' salaries.

Leisure time instruction will cover a wide range of special activities for the handicapped, and educational legislation offer ample provision for such instruction.

In the case of apprenticeship training the Ministry of Education decides to which extent the provisions of the Law will apply to persons that, on account of physical or mental disability, are handicapped with regard to work. These provisions should mainly be applied where a physical handicap e.g. limited hearing or sight makes it necessary to extend the duration of the training period. The handicapped apprentice should wholly or partly be exempted from attending teaching in certain subjects at technical schools and commercial schools.

It may normally be supposed that the handicapped pupil, through having received special instruction in the public school and what other general education he has obtained and through other forms of support, will attempt only such fields of training that are aiming at an occupation in which his handicap will not prove too much of a draw back. But without regard to the training the handicapped person has chosen it is important that he is given the best possible opportunities for carrying through the training that corresponds to his interests and his abilities.

Special considerations in connection
with certain areas of handicaps.

Hearing handicaps.

It is a leading principle that a handicap must not prevent a handicapped person from obtaining the education or benefit from the education that otherwise would have been accessible for a person with normal hearing capacity and corresponding interests and abilities.

It is important to be aware of the fact that these hard of hearing children often develop more slowly than those of normal hearing capacity. When such pupils are transferred from education in special classes to normal classes it may be advisable to delay their promotion to the first forms of the lower secondary examination department or of the upper secondary school by one year.

If the transfer is to a special lower secondary examination department for hard of hearing pupils it is considered desirable that the normal period of 3 years is extended to 4 years.

The educational advantages to hard of hearing pupils in the public school system are as follows:

1. Teachers with special qualifications.
2. Special instruction, paying special regard to the handicap.
3. Instruction in the home of the handicapped.
4. Supporting instruction given by the form master in one or more subjects and other form of special instruction in connection with instruction in normal classes.

It is desirable that students at teacher training colleges are informed about the problems facing hard of hearing pupils.

It is further important that the advisory officer for special education or the teacher in charge of instruction of pupils with hearing or speech defects should give individual instruction to the teachers who have hard of hearing pupils in their classes. It is important that the teacher is acquainted with

each individual child's problems and the considerations that must be taken, for instance seating the child in the right position compared to the teacher, allowing the hard of hearing child to see the movements of the teacher's mouth and thus encourage his lip-reading. It is also important to pay attention to light and acoustics in the class room.

The hard of hearing pupil is instructed by the advisory officer or the special teacher of pupils with hearing defects in the use of hearing aids and auxiliary aids in connection with hearing aids, and the function of the hearing aid is frequently controlled.

The hard of hearing pupil's school fellows should be informed by the form master through informal conversation about the difficulties of the hearing handicapped pupil and the help his school fellows may give him. Such problems are also well suited discussions in such subjects as civics and family studies.

The parents of a hard of hearing child and his other relatives should be informed by the advisory officer or the special teacher concerning the child's linguistic problems and about the considerations that must be shown the hard of hearing child in his home. A general instruction in the use and maintenance of the hearing aid and about special amplifiers for radio and TV is also important.

In spite of pedagogical and other auxiliary arrangements it will often be the case, that the hard of hearing pupil cannot obtain full benefit from education on account of his hearing difficulties. To the extent that failing understanding of the contents of a subject is due to poor communication it will be necessary to furnish supporting teaching or coaching, normally given by the subject teacher.

Special instruction directly aimed at teaching handicapped may take the following form:

Training or maintenance of skill in lip reading.

Training or maintenance of skill in the ability to discriminate through auditory training.

Speech training with a view to improve understanding of the spoken words as well as to correct speech.

The technical aids may be divided into 3 main groups that refer to hearing aids, amplification aids and the acoustical conditions in the class room.

The pupil will usually from the State hearing centre be furnished with the best hearing aids, suited to his hearing defects, to be used under usual conditions. It may, however, be necessary to use special amplifiers in the class room.

The hearing aid should be altered or even replaced by a better one to be effective under the conditions in question. It may be necessary to build an extra radio entrance on the hearing aid for connection to the radio receiver, so that listening is possible through the microphone of the hearing aid (what the pupils are saying) as well as through the special radio entrance (what the teacher is saying).

The so called teleloop amplifiers may be used to advantage if one or more pupils using hearing aids are to listen to a lecturer. A better solution will in most cases be a mobile installation to be used in such a way that the teacher has a small radiotransmitter connected to a neck microphone, and the pupil has a receiver that may be used directly or connected to a hearing aid. Through such an outfit the pupil will be able to hear the voice of the teacher at the same range no matter in which part of the class room he is, and through the usual microphone of the hearing aid he will hear the voice of his fellow pupils.

The acoustic conditions in a class room are very important for all pupils, but particularly for hard of hearing pupils.

Attention should be paid to the echo time which is of importance for understanding language, as well as to the noise level of the premises.

A normal class room should have a frequency - independence echo time between 125-2000 Hz, and the echo time should be between 0,6 and 1,0 second. The echo time is measured in furnished but otherwise empty rooms.

In hearing classes acoustics should be better allowing an echo time of 0,6 second to be the maximum limit.

Hearing defects of a certain level will often influence speech and pronunciation, making it impossible to arrive at a satisfactory pronunciation. Exemption with regard to requirements will in such cases be necessary.

It is often a problem for hard of hearing persons to be face to face with a strange person or a strange situation. This is no less the case in connection with examinations. Hearing handicapped pupils therefore have a right to have an assessor attending the examination. It is the duty of the assessor to supervise that the hearing handicapped are given the best possible conditions for understanding questions put at the examination table. It must also be taken into consideration that light and acoustics are satisfactory, and that questions are put loud enough and distinctly pronounced so that it is possible for the pupil to understand them.

The assessor should always be a teacher who has specialized in teaching speech-and hearing handicapped pupils and preferably the teacher who throughout the years has given the pupil special education.

The following are educational and social services
for the benefit of the handicapped.

The State Hearing Centres and auditory clinics attached to certain central hospitals take care of examinations and the allotment of hearing aids, work out international registration and keep the case records. Hearing centres and hearing clinics are supervised by medical personnel but have a medical as well as a technical and a pedagogical department.

The State Hearing Institutes administer upon application from hearing centres and auditory clinics the ambulant pedagogical and audiological assessment service that normally is carried out by specialist teachers from the State Hearing Course. These courses comprise both instruction in the use of hearing aids as supplementary instruction in addition to the instruction given in the public school.

Vocational Guidance Offices for hard of hearing persons and for those having acquired deafness are concerned with socio-audiological revalidation f. instance educational and occupational problems.

Rehabilitation Centres established by the State as central institutions for vocational guidance of occupationally handicapped. Social, medical and occupational guidance are taken care of by these centres that follow the progress of each patient until an occupation suited for his handicap has been found.

As part of the guidance offered the centres are able to assist in occupational testing, training of working ability, retraining or occupational training. And they are also able to assist in the purchase of machines, tools or any other necessity for securing work.

The State Continuation School for hard of hearing and deaf people admit young people with hearing handicaps for instruction as a preparation for work.

Certain severely handicapped may require that instruction is given through the medium of an interpreter using the so called lip-hand system or perhaps sign language. The State will to a reasonable extent supply the service of such interpreters.

Handicapped from impaired eyesight.

About 1⁰/100 of all school pupils are visually handicapped to such a degree that special education of some kind or other is necessary. In Denmark there are among school pupils 121 blind pupils, of which 42 are attending classes in the ordinary school and the "gymnasium", and 411 partially sighted pupils, of which 353 are attending classes in the ordinary school and the "gymnasium".

When the school medical officer has verified impaired eyesight he will refer the child to an eye specialist. The majority of such children will through the prescribed optical aid have their sight problems solved, but a small group of children will, in spite of the best possible optical aids, not obtain satisfactory eyesight, and they are referred to the school psychological service, where experts will carry out psychological and pedagogical tests to the extent this is possible, partly with a view to ascertain in which way the reduced eyesight is of consequence for the school work, and partly to find out a proper place for the pupil in the class room and to find appropriate teaching methods and teaching aids.

In order that instruction and education may be carried out under normal circumstances it is a vital requirement that a pupil handicapped from impaired eyesight is well prepared through effective guidance at home and through well organized instruction during the years of compulsory education.

It is very important that the handicapped pupil, in addition to acquiring a general education in school, obtains sufficient maturity to solve his personal problems of mental hygiene and all kinds of problems arising in every day life.

There is a great demand for an examination of the problems in connection with the occupational placement and optical aids of the visually handicapped. It is imperative to work out new teaching methods and make arrangements to ease the daily life of the handicapped. When the training suitable for him and his handicap has been agreed upon it is necessary to prepare his

new environment to receive him. Informative material must be accessible, f. instance brochures, books, films, slides etc. Too often insufficient knowledge of the actual situation of the handicapped is the cause of his failure in certain tasks.

Towards the termination of school vocational guidance must be intensified, as the wishes and aims of the pupil are being formed.

Whether the handicapped is a pupil in an ordinary school or in a boarding school it will be extremely important that his parents cooperate in deciding the right field of training.

Due to a constant increase in the number of blind and weak sighted pupils in the public school system and to a better realization of the necessity of effective support, specially trained teachers for the blind and partially sighted are now being employed as educational counsellors at centres for special education. The duty of these advisory officers is to give supplementary tuition to blind and partially sighted within the areas covered by the educational centre in question and to give guidance to the ordinary teachers of the visually handicapped. The advisory officer will make suggestions and assist in procuring special teaching aids and do his best to ensure that the handicapped may be assimilated into the school environment in a natural way.

Even if it were possible to organize teaching at school in such a way that the handicapped with impaired eyesight might partake in it, difficulties will often arise when the handicapped pupil is to do his home work. This is particularly the case in mathematics and physics. If the subject master of the pupil is in a position to take upon him such instruction it is generally to be preferred.

Blind and partially sighted pupils will be allowed exemptions from the usual regulations in connection with State supervised examinations. Exemptions may cover definite subject (f. instance needle work, wood work), part of a subject (f. instance optics), certain marks (f. instance for neatness) and the right to use certain aids (f. instance Braille writer).

In most cases it will be easiest - other things being equal - to solve the problems of employment for partially sighted rather than for blind persons. On the other hand it often happens that the problems for partially sighted are underestimated.

It is often more difficult for the partially sighted than for the blind to recognize his handicap and its consequences and to realize his own limitations. The same is the case for those with whom the partially sighted is to associate. It is often difficult to understand that the weak sighted person who manages pretty well in certain situations may have difficulties in others.

All partially sighted persons should be granted optical aids free of charge. At educational centres a permanent service of eye specialist and optician should be organized, and other persons handicapped from impaired eye sight, living within the district of the centre, should also benefit from this service. Thus similarity in the treatment of all weak sighted persons, no matter where they reside, could be obtained, and it should be possible to organize important cooperation between eye specialist and optician on one side and teacher and educational counsellors on the other side.

Pupils of Retarded Reading and Spelling Ability.

Educational statistics for the 1966/67 school year shows that 25.886 pupils attend special instruction in reading groups, and in addition 4.600 pupils in special reading classes.

It seems probable that development in this field, corresponding to 4% of the total number of school pupils, has reached a reasonable level, but an expansion may take place in the secondary school and the "gymnasium".

Under very particular circumstances special education should be given in other subjects than Danish, particularly in foreign languages.

Special consideration is paid to retarded reading ability for entrants to examination departments.

For access to certain fields of education minimum requirements in Danish must be fulfilled. For access to other fields of education a certain average of marks is required, and access may in cases of retarded reading ability be influenced by low marks in Danish and foreign languages.

If a pupil of retarded reading and spelling ability is otherwise qualified for access to a desired field of education he may in Denmark be exempted from requirements concerning a definite minimum mark or on average minimum.

As far as other young pupils are concerned it is a fact that many are suffering from retarded reading and spelling ability, which during the time of education may be troublesome, but which may be improved or even be overcome. In many fields of education it need not be a drawback, if the education in question is a preparation for employment.

Arrangements are thus made not to hinder access of pupils of retarded reading ability to higher education, but on the contrary within a number of educational fields, to show the widest possible consideration to those suffering from a handicap.

Well qualified students suffering from a reading handicap may through the State speech institutes obtain support for special training if their handicap is an obstacle to the continuation of their education and if the institution where they pursue their studies is unable to grant the necessary support.

The slow learners (mild mentally retarded children)
in the public school.

The great increase in the number of pupils who voluntarily continue their schooling beyond the age of compulsory education, that has taken place also for slow learners, is mainly due to the fact that education in the upper forms has been given a content that corresponds to the demands and interests of these age groups.

The objective of the public school is, according to the "Folkeskole Act", to further and develop the talents and abilities of the children, to strengthen their character and to impart in them useful knowledge. Education in the 8th to 10th forms also aims at furthering social adjustment of the children. The concept "useful knowledge" has a further aim than the traditional curriculum of the school, covering also instruction as a preparation for future occupation and activities in view of increased leisure time. The development of society makes still greater demand on the individual and new fields of education are organized. Education with future occupation in mind must be flexible and in step with development and adaptable to local conditions.

The social development of the pupils, their understanding of duties and rights, require optimum conditions for growth during the period of schooling. New methods of teaching have therefore been utilized with the double aim of making the acquisition of knowledge more effective and of developing independence and social adaptation. Research within these fields is rather new.

In Denmark a number of auxiliary schools and auxiliary classes are found also in rural municipalities, and in the school year 1966/67 this type of instruction comprised 7.923 pupils, while 3.698 slow learners were attending supplementary group instruction.

It is important that all auxiliary classes should have their own leaders to ensure that the work is carried out properly. If the auxiliary classes are organized in a special school the authority rests with the inspector of the school, while in municipalities, where slow learners are educated in auxiliary classes attached to an ordinary school, posts as pedagogical leaders are established.

A few auxiliary school pupils come from homes that do not give their children a sufficient background for social adaptation. This may cause great problems during adolescence. For such pupils a stay at a residential youth school may prove of great value, and it will often be desirable to extend such a stay for two years.

During the last few years a considerable re-adjustment of apprenticeship training has taken place. New fields of technical training have been introduced, and a number of courses intended for those who plan to enter employment in trade, industry and transport have been organized, and these innovations will be of importance for pupils from auxiliary classes. The youth schools have introduced basic vocational training within the fields of transport, building and construction, clothing and textile industries in connection with training of unskilled workers, and these schools have also established an agricultural line. For non-skilled workers a course system comprising short courses has been established and organized in such a way within each branch of trade, that the individual worker may participate in any particular course, provided that it corresponds with his special line of work.

One of the difficulties with which young people are faced is to obtain information about existing possibilities. The parents and the teachers of these pupils are not acquainted with many of these possibilities. Pupils in auxiliary classes are often in possession of skills that may be utilized occupationally but which they have not had opportunities to develop in school and often do not know how to utilize themselves.

The handicapped pupils' need of vocational guidance cannot be met through the ordinary orientation given, due to the fact that, in addition to a knowledge of trade and industry in general, they need to be acquainted with fields of trade and industry in which their handicap would be insignificant. Often a discussion about the particular situation of the pupil will be necessary to obtain a realistic attitude to his own possibilities. Because a pupil's choice of future occupation at the end of his school years will be strongly influenced by his parents' knowledge of the possibilities actually at hand, and by their wishes and ambitions, if any, it is important that the parents share the information given the pupils. Many of the possibilities offered by society to-day were non-existent a generation ago, and the parents will not get information about them unless the school takes up this task. If the wishes of the parents are contrary to the conditions of the child a discussion with them

is particularly important. It must be taken into consideration that the handicapped pupils are in need of as much schooling as possible.

When a decision about the choice of occupation has been taken it may be necessary to assist the pupil in filling out forms etc. and to help him find employment, possibly introduce him to employers and help him solve other problems that may arise. Later auxiliary arrangements may be necessary, f. instance special training, support through rehabilitation or other institutions, and it is natural that the school with its knowledge of the pupil is the intermediary in these arrangements.

In this connection the opportunities offered by the youth school for supplementary orientation and education should be emphasized. The objective of the occupational trainee arrangement is, inter alia, to aid the establishing harmony between the demands of trade and industry and the possibilities of the individual to meet these demands. The time served as an occupational trainee may help the pupil to form a more realistic view of conditions on the labour market than is possible in the class room.

Handicapped pupils may become occupational trainee according to the regulations existing for other pupils.

Individual considerations will, however, be taken in selecting pupils for specific occupational trainee arrangements, so that trainees are not assigned to occupational fields in which they may not be able to acquit themselves.

Occupational trainee periods for handicapped pupils may sometimes be longer than usual and the number of periods will often exceed three periods that is the usual number for other pupils.

A special type of occupational trainee service has been organized. It takes place during attendance in the 9th and 10th forms, and it is presupposed that the pupils during their attendance in the 8th form have visited enterprises, undertakings, institutions etc. and have had instruction with a view to vocational guidance. The pupils will be assigned to regular occupational duties, be paid normal wages under usual working conditions and

arrangements, but their daily working time is reduced because they attend school till 11 o'clock and do not begin work until 11 or 12 o'clock. This occupational trainee service takes place during the last few months of the 9th form and all year during the 10th form.

Occupational trainee practice seems to be the most realistic form of the occupational trainee system. It furnishes the possibilities for an evaluation of the pupils' practical abilities, and many adaption problems may be discovered and counteracted in time. It also has the advantage that the pupils, at the time they leave school, already are employed and may continue in their occupational trainee jobs on full time, which most of the pupils do.

Due to the fact that pupils in auxiliary schools, on account of their handicaps, cannot complete an occupational or handicraft training programme, consideration has been given to utilizing part of the period of occupational trainee practice for a basic course in preparation for training as semi-skilled workers.

In most cases young people will be in need of some support during their first years work. They will be in need of advice, encouragement and practical help adapting to conditions on the labour market. There may also be need for help in cases of change of work. If employment is discontinued the causes for it should be discovered, and wrong placement avoided in the future. It is also important to give support and guidance with regard to further training. More thorough examinations of the auxiliary school pupils' talents, abilities and possibilities, as well as the tests traditionally used as a basis for their transfer to this type of instruction, should be carried out. The tests hitherto used have proved well suited for the evaluation of the pupils' possibilities in general education, while part of the causal relationship and the pupils' potentialities as far as practical activities are concerned have not been sufficiently examined. As the demands of the school on the pupil only cover limited aspects of the opportunities on the labour market it has not been verified whether these pupils are handicapped to the same degree on the labour market as in the school. In

answering this question a better basis for an evaluation of the pupil's occupational possibilities and the best possible utilization of their school attendance would be obtained.

The sick and the physically handicapped.

With regard to home teaching it is important that possibilities for a speedy beginning of teaching in cases of illness are provided and that the weekly number of lessons are sufficient for the pupil to keep at a level comparable to the normal for his form.

In cases of chronically sick children efforts have been made to ensure that in addition to home teaching they are given an opportunity to attend certain lessons in school, and such arrangements have been tried out also where severe character deviations and moderately psychotic children are concerned. The contact that the sick child thus makes with the normal school environment is no doubt valuable for social development and general orientation.

With regard to instruction in hospitals a number of municipalities have included this type of instruction in the school plan, and some larger urban municipalities have, on the educational plan, provided for a fixed number of weekly lessons in hospitals. This has proved very important because permanently employed teachers have been engaged to take care of this instruction, and they have good opportunities for creating fruitful cooperation with the hospital personnel who cooperated in allowing hospitalized children to begin their education sooner than previously was the case.

The hospital administration has generally been positive towards this instruction, but only in a few cases has it been possible to procure suitable class rooms. This situation will be taken into consideration when planning new children's wards in hospitals.

In connection with the organization of educational centres for severely handicapped, 20 classes have been established for physically handicapped children. If the conditions are to be

ideal for such classes a number of facilities must be present, f. instance physiotherapy and occupational therapy, and non teaching personnel will be needed.

The educational centres enroll pupils from very wide distances. Transport problems may be difficult to solve, and some children, f. instance epileptics, may not be able to endure long traveling. Larger municipalities have in consequence organized classes for physically handicapped and chronically sick children.

A larger number of physically handicapped children are to-day taught in normal classes in the public school, and in many cases no particular problems have been experienced in connection with this arrangement, but their attendance in normal classes are on condition that special aids are available. With regard to these - often very expensive - aids, it has been the usual procedure that the county authorities purchase them and make them available to handicapped children within the county council district.

Crippled children are not numerous within the public school system. About 600 motor handicapped children receive education in the public school system corresponding to 1^o/100 of the total number of school children being in need of special instruction, and of these the majority, about 70%, attend normal classes. Their education require only to a small degree special provisions, and most of these children will probably, after termination of school, find their place on the labour market without much difficulty.

Left, however, is a small group, the education and possible occupational training of which cause considerable problems. Technical and medical development has made it possible for more pupils than previously to obtain education and within a limited scope to participate in productive work. But there will still be some who will be without possibilities on the labour market and therefore, after having finished school, must be kept occupied either in the home or in an institution.

All handicapped persons should, without regard to their occupational capacities, have access to a character building education on an even footing with normally endowed pupils.

With this aim in view structural considerations should be taken when school premises are planned.

Furniture especially designed for handicapped and adapted to the individual child, typewriters (electric) and in special cases calculating machines, tape recorders and films and other audio-visual aids and elementary teaching aids for physically handicapped, should be available. Often very special aids, constructed at equipment laboratories in connection with educational centres, might be necessary.

Access must be provided to audiometry, sight-tests, physiotherapy and dental services, and because dental anomaly is a complicating handicap or even the cause of speech defects, access to ortodontics should be provided.

Premises suited for giving physiotherapy in the school building should be available in order to save the pupils from tiring transport between school and hospital and to enable physiotherapists to visit classrooms to control children's posture and to encourage them to personal effort in the training of their muscles, which is an important part of modern treatment.

The pupils at educational centres are often so severely handicapped that they need help to dress, to eat, to go to the toilet etc., and being at the same time severely impeded in learning they cannot count on the teacher for help, because he will always be engaged in pedagogic tasks. It is thus important that an assistant is at hand to take care of the physical needs of the children and possibly to help pedagogically.

The problem of auxiliary personnel is also important when handicapped pupils attend normal classes. It cannot be tolerated that failure to provide appropriations for technical aids or auxiliary personnel should cause a child to be moved from its district school.

It is the duty of the municipality in which an institution is situated to take care that the necessary education can be obtained.

Whether proper education is available at the institution or not, it is desirable that children, who are residing in the institution, should attend the local public school if it is in any way possible to accommodate them, and they are able to follow the education there, because contact with a normal school environment is of considerable value.

Operations and orthopedic treatment may for the handicapped cause prolonged interruption in school attendance, and this may be detrimental to pupils preparing for examinations.

The education authorities must in such cases see to it that teachers are available for teaching in the hospital.

It has been demonstrated that there is a considerable demand for further training of teachers for rehabilitation institutions and hospitals.

When a pupil has been discharged from a hospital the leader of a school must see to it that the necessary special education is arranged according to prescriptions given the child at his discharge.

When a handicapped pupil is sitting for an examination practical considerations must be shown, for instance through allowing him to use a typewriter or to sit for the examination in a special room. If the pupil suffers from writing difficulties caused by motor defects he must be allowed extra time to work out his written paper, and exemption with regard to neatness of work must also be granted.

These things may be arranged through an application in each individual case. The attitude of the Ministry to applications for exemptions is dependent on the examination in question remaining unaltered in form, apart from clearly defined and motivated fields, about which information will be given through a note on the examination certificate.

While attending school the handicapped child will already through the rehabilitation centre be given such permanent facilities as are necessary for home care, while the school authorities will

take care of such aids as are necessary in connection with school education as well as with home work. Technical aids to relieve the effects of a handicap may be granted the child as a loan through the county school psychological service, without regard to which type of school the child is attending.

In cases of severe handicaps it may be necessary that arrangements are made for some one to accompany the child during transportation.

Correspondence tuition may in some cases be particularly valuable for severely handicapped, e. instance for nursing-home patients whose daily mode of life easily becomes void of positive content.

Handicapped young people, who will often be living in isolated circumstances, may profit by attending a continuation school or a folk high school, where they can participate in character building education. If such schools are to be suited for receiving handicapped pupils, they must count on increased expenses, but these will be reimbursed by State grants.

Administration of Special Education.

The considerable development within special education under the authority of the public school system in Denmark is essentially based on local initiative.

In view of the arrangements for the handicapped that should be carried out in other types of schools and of furthering coordination between these and State institutions it is important that the field of activities of the school psychologists be extended.

The activities of the advisory officers within each particular area of handicap, such as speech and hearing retardation, should be in the hands of teachers who teach children suffering from these different handicaps.

Centrally it is aimed at arrangements according to which the superintendent or inspector of special education under the Ministry of Education should supervise also special education at all State institutions.

The objective of assigning to the inspektor of special education duties in connection with educational arrangements under the authority of the municipalities as well as under that of the State would be to ensure coordination between the organization of special education of the State and that of the municipal authorities with regard to psychological advisory service, visitation of the different types of special education activities and institutions, special pedagogical research, special teacher training, course activity and contact with foreign countries in the field of education of the handicapped.

Final Remarks Concerning Viewpoints on the Attitude
of the Public School Towards the Handicapped.

The public school is a reflection of the society it serves. At the same time it contributes to development in general and the creation of public opinion. As far as communication or influencing of attitudes is concerned it is a factor of considerable importance.

We may find the ideals and the social standards of our compatriots in the every-day life of the school, but at the same time the life of the school will be influenced by its function as a catalyst of the development of society as well as of the child.

If adults are trying to conceal differences of circumstances and conditions in life, perhaps even trying to conceal evident deviations, the basis is present for a child's attitude of dislike and keeping aloof from everything that is not apprehended as normal. The children cannot avoid being acquainted with school fellows the look and behaviour of which are different from what is conventional. The contrast between this evasive attitude towards the handicapped and the objective of the school is striking.

If it is included in the pattern of a society to leave difficulties to collective responsibility, the solution of human problems will be more a professional than a general or universal commitment. The road to the ghetto is not long.

In the realization of the danger to the welfare State in this respect a number of countries have, through their legal provisions, demonstrated that the handicapped make out a normal werft in the ordinary functions of society. Almost daily examples of discrimination are communicated to us demonstrating that our attitude to those who are different is something else and something more than a legal problem.

The public school is of fundamental importance in forming attitudes, and socially advanced countries have therefore, as a parallel to modern rehabilitation legislation, placed much weight on the organization of educational arrangements for the handicapped within the ordinary educational sector, particularly within the public school system.

Parents have part of the responsibility for discrimination against handicapped school children. It is often the apologetic and deploring attitude of the parents that is reflected in the school and among the public. But this does not relieve the politician or the Government official of their responsibility, when the State, having undertaken the care and education of handicapped children, become guilty of this same tendency to isolate.

The need for treatment may necessitate accomodation in institutions, but the techniques available to visiting therapists make it easier to avoid prolonged residence.

If parents were more outspoken than now about breaking down the isolation of handicapped children, epoch-making reforms within social legislation, for which the time is now ripe, could be made.

Provisions for the handicapped in general legislation are necessary and decisive in order to alter the attitude of non-handicapped towards the handicapped. The integration of the handicapped in ordinary establishments is an active process that is very demanding.

The public school fostered for a long time the viewpoint that the problems of handicapped children should be solved outside of the public school system.

That is the reason why many municipalities have spent too little on appropriate premises, it is all too common to be over-modest with regard to size, place, lighting and equipment as far as premises for special education are concerned.

Such a frame work does not contribute to the prestige of special education among parents, teachers and companions, and make difficult starting conditions in a field where already there is uncertainty.

Unsolved school problems influence the homes of the children and the working climate everywhere.

The great responsibility attached to separating a child from its natural school environment is demonstrated through the demand for teacher training for special education of handicapped children. The shortage of these teachers is disastrous. The idea that good will and patience will go a long way in a class for special education is not unusual among teachers, who, without having any deeper knowledge of education of handicapped, may through administrative posts obtain influence on conditions within this field of education.

Education of retarded pupils may be compared in ordinary teaching in a subject, if it were not that the teacher teaching retarded pupils, besides being acquainted with his subject and its methodology must plan the teaching with due consideration to the special learning difficulties of the child and cooperate with a number of experts in the field in question. It is prescribed teaching with a view to rehabilitation.

Special education evades direct comparison with ordinary education, because its reactions go further than the situation at hand during the teaching. It is not a question of good or bad teaching but of giving the handicapped child a fair social chance, which he cannot take by himself.

Technical developments have made it possible to reduce the effects of the handicap on the pupil. But systematic utilization and research of the technical possibilities are not yet carried out within the public school system.

Only a minority of the public school authorities have fulfilled their responsibility for the handicapped by appointing specialists with the necessary qualifications, a medical-pedagogical-psychological advisory team of experts and a well qualified leader of special education. Only in a few countries are the legislative powers and the administrative authorities influencing local reforms within this field.

It is more than anything a political responsibility when so many possibilities of helping the handicapped are unexploited.

It is often more or less "accidental" who is referred to institutions and who is not. It seems to depend on other things than the handicap as diagnosed. The severity of the strain is widely different for the children, for the home and for the local school and dependent on many factors that form part of the total situation of the child.

The idea of special education is to compensate for defects and to build on possibilities. The effort of the school psychologists is in this respect considerable. It is more than anything thanks to their effort that the handicapped in the public school system in Denmark are on the way to obtain appropriate education.

The main line of direction in the selection of pupils for special education is to choose the form that is satisfactory and at the same time requires as little sorting out as possible. It has proved practicable and appropriate to organize education for the individual handicapped child. Most of the handicapped pupils may to their advantage keep their attachment to the ordinary class, if only their development is supervised by an advisory officer who is ready to help if difficulties arise or aids are to be procured. Special education will then be given as supplementary tuition in a certain number of weekly lessons, that very well may vary in number within the same school year. Such arrangements will lend a strain of optimism to the special education activities, but it will require much work of the ordinary form master and cooperation on many sides.

Even if it should prove necessary, for a shorter or longer period, to arrange the whole of a child's schooling in the form of special

education, it will be an advantage to keep up the connections with a complete educational system and with an ordinary section of pupils of the same age.

The socialization that association between handicapped and companions of their own age make possible, is reciprocal and decisive for alteration of attitudes. The public school is thus in a position to create a basis for rehabilitation and to minimize the demand for public welfare service and its personal and economic consequences.

It is not possible definitely to decide about the division between municipal and State institutions of handicapped, or in any particular case to state for how long it would be appropriate that the handicapped should be located in this or that sector. Visitation, advisory services, teacher training, research and supervision, are all part of an entity, which should not be separated by administrative and budgetary divisions. This is essentially a political problem, but visitation, advisory service, teacher training, research and supervision are professionally inseparable functions, the division of which minimizes the chances of the handicapped.

The primary task of the welfare services should be to support, and if necessary to replace the home, and to intervene where the rights of the child are opposed to those of the school authorities. The situation of the handicapped child will be worse, if it is without a home, and the responsibility of the substitute home and the substitute school are united in one supreme authority.

It is true, to be sure, that an orphanage may be preferred to the home of the parents, but it is then due more to the disadvantages of the home than to the advantages of the orphanage.

The difference between school and substitute school is a parallel to the difference between home and substitute home. The handicapped should, as far as possible, have access to the normal institutions of society and not only to a model of them.

It is a striking danger, that the welfare services are apt to be so diffuse, that they no longer have the ability to go deeply into the problems. Perhaps the model society of the welfare services is active in consolidating an unrealistic division between normal and abnormal groups of people.

The public school has during the last decade finally realized, that physically handicapped children have a right to benefit from special arrangements in the school. To-day it seems self-evident that education is based on the best possible communication between teacher and pupil, and if the pupil is hampered by defective hearing it must be an advantage to utilize medical, technical and psychological aids to "repair" communication before education is applied.

Even if people admit that psychical deviation may be just as real an impediment for communication as a physical handicap, the school has not been ready, as a matter of course, in both cases, to make educational modifications.

The public school has yet far to go, before it will recognize psychical and social handicaps as indications for special education. The public school will be faced with great problems when, before long, the demand for pedagogical treatment of psychically deviating children will be made.

The international organization of primary school teachers had a conference in Copenhagen in 1967 at which a resolution was agreed upon. It said, among other things that "the primary school must be ensured pedagogical and psychological support in the treatment of handicapped children and possibilities for giving these an education that is appropriate".

The International Society for Rehabilitation of the Disabled stated in an address to UNESCO in 1966 about the same matter:

"Without economic foundation and administrative supervision even the best intentioned arrangements for the handicapped will be unsuccessful".

" Education of handicapped should be planned as part of the general educational system, and this must be the rule also in countries where the administrative responsibilities are divided

between several ministries. The more the day-to-day administration can be delegated to the authorities, that on the central or on the local plane have the responsibility for other fields or types of education, the more the conception as to what is appropriate for the handicapped will be influenced by modern education thinking in general".

"Planning of education for the handicapped must comprise recruitment and training of personnel, including teachers, who require special education concerning the possible presence of a handicap and in view of cooperation with experts within medical and social fields".

"Training of teachers for special education of the handicapped should, corresponding to all levels of the school, be based on and connected to teacher training in general. As far as possible institutions for training of such specialist teachers should at the same time be centres for pedagogical research concerning the education of the handicapped".

There is thus general agreement among experts and administrative officials concerning forms of education, that would minimize the gap between the handicapped and non-handicapped. More than half a century of experience proves that special education should be made an independent field within the frame work of the general educational system. The handicapped make up part of society in general, and endeavour should be directed towards making the ordinary institutions within society suited for the handicapped. Such an assimilation process is an active process.

To alter the attitude of the public school authorities from compassion to acceptance will make a demand on the parents of the children, on the personnel of the school, on teacher training college, on colleges of education, on the press and on the public for administrative reforms that will acknowledge the vastness of the task, qualitatively and quantitatively.