Education of the Severely Retarded Child

A Bibliographical Review

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FOREWORD

PUBLIC INTEREST in the field of the retarded child has grown very rapidly in the last few years. This acceleration of interest has come from many sources. Basically, perhaps, it represents an aroused public conscience regarding the educational needs of all the children.

One of the more striking aspects of this movement has been the development of interest in the training and education of the severely retarded group of children. This bibliography of more than 300 titles, only a few of which bear dates before 1950, is itself evidence of the pace at which this area has expanded.

The Office of Education is especially happy to have this opportunity of expressing its gratitude to Dr. Wallin for his contribution to this publication. Although he is technically in retirement, his interest and creativity in the field of mental retardation continue unabated.

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EDUCATION OF EXCEPTIONAL CHILDREN AND YOUTH: THE MENTALLY RETARDED

THIS PUBLICATION is one of the series of studies by the Section on Exceptional Children and Youth on the education of mentally retarded. It is a bibliographical review of the literature on the education and training of the severely retarded, who are currently of deep concern to the schools and to communities. It is hoped that this will contribute to a better understanding of the background of the movement to provide suitable opportunities for these children.

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EDUCATION OF THE SEVERELY RETARDED CHILD

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INTRODUCTION

THE HISTORY of the education of the severely retarded child goes back at least as far as 1801, with the publication of Itard's report on the "Wild Boy of Aveyron." During the period before 1850, residential school programs began in several European countries and in the United States. By 1900 many States had residential institutions for the retarded, and many of these had school departments. There was also a fairly large number of private residential schools.

During the period from 1850 to 1900, it was usual for the middle grade, or severely retarded, and the moderately retarded to be grouped together in school, since no clear differentiation had been made between them. The lower limit for school training was at about the level represented by an I.Q. of 80. During this period, most of the educational opportunities for the severely retarded were to be found in these residential schools. Most of the writing of the latter half of the 19th century dealt therefore with education of the retarded in this mixed setting, and is omitted here.

In the closing years of the 19th century there developed considerable interest in individual differences in school children. This was a period of rather widespread experimentation in educational planning for rapid and slow learners, and many "plans" were tried out. Out of this experimentation the special class for retarded learners (the Mannheim plan) developed. About the turn of the century special classes for the retarded in public school systems were initiated and have shown a steady growth ever since.

These classes were quite heterogeneous at first, due in part at least to the lack of measuring devices. From about 1908 on, however, the
Binet-Simon Test and its many adaptations came into general use. By 1920 the individual mental test was quite generally used as a principal criterion for the selection of children for special classes. (This was, incidentally, the purpose for which it was originally devised.) Mental tests gave relatively finer distinctions among degrees of mental retardation than was formerly possible; they helped stabilize, therefore, the concepts of the three broad ranges of mental retardation, upper, middle, and lower (I. Q.'s 50-75, 25-50, 0-25, approximately) which came into rather common usage in education as in other fields during this period.

In education, these gradations eventually came to be rather closely related to a concept of "educability." There was, for example, the old dictum that "the idiot never learns to talk, the imbecile never learns to read, the moron never learns to think." On the basis of this type of reasoning, a distinction gradually arose between "educable" and "ineducable," which received considerable acceptance. The dividing line became rather generally (as expressed in I. Q. terms) at about the level of 50. The basic special class for the retarded came to be, therefore, largely composed of children in the uppermost of these three general I. Q. ranges, i.e., those who could "learn to read." The concept of the "ineducable" came, in many instances, to be applied to the two lower ranges, and educational provision for them in day schools lagged far behind. While in some programs no specific provision was made for them, in other programs they tended to become rather specifically excluded from school as uneducable. Serious question was raised in many quarters as to whether or not they were a public school responsibility at all.

This rule was probably rarely administered rigorously. Many schools admitted children with I. Q.'s below 50 if the children showed good social adjustment and minimal physical and behavioral stigmata. Nevertheless, the situation was such that a rather large number of severely retarded children living in their own homes and communities were not included in the school program.

An increasing number of parents and others felt that this was unjust. Gradually from about 1930 on, local parent organizations began to appear. About 1950 these groups consolidated into the National Association for Retarded Children. This group, together with a number of interested professional groups, brought the whole problem of the needs of the retarded into clearer focus. Although the Association's program, as it developed, became very broad, and included many aspects of the betterment of the lot of the retarded, a school program for those children previously not provided for in the community became one of the major planks in their platform.

During this period, it is interesting to note, effort became concentrated on the middle range of the retarded, whose need was the most apparent,
and who were the most numerous of the group not having educational provisions. As part of the process of identifying this group more exactly, new and often confusing terms arose.

One of these terms, the word "trainable," came into rather general use. It seems to have developed primarily in relation to the "educability" concept. Most probably it represented an attempt to bridge the gap between the terms "educable" and "ineducable." Other equivalent terms are, "severely retarded," "semi-dependent," and "middle grade." The term "middle range" or "middle grade" seems on the whole preferable, because it indicates most clearly that there is a group above and below it. The term "severely retarded" is used here primarily because it avoids the questionable implications of the term "trainable" and because it is probably more commonly used at present than "middle range." The I. Q. equivalent is about 30 to 50.

As part of the renewed interest in this group of children, classes especially designed for them began to appear. Here again, the need had been anticipated in a few cities. St. Louis had established special classes for the severely retarded beginning in 1914; New York City, about 1930; St. Paul, about 1934, for example. More and more, however, local parent groups established special classes for them on their own initiative.

Gradually, the interest of local schools became enlisted, and classes jointly sponsored by the parents and the schools or financed entirely or largely by the schools began to appear. About the same time, State legislatures began to recognize the problem. The year 1951 witnessed passage of legislation for a statewide community school program by several States. Other States followed rapidly; at the present time about two-thirds of the States have recognized the problem either through specific legislation or by administrative interpretation of existing legislation.

The extent of activity has been extraordinary in the past few years, as this bibliography shows. Several hundred school districts now report that they have such programs. The total number of children in late 1956 had grown in cities of over 50,000 to something of the order of 9,000 in public day classes, about 7,000 in parent-sponsored groups, and perhaps 6,000 in residential schools.

The many special needs related to this program are also becoming recognized. Special sequences of courses in teacher preparation are under consideration in colleges and universities. Teacher certification standards are under consideration in several States. Illinois has established a special credential. Curriculum guides are being developed. The results of experience in the practical details of transportation, finance, and housing are all beginning to appear in the literature.

1 These data are derived from Goldberg's survey, listed on page 11 of the bibliography.
There have been much experimentation and trial and error, but little research as yet. There still are many unanswered questions regarding many aspects of the program.

The titles in this bibliography are primarily therefore a record of the studies, theorizing and "action researches" in all parts of the country which are being undertaken in the effort to find answers to many questions. They are concerned with such questions as: What types of severely retarded children can be accommodated in group situations? What I. Q. range can be reached effectively? How can the children be brought to and from school safely? How much will it cost? What kind of curriculum materials should be offered? How far can modern curriculum concepts be applied to this new field? Are "units" feasible? How much can these children learn through insights and understandings? The early objectives in many cases were confined to habit formation and training in routines; more recently these objectives are being slowly broadened. There have been a few attempts to introduce modern curriculum design into the classroom.

Community educational programs for the severely retarded introduced many new problems in administration of services, transportation, housing, and so on. Parents assumed a relatively more significant role as partners in program planning. In problems such as diagnosis, counseling, early childhood training, and eventual school readiness and placement, several agencies may have participated before the child enters the classroom. All of these factors must be welded into a smooth working sequence as the child comes to school. Several of the articles in the bibliography consider these phases of the problem.

The points of view included here are of particular interest because of their representativeness and their diversity. The thinking of parents is presented in quite a large number of the reports. Other points of view include medicine, psychology, sociology, and social work, educational administration and supervision, classroom teaching, and research and statistics.

It is still too early to try to predict all of the potentialities of this new development. By no means have all the possible objectives been explored or all of the methods. Many of the serious questions today await research findings. For example, how soon can one expect to get results with such a program? The studies available have been on a very short term basis, usually two years. One question now is, then, what might a five or ten year accumulation of experiences do for the child? There is also the question of what kind of teacher preparation is required to do this new job well. What is the importance of counseling and agency cooperation in this situation as compared with other special education situations? Research activities in many parts of the country, including
the Office of Education research program, under Public Law 531, may be expected to contribute to many phases of these important questions. It should be pointed out, too, that these studies have implications for residential school programs quite as much as for day school programs. As residential school populations have shifted in the direction of a smaller proportion of the higher range children, their school programs have tended to emphasize educational procedures more suitable for the middle range group of children.

It should be noted again that, as has so often been the case in special education, this new program has developed around a particular group of children as their needs have become recognized and differentiated. The current organization in classroom programs is in terms of separate special classes for the upper and middle ranges of the retarded. Whether these distinctions will persist in their present form is an open question as yet. Already there are studies ongoing of methods of grouping which are quite different from the present program.

The real significance of the movement lies in the fact that this is the first time this hitherto neglected group of children has been singled out on a large scale for intensive educational attention, research, and service. In the long run, these studies will clarify the understanding of mental retardation as a whole, as well as of this group in particular.

Finally, one does not always have the opportunity to observe democracy in action in as neat a package as this, sufficiently condensed in time and content to be relatively easy to follow. The concern for every individual in our society, the impact of civic groups with a zeal for betterment of our way of life, the open forum for public debate of an issue from all points of view, the concern at all levels, family, community, state, and national, and all types, legislative, administrative, public, and private, and the translation of what began as a firm conviction on the part of a few into a program of action by general consent, are all apparent here. Each component has made its own particular contribution to the whole. To those who do not understand how a democracy operates, or whose faith in it sometimes wavers, this story is a truly inspiring lesson.

**BIBLIOGRAPHY**

This is a working bibliography, brought together for the convenience of a wide range of potential users: school administrators and supervisors, college and university instructors, teachers, research students, workers in related professions, parents, and interested civic leaders. It is also a historical review, for if one arranges these papers in chronological order, he will have a fairly comprehensive description of the development in philosophy and the steps in practical planning which have been
taken with regard to this problem since the severely retarded became singled out as proper subjects for educational study.

The bibliography is related to a forthcoming publication of the Office of Education on this problem, and is a part of the source material for that publication. It seemed, however, appropriate to issue it separately and in advance for the convenience of users. The bibliography covers primarily the education of the middle range, or severely retarded child, up to June 1, 1958. While it does not claim to be exhaustive, it is believed that it covers fairly completely the published materials on this subject, experimental, theoretical, and practical, to the above date (except for those of very early date and "mixed" connotation). All the reports included represent serious attempts to throw light on this long neglected problem, although some of the materials are relevant primarily by implication. The annotations are brief statements giving the nature of the particular report, by way of supplementing the information given in the title.

The bibliography has been arranged as usual, alphabetically by the first named author, except for reports of official agencies when the publication is obtainable primarily or only through those agencies. This procedure has also the advantage of making it possible to review more quickly the accumulative status of reports of various official agencies, which would otherwise be quite scattered. Materials obtainable through the National Association for Retarded Children and not published elsewhere are listed under that organization. Other materials obtainable from the Association are so indicated in the annotations.


A report by a man, professionally trained in the education of the mentally retarded, who has lived through the experience of being a parent of a mongoloid child.


A city curriculum guide for the mentally retarded.

ALBRIGHT, M. ARLINE. Not So Fast—The Retarded Child Can Be Taught Self-Management. Milwaukee Wis., Milwaukee County Association for Retarded Children, [undated].

Contains practical suggestions for training the severely retarded in self-help.


An analysis of various patterns in the etiology of mental retardation in relation to their genetic components: contains an important bibliography.


The official nomenclature of the American Psychiatric Association on mental retardation is presented in this publication.


Practical suggestions for teachers of the severely retarded. (Obtainable through the National Association for Retarded Children.)

A description of a program in New York City.


A general textbook on exceptional children, containing background material.


Contains basic background material, primarily medical.


A review of this subject, basically medical in point of view, emphasizing physical stigmata.


A basic textbook on these two conditions, primarily medically oriented.


Proceedings of the American Psychopathological Association, 1954; a medically oriented discussion of this topic.


A plea for a recreation program for the retarded; describes games.


Presents a constructive approach to the problem of discipline.


Describes three stages in the growth of attitudes of parents toward their problem.

(Obtainable from the National Association for Retarded Children.)


A manual of suggestions for parents of retarded children.


A parent's report on problems of planning for her retarded child.


Suggestions for teachers and parents; primarily for children of higher levels.


Primarily on brain injury, but tangential to the problem of the severely retarded. Contains a number of related references.


Supplies primarily background material on the problem.


Defends an educational program for the severely retarded in public schools.


Contains preliminary curricular suggestions for the retarded.


Contains a series of papers delivered at workshops on diagnostic problems at Long Beach and San Francisco State Colleges.

A general information bulletin regarding the California program.

Laws and Regulations Relating to Education and Health Services for Exceptional Children in California. Sacramento, 1958.

Most recent digest of California laws relating to education of exceptional children.


A popular and pictorial presentation of some ongoing programs in the New York City area.


Practical aids for teachers and parents are suggested.


A brief interpretation of mental retardation for the general reader:


A popularly written manual of suggestions for home training and guidance of mentally retarded children.


A brief description of the New Jersey program of home training.

Meeting the Needs of Pre-Adolescent Retarded Children at Home.


A general discussion of the home teaching program for children 6 to 12 years old.


An introductory discussion of problems connected with public school classes for the severely retarded.


A description of some of the functions that can be served through a home training program.


A general discussion of the educational problem of the slow learner: a British report, stressing the "educable."


Describes the program of the Play Schools Association and the Association for The Help of Retarded Children in the development of a work-play program for the severely retarded.

COLUMBUS STATE SCHOOL DEPARTMENT OF EDUCATION AND TRAINING. An Overview of Its Program, by Roy E. Ferguson and others. Columbus, Ohio (undated).

A description of program at a State residential school.


A discussion of methods of curriculum construction.

A BIBLIOGRAPHICAL REVIEW

A basic bibliography of selected references on retarded children.


A list similar to the preceding, but with classified index.


An annotated list of films primarily for the use of parent groups.


Emphasizes the need for institutional service.


A mother's description of home training methods; sponsored by the Bancroft School.


A description of some of the provisions made in England and Wales for the training in occupation centers for "ineducable" children in the community.


Includes suggestions on training of retarded children.

Ohio's Forgotten Child. Cleveland, Ohio, 1951. (Miseographed.)

A general presentation of the mentally retarded child's needs.


A directory of schools and homes for the mentally retarded.

Delaware Department of Public Instruction. Interim Policies for Programs for the Trainable Mentally Retarded. Dover, 1957.

A preliminary statement of State policies regarding special classes for the severely retarded.


"A revised concept of the necessary mental level" for vocational training, and a table of mental levels for various jobs.

and Lorenz, Marcella. Follow-up of 84 Public School Special Class Pupils with I. Q.'s Below 50. American Journal of Mental Deficiency, 58: 175-182, July 1953.

A fact finding follow-up study of the severely retarded in postschool adjustment.


Evaluates current status of programs for the severely retarded and considers future possibilities.


A description of an occupational therapy approach to the rehabilitation of the severely retarded; handcraft emphasized.


Describes a program of parent counseling and home training of the severely retarded in the District of Columbia.


A general, condensed discussion of the problem of counseling parents of the severely retarded.

Contains a description of the research and other activities of the U. S. Department of Health, Education, and Welfare in the field of mental retardation.


A discussion of sheltered workshop problems.


A report on a Department of Recreation program for the retarded in Philadelphia./


A psychiatrally oriented review of problems of definition, etiology, prevalence, etc.


Suggestions of activities in the classroom. (Obtainable from the National Association for Retarded Children, New York.)


A technical medical consideration of the problem of mongolism.


Deals with the problem of day classes in a residential school.


A revision of an earlier textbook for teachers: discusses problems of the education of slow learners generally.


Contains a description of the evaluation program of the sheltered workshop in Tampa, Fla.


Selections from the writings of one of the pioneers on this problem.


A general discussion of this problem, on a broader base than the severely retarded only.


A father's report on experiences with a handicapped child.


A report of the development of a mongoloid boy from birth through adolescence, by his mother.


An experimental study of learning in the severely retarded.

A general textbook on exceptional children, including background material on the severely retarded.


A schedule of suggested home activities for the mentally retarded in preparation for school attendance: pediatric point of view.


Discusses some principles for a home training program.


A comparative study of state legislation in special education; covers primarily the upper range of the retarded.


Suggested bases for evaluation of progress of children.


Presents data from a questionnaire regarding various aspects of current programs.


A discussion of the problem of transition from school to occupational training program.


A report on survival of children of various grades of defect in a special class program.


A report of a visitation to the special classes for the severely retarded in Rhode Island by members of the Mental Hygiene Services.


An experimental study of motivation in the learning of the severely retarded.


A detailed study of the usefulness of the Vineland Social Maturity Scale.


An extensive bibliography on rehabilitation for the period mentioned: some titles applicable to the severely retarded.


An early statement on curriculum development for the severely retarded.


A description of a program for the severely retarded in a special experimental unit.

An inclusive directory of services for exceptional children.


A general basic text on the education of exceptional children, including the retarded.


A general publication on the subject of the retarded, primarily welfare-oriented.


A brief statement of the educational problem of the severely retarded.


A survey of the problem of the brain injured, with implications for the severely retarded.


An analysis of the problem of curriculum building for the severely retarded.


Discusses significance of terms “trainable” and “educable”.


A general discussion of development, education, and guidance of the mentally retarded and of their families, with implications for the severely retarded.


The first report on the study of the severely retarded in Illinois.


A guide for the establishment of classes.


An extensive curriculum planning project with sequences and many concrete suggestions. (Obtainable from Illinois Council for Mentally Retarded Children, Room 506, 343 South Dearborn, Chicago.)


Directions for taking a census of exceptional children, now required by Illinois law.


A suggested description of a desirable classroom for the severely retarded.


Suggested programs, primarily for day care centers.

—— An Experiment in Recreation with the Retarded, by Bertha E. Schlotter and Margaret Swenszen. Chicago, 1951.

Report of a recreation program in a residential school; many concrete activities suggested.


A report on one particular school for the retarded.
A basic text on education of the mentally retarded, with implications for the severely retarded.

An analysis of causal factors in mental retardation.

An early follow-up study of severely retarded children.

A description of the program at Woodbine, N. J., at the time.

JOLLY, DONALD H. When Should the Seriously Retarded Infant Be Institutionalized? American Journal of Mental Deficiency, 57: 633-636, April 1953.
A discussion of factors in the early placement of mentally retarded children in an institution.

An experimental study of the problem of economic adjustment of the severely retarded.


Official state standards for Kansas.

Describes some of the responsibilities of the psychologist in such a program.

A discussion of a specialized clinic for the mentally retarded.

A report of the school program for the severely retarded as it has developed in Baltimore County, Maryland.

Advocates long range study and training of the severely retarded; reports data from the Coleman School in Detroit.

A general text on education of the retarded, with implications for the severely retarded.

Detailed suggestions for parents of the young mentally retarded child.

A popular presentation of the Strauss point of view on brain damage.


Discusses special education of the severely retarded in an institutional setting.


A presentation of a point of view on the education of the retarded.


A presentation of Loewy's point of view and methods with mentally retarded children.


A report of a study of the education of the severely retarded.

LOS ANGELES WELFARE PLANNING COUNCIL. Severely Retarded Children. Los Angeles, Calif., February 1957. (Mimeographed.)

A community report: considers broad aspects of the problem.


A brief summary of developments in special education, with implications for the severely retarded. (Available as a reprint from the U. S. Government Printing Office.)

and DUNN, LLOYD M. State Standards for Teaching Our Nation's 5,000,000 Exceptional Children. School Life, 50: 8-10, October 1968.

A condensed statement of state certification standards.


A study of a number of cases of mongolism.

A curriculum guide for teachers in a residential school.


Contains suggestions for conduct of special classes.


A description of the program at Hartford, Conn., primarily for upper range of the retarded, but with implications for the middle range.

MARTIN, BERTHA. Teaching Extremely Retarded Children. Kent, Ohio, Kent State University, January 1955. (Mimeographed.)

A general guide, containing suggestions for curriculum, for teachers of the severely retarded child.

MARYLAND STATE BOARD OF EDUCATION. Special Education of Atypical Children in Maryland. Baltimore, 1956.

A special committee report to the State Board of Education.


A broad survey of research in the field of etiology of mental retardation, particularly from the medical point of view.


Suggestions for training in muscular coordination for the young mentally retarded child.


Primarily for upper range, but containing suggestions applicable to the severely retarded.


Gives various specific suggestions regarding curriculum for the severely retarded.


A discussion of art for the severely retarded, from the therapeutic point of view.


Suggestions for training of severely retarded children in the community.


Contains suggestions for home training of the severely retarded.


A description of procedures in establishing rural special classes.


A report of the distribution of I. Q.'s, based on the standardization group of the Revised Stanford Binet.


A study of reacceptance into the home of children after commitment and discharge.


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A summary report of the Michigan study.

MICKELSON, PHYLLIS. Minnesota’s Guardianship Program as a Basis for Community Supervision. American Journal of Mental Deficiency, 56: 313-325, October 1951.

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A factual analysis of the severely mentally retarded in Minnesota.


An early and much used guide for parents.


A recent general treatment of the problem of mongolism from various points of view. (Obtainable from Association for the Help of Retarded Children, New York.)


A local school curriculum system guide.


Describes a study of toilet training with the severely retarded.


Description of a cottage for the severely retarded.


A report of the National Association for Retarded Children, containing a study of costs, characteristics of the children, etc., in day classes.


An experimental study of two modes of rhythmic response in music therapy.


A description of those factors in a large sample of adult institutional cases.

MURRAY, DOROTHY G. This Is Stevie’s Story. Elgin, Ill., Brethren Publishing House, 1956.

A personal report.


A description of the Pennsylvania program as of that date.


Contains a list of audiovisual materials, primarily for parent group use, with commentaries.


A bibliography specially selected by the National Association for Retarded Children.

—— The Child Nobody Knows.

An illustrated booklet on mental retardation.

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A magazine published bimonthly dealing with many phases of mental retardation.


Primarily written for professional counselors of parents.


A list of references by the National Association for Retarded Children.


A summary of papers given at a training institute in March 1966, primarily on evaluation.


The most recent statement by the National Association for Retarded Children on this subject.

— Initial Counseling of Parents with Mentally Retarded Children, by Israel Zwerling.

A report of a study of counseling techniques with parents; includes a bibliography.


Contains a list of materials currently available from the National Association for Retarded Children.


The National Association for Retarded Children selection of references on school programs for the severely retarded.

— Some Recent References on Recreation for the Retarded. New York.

A bibliographical list on recreation for the retarded generally, with implications for the severely retarded.


Contains a check list of points to be considered and plans for classroom layouts.


Numerous practical suggestions for home training: repetition, relaxation, routine.


A description of a community clinic in a hospital.


A list of current materials on the program for severely retarded children in community schools.


An up-to-date directory of above programs.


An annotated directory of school facilities.


A report of observations at the Woodbine Colony, New Jersey.


Proceedings of a symposium by a number of professions and agencies on the problems of mental retardation.

NEW JERSEY COMMISSION TO STUDY THE PROBLEMS AND NEEDS OF MENTALLY DEFICIENT PERSONS. Mental Deficiency in New Jersey, by R. R. Henry, Chairman. 1954.
A rather comprehensive survey of needs in one State.

NEW JERSEY STATE COUNCIL, PARENTS GROUP FOR RETARDED CHILDREN. "For Every Child a Fair Chance." December 1961. (Mimeographed.)

An early statement of the parents' point of view on this problem.


A description of legislation and procedure in Pennsylvania for exclusion of children from public school, and a study of the characteristics of 300 such children.

NEW YORK STATE DEPARTMENT OF MENTAL HYGIENE. A Special Census of Suspected Referred Mental Retardation, Onondaga County, N. Y. Technical Reports of the Mental Health Research Unit. Albany, N. Y., 1955.

A census of all the retarded children in one county, based on referrals from various responsible agencies.

NEW YORK STATE INTERDEPARTMENTAL HEALTH RESOURCES BOARD. The Adjustment of Severely Retarded Adults in the Community, by Gerhart Saenger. Albany, 1957.

An extensive survey of the adjustment at adulthood of the severely retarded.


An elaborate attempt to obtain a complete census of severely retarded children in the State, on a primarily psychometric criterion.


A condensed summary of numerous aspects of public school programs for the severely retarded.


Report of a study of learning gains by severely retarded children in public and residential school classes.


Discusses best placement for the retarded child.


Results of a questionnaire study, largely on administrative matters.


A description of plans of the technical planning project of American Association on Mental Deficiency.


A preliminary State administrative guide.


A daily program and a list of activities. (Included in NARC, "Planning for the 'Trainable' child . . .")


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A report of nationwide opportunities for professional preparation of teachers of exceptional children, including the mentally retarded.


A condensed summary of research projects, including those on the mentally retarded, conducted under provisions of Public Law 531, 85th Congress.


An early statement on educational planning for the severely retarded in its modern setting.

Report on Research Relating to the Education of Mentally Retarded Children and Youth, prepared by Viola Cassidy and Ellyn Lauber. 1956. ( Mimeographed.)

An analysis of research needs in this field.


A nationwide survey and analysis of certification requirements for special teachers, including teachers of retarded.


Includes numbers of pupils and teachers of classes for the severely retarded in public schools.


An analysis of competencies and preparation needed by teachers of the mentally retarded, based on opinions of experienced teachers, state and local directors and supervisors, and college instructors in education of exceptional children.


An extensive study of the problem of vocational rehabilitation of the mentally retarded.


A general discussion of the problem of workshops for the disabled.

OHIO ASSOCIATION FOR RETARDED CHILDREN. Understanding the Mentally Retarded in Ohio, by Barbara Parkin. 1955.

A presentation of the problem prepared for the general reader.

OKLAHOMA DEPARTMENT OF EDUCATION. A Program of Education for Exceptional Children in Oklahoma. Oklahoma City, 1957. (Bulletin S. B. 4.)

A general administrative guide.


Contains suggestions for home training of severely retarded children.
OSTERHOUT, EDNA E. For the Parents of a Mongol Child, Sunfield Children’s Home. New York, Anthroposophical Press.

Comments on the mongoloid child, of interest to parents.


Description of an early school program for the severely retarded in New York City.

PENNSYLVANIA STATE DEPARTMENT OF PUBLIC INSTRUCTION. Standards and Regulations for Day Care Training Centers for Children Who Are Found to be Uneducable but Trainable in the Public Schools. Harrisburg, Pa., 1953.

A state guide for children and day care centers for the severely retarded.


A basic text on mental retardation from the biological and medical points of view.


A curriculum guide by the Philadelphia association.


A presentation on mental retardation, for the general reader, with emphasis on the institutional program; contains many suggestions for training.


A description of an experimental program of parent education for parents of children excluded from school.

PRESTON, ELEONORA M. A Comparative Study of Programs for the Education of the Severely Retarded as Compared with Opinions of What Teachers in These Programs Believe They Should Be. American Journal of Mental Deficiency, 62 : 263-266, September 1957.

Summarizes some points on special classes considered desirable by teachers.


A brief popular statement on mental retardation.


A description of the Ohio program; contains detailed data regarding parts of that program as conducted in communities by the Public Welfare Department.


A further description of the Ohio program in a publication of the Ohio State Department of Mental Hygiene.


An important pronouncement on laws and terminology; one of a long series of British commission reports.


A condensed summary of legislation on exceptional children.


A discussion of the sheltered workshop, primarily for “educable” youth.


A condensed description of the special program at a residential school.

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A parent's report on the experience of having a mentally retarded child.


A description of a pilot program conducted by the Association for the Help of Retarded Children.


A bibliography on the education of the retarded as of that date (1,200 titles).


Contains a schedule of activities. (Obtainable from National Association for Retarded Children.)


A city curriculum guide for the severely retarded, developed cooperatively by the staff and teachers in San Francisco.


An expanded treatment of certain psychological problems in mental deficiency.


A survey and interpretation of research on mental deficiency, with emphasis on environmental factors.


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