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Commonwealth of Kentucky

EDUCATIONAL BULLETIN

A REPORT OF THE CONFERENCE ON EDUCATION OF HANDICAPPED CHILDREN

February 27, 1959



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DEPARTMENT OF EDUCATION
ROBERT R. MARTIN
Superintendent of Public Instruction
Frankfort, Kentucky

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FOREWORD

On February 27, 1959, the State Department of Education sponsored its first Statewide Conference on Education of Handicapped Children.

Participants in the Conference represented professional organizations, the lay public, civic organizations, religious interests, and public and private schools from all areas of the Commonwealth. This group was brought together to discuss the present status and future needs of education for the handicapped child in Kentucky.

An outstanding feature of the meeting was the active participation of the Conference members in the group discussions which resulted in many constructive recommendations.

In this publication will be found the principle addresses of the Conference and the recommendations of the group discussions. It is hoped that this material will be helpful to you in your work to improve the educational opportunities of handicapped children in the Commonwealth.

I express deep appreciation to the members of the Planning Committee and the following members of the Bureau of Instruction who helped arrange and develop this Conference: Mr. Don Bale, Head of the Bureau, Miss Stella A. Edwards, Director of Education for Handicapped Children, Miss Doris A. Perry, Mrs. Sarah Haycraft, and Mr. Don Clopper.

Robert R. Martin
Superintendent of Public Instruction

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REMARKS OF THE PRESIDING OFFICER

By

ROBERT R. MARTIN

Superintendent of Public Instruction

It gives me great pleasure to open this, the first Statewide Conference on Education of Handicapped Children to be sponsored by the Kentucky Department of Education.

Since 1948, when the General Assembly passed the Special Education Act providing for educational programs for mentally and physically handicapped children, Kentucky has made great progress in meeting the educational needs of these handicapped children. Passage of the Foundation Program Law, with consequent greater financial support, has resulted in an increase in the number of local districts having programs for handicapped children.

In addition, the Department of Education has recognized its responsibility to furnish leadership in assisting local school districts to identify and plan educational programs for handicapped children. The staff of the Division of Special Education for Handicapped Children has been increased from one professional person to the four staff personnel who are currently devoting full-time to this important phase of the total educational program.

However, we are under no illusions that we are providing the best possible education for all our children and I think it is fitting and proper that we look at the educational needs of handicapped children in our State.

You who are attending this Conference represent the views of professional organizations, the lay public, civic organizations, religious interests, and representatives from public and private schools from all areas of the Commonwealth. We hope that you will help us take a look at just where we are in the education of handicapped children, and to get some ideas of the future needs of these children in order that we may ensure an educational program that will enable them to develop to the maximum of their ability.

To assist us in our thinking, we have invited two outstanding leaders in the field of special education for handicapped children to address the Conference. They are Dr. Maurice H. Fourace, Teachers College, Columbia University, who will address the morning session, and Dr. Ray Graham of the Illinois Department of Public Instruction, who will talk with us at the luncheon meeting.

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INTRODUCTION OF DR. MAURICE H. FOURACRE

By

ROBERT R. MARTIN

Superintendent of Public Instruction

It is a great pleasure to have Dr. Fouracre with us today to speak on "Philosophy of Education for Handicapped Children". Dr. Fouracre has been Head of the Department of Special Education at Teachers College, Columbia University, since 1952.

His broad professional experience has fitted him for the role he now plays in the field of education of the exceptional child. He spent one year as a teacher at the Wayne County Training School in Michigan; was a counselor at a camp for underprivileged boys, principal of an elementary school; for five years Director, Division of Education for Exceptional Children, Wisconsin State College. He has been a visiting professor at the Universities of Illinois and Florida, and was for six years the Director of the Division of Education for Handicapped Children at the New York State Teachers College, Buffalo, N. Y.

Dr. Fouracre directed the Survey of Educational Programs for Retarded Children in New York State, conducted under the auspices of the Mental Health Commission. Under his leadership, the first workshop for teachers of trainable mentally retarded children was conducted during the summer session of 1954 at Teachers College. The workshop was continued and expanded in later summer sessions at the College.

He is the author of numerous papers and articles on the education of cerebral palsied and mentally handicapped children.

His memberships in professional organizations reflect his concerned interest in handicapped children. He is Past President of the New York State Federation of Chapters of the Council for Exceptional Children; Fellow, American Association on Mental Deficiency; Diplomate, American Board of Examiners in Professional Psychology, Counseling and Guidance; and Former Chairman, United Cerebral Palsy Association, Educational Advisory Board. He

is Past President of the national organization, Council for Exceptional Children.

Dr. Fouracre received his bachelor of arts, master of arts and Ph. D. degrees at the University of Michigan, Ann Arbor, Michigan.

It is a tremendous pleasure to present to you at this time Dr. Maurice H. Fouracre, who will speak on "Philosophy of Education for the Handicapped".

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PHILOSOPHY OF EDUCATION OF THE HANDICAPPED

By

MAURICE H. FOURACRE, Head
Department of Special Education
Teachers College, Columbia University

Exceptional children are most commonly described as those children whose exceptionality is so marked that they are unable to profit to the fullest extent from the usual programs in the regular classes of our public schools. These children may deviate physically, mentally, socially and emotionally to such a degree that adjustment must not only be made in the methods and materials used but also in their school placement in order for them to learn to their maximum potential.

During the past decade and a half more school systems have provided special services for these children than at any time previous. During and immediately following World War II, parents of children having a specific type of disability began forming local associations for the purpose of discussing problems of management of their children. As each individual group grew in numbers it began fund-raising campaigns for the purpose of having qualified professional workers carry on research in the areas of prevention, care and treatment. Later they formed strong lobby groups in state and federal governments for the purpose of obtaining financial support for medical, therapeutic and educational programs for their children.

To the special educator and to the private and governmental agencies long engaged in this work, the parents' movement gave unprecedented support that educators and agencies had not had heretofore. Consequently, today the school and society have an increased responsibility for the education of exceptional children because of: (1) the increased numbers of these children in school and (2) the growing awareness and greater acceptance of these children by the general public.

The responsibility of the American schools now appears to be rather well defined. It will be necessary not only to educate children

and youth to the maximum of their ability mentally, physically, socially and emotionally, but to translate new knowledge and techniques to them in such a way as to insure utilization of that knowledge and those techniques for a better way of life, and to identify and foster development of those children and youth having greater intellectual ability to further perpetuate progress in science, industry and the arts.

The projected problems of the future may very well depend on how we prepare our children to face the problems of today. Strides have been made in this direction through the recognition and support of educational provisions for those children who are ill-equipped to cope with the demands of our present-day world. Many programs have been instituted for children with all kinds and degrees of handicapping conditions through: (1) a controlled classroom environment, (2) a special educational curriculum, (3) a specially trained teacher, and (4) modified educational methods and materials.

In practicing the democratic ideal, we recognize that all children, including those that are exceptional, have the inherent right to an education which is in accordance with their potential abilities to realize the goals of: (1) self-realization, (2) human relationship, (3) economic efficiency, and (4) civic responsibility.¹

Our present knowledge of the human organism indicates that all children, including those we call exceptional, have needs which must be fulfilled if realization of the aforementioned goals is to be consummated. The need for inner security, the need for recognition and the need for the feeling of success are a few of the needs found in all children. Special education services seek to assure the fulfillment of the exceptional child's internal and external needs where physical, mental, social and emotional limitations present barriers to fulfillment through regular educational facilities.

If we admit that we have a responsibility for the education of handicapped children now, future living in our complex society will bring about an increased responsibility for the school.

Our world is a rapidly changing environment which promises new and intricate problems not only for exceptional children and youth but for all its inhabitants. There are new problems that are now arising in this "space age". What will be the school's responsibility?

¹ Educational Policies Commission, *Policies for Education in American Democracy* (Washington: National Education Association, 1946), p. 11.

bility in preparing its students for the area of intercontinental missiles? Advanced technology has now given us the age of automation. The development of new and improved products will undoubtedly reduce the number of unskilled and semi-skilled jobs, and require greater numbers of highly skilled workers. Advanced scientific practices promise to prolong life, hence the population will continue to increase and have greater and greater numbers of older people. The scientific advancement will call for a shorter work week resulting in greater amounts of leisure time, hence what to do with this new-found leisure time will be a major problem facing our posterity.

For physically handicapped individuals new and improved products will enable them to participate more fully in community affairs. Production of simpler methods of transportation, improved prosthetic devices, smaller and more effective hearing aids, less conspicuous and stronger lens, will make the physically disabled more self-sufficient. These improvements, plus the automation and simplification of everyday home chores, which will be enjoyed by the non-handicapped as well, will minimize to a great extent the handicap in terms of the environment.

The need for increased numbers of semi-skilled and technical workers will emphasize greater intellectual prowess than physical abilities. The physically impaired may have an opportunity to participate in types of work which heretofore had not been feasible.

An increased population with greater longevity will produce more physically disabled persons in the community, hence both the handicapped and the non-handicapped will have more opportunity to have social contacts with one another.

Shorter work weeks and the reduction of personal-home responsibilities will create leisure time for the physically handicapped as well as the non-handicapped. The need now arises to introduce into the curriculum recreational activities so that individuals may ultimately participate in recreational pursuits based upon the nature and degree of the handicap.

The future for the physically handicapped is optimistic in that it will offer many opportunities for increased functioning in: (1) locomotion and movement, (2) communication, (3) interpersonal relationships, (4) economic and social participation, (5) self-help and recreational activities, and (6) personality growth and development. The latter will be more positive as a result of the minimizing of the handicapping condition.

What does the future hold for the mentally retarded? New products for use in the home as well as out of the home will create problems for the retarded in their utilization, operation, maintenance and repair. The great demand for skilled and semi-skilled workers will preclude many of the retarded from employment, since they have traditionally found employment in the ranks of the unskilled.

For example, retardates at one time made excellent farm hands before the advent of complex farm machinery which now often permits one skilled person to accomplish the job of ten hand laborers. Today, even ditch digging has been taken over by mechanical giants.

Increased population and longer life span will result in greater numbers of trainable and educable retarded individuals. The need for a more highly trained working force will reduce the number of low-order jobs available to the less capable retardates.

As with the physically handicapped, the retarded will be faced with greater amounts of leisure time. The nature of retardation implies the need for active recreational pursuits, rather than passive participation. Therefore, it becomes the responsibility of the school and community to provide such opportunities for the mentally handicapped.

If the future for the physically handicapped appears optimistic, the future of the mentally retarded may be deemed pessimistic. If our society continues to place greater emphasis on mental functioning than on physical functioning, the retarded is lost. If the demand for unskilled workers continues to decline, employment possibilities for the retarded become less, at the same time more are being added to the population and living longer because of improved medical science. With the increased number of unemployed mentally retarded, problems of inter-personal relationships with other community members increase. Leisure time and recreational activities will be most important in keeping the retarded occupied.

What does the future hold for the socially maladjusted and the emotionally disturbed?

A complex society, wherein greater demands are made upon the individual in terms of performance and achievement, the stresses and strains of interpersonal relations within the family constellation, and in increased demand for communication and social intercourse are a few of the numerous causes which tend to accentuate personality deviations.

The intellectually superior and gifted on the other hand will determine the ultimate use of atomic power; through their moral, political and intellectual leadership, they will be in a position to guide the social and economic welfare of the greatest numbers. In effect, they will determine the standards under which all men will function.

It is evident that the implications for the future leave much to be desired; however, the increased responsibility is obvious if we are to provide equal educational opportunity to all. The objective of developing special and educational facilities which will prepare the child for greater economic and social participation in the community through more realistic curricula, more qualified teacher-specialists, the implementation of good current educational methods and materials in a desirable school facility is imperative.

Further, there must be established and maintained a two-way avenue of communication between the fields of special education, general education and allied disciplines. Only through an understanding of respective problems and practices, an exchange of ideas, methods, diagnostic and evaluative techniques, will we be able to effectively develop a program of education and training for all exceptional children.

We must work toward the objective of integrating the exceptional child with his normal peer whenever it is possible and not harmful to either the handicapped child or his normal brother. For some exceptional children it will be assimilation into an academic situation, for others it will be only in a social or non-academic setting, and for others complete segregation.

As we view the increased responsibility of the public school for the education and care of exceptional children, it can be detected that the area of professional education for teachers and other school staff members must be strengthened if our educational programs are to be effective.

The well-trained teacher of today needs to know much more about a variety of subjects than his counterpart of 30 years ago. The present day teacher of exceptional children must be flexible in his approach to children's learning problems, he must be able to relate effectively and intelligently to other members of the team which include colleagues from the fields of psychology, medicine, and social work. The teacher working in 1959 has a very great responsibility in

parent-teacher conferences; therefore he must have the ability to interpret educational test results, explain child behavior and give other pertinent information to parents. He must be acquainted with the work being done by both private and governmental agencies concerned with the type of exceptional child with whom he is working.

The present educational programs for teachers must be given serious review and be modified so that the most effective experience can be obtained during the period of training. Colleges and universities having teacher-education programs in special education must obtain trained and well qualified staffs if they would aim to provide worthwhile laboratory experiences for the potential teachers of exceptional children. Too frequently, teachers have been graduated from inferior teacher-educational programs staffed by professionals who have had little or no experience in dealing with exceptional children. Further, many such programs are located in small communities which do not have classrooms and agencies that provide services for the exceptional child.

There is currently a shortage of teaching and leadership personnel in special education and unfortunately there is a tendency to employ untrained or partially qualified people in order to cover the classes. Steps are being taken to remedy this situation through state and federal legislation. It is hoped that within the near future promising young special educators will be encouraged by financial grants to embark on advanced educational programs which will qualify them for better classroom teaching, research, supervision and administration in special education.

Some states are currently providing scholarships for undergraduate and graduate training at the Master of Arts level for prospective classroom teachers (e.g. New York, Maine, New Mexico, Utah, North Carolina, and others). The states, as well as voluntary health agencies, are thus attempting to meet the educational needs of exceptional children by providing classroom teachers for special classes in local districts, county units, cities and residential schools. The subsequent demand, however, is to provide schools and colleges of education with qualified staffs to train teachers of exceptional children. The need is for traineeships and training grants to encourage capable and experienced "young" people to continue their education in the field of the exceptional child. Since most classroom teachers have a bachelor's or master's degree it can be readily seen

that those who wish to become college professors in special education must be working at the doctoral level.

It is estimated that approximately 50,000 more teachers than are now currently qualified will be needed to teach mentally retarded children. Other areas of exceptionality have shortages of personnel, but, because the incidence of retardation is greater than any other single area of exceptionality, except speech defects, the demand has been more keenly felt in this area. Thus the demand for classroom teachers must be filled if we are to provide retarded children with the type of education which will allow them to take their optimal place in society.

Teacher education programs in special education are unique in many respects. Many colleges and universities are unable to develop special programs because they do not have within their communities adequate provisions for exceptional children. Hence, teachers cannot be provided the laboratory experiences that are needed to make them more capable to handle the special problems that arise in their classrooms.

Colleges and universities located in larger communities have greater opportunities to establish superior training programs because of community facilities that are available. Hence, present-day teacher-education programs are serving students on a regional basis. Some believe that because the training centers are not located within each state, and certainly not within each city or local community, the need for college teachers and other leadership personnel in special education falls within the domain of the federal government.

How do we implement our philosophy and objectives of well-balanced special education programs? These implementations may become the bases of your discussion later this morning.

1. Early identification and diagnosis of the handicapping disabilities of children and a continuing periodic evaluation thereafter.
2. Adequate services for all categories of handicapped children.
3. An equitable distribution of special education services in urban and rural areas in order that all children who need them may be served adequately.
4. Development of adjustive educational programs and services founded upon sound principles of education and strong interdisciplinary cooperation.

5. Full utilization of the facilities available through the regular classroom, special classes, and the opportunities for home and hospital instruction, in order to reach all handicapped children who profit from educational provisions.
6. Comprehensive guidance service for handicapped children and their parents, beginning when the child enters the program and extending throughout the educational experience and designed to achieve understandings, cooperative planning and effort, mutual helpfulness and life adjustments.
7. A pre-service and in-service program of teacher education.
8. A continuing objective evaluation of special education programs and services together with a critical appraisal of the relationship between the goals and the attainments.
9. The coordination of school and community resources for the education, welfare and health of handicapped children.
10. Development of **total** school staff and community understandings and efforts through an active program of public relations.

INTRODUCTION OF MISS MARIAN WILLIAMSON

By

ROBERT R. MARTIN
Superintendent of Public Instruction

I would like to introduce a lady who has been prominent in work for handicapped children throughout Kentucky for many years. Although she retired in 1958, she is continuing in her efforts to serve these children and, although she is not a member of the Planning Committee for this Conference, no conference on handicapped children would be complete without her presence.

I speak of Miss Marian Williamson who in 1958 received the University of Kentucky Sullivan Medallion as "the State's outstanding citizen of the year". Miss Williamson was requested to assume the position of Executive Director of the Kentucky Crippled Children Commission when it was established in 1924 as the official treatment agency for orthopedically handicapped children. Miss Williamson served as the Commission's only Director for 34 years until her retirement in 1958.

When the Commission was established, the personnel consisted of Miss Williamson, a secretary, and two volunteer medical consultants. In presenting the Sullivan Medallion to Miss Williamson, Dr. Dickey stated that the work of the "Kentucky Crippled Children Commission stands as a monument to her life of unselfish service". He further stated that, "as a result of her dedicated and unstinting efforts, the Commission today operates five permanent clinics and 28 field clinics throughout the State".

Miss Williamson, we are indeed pleased and honored that you have shown your continuing interest in the education of handicapped children through your attendance at this meeting.

INTRODUCTION OF DR. RAY GRAHAM

By

ROBERT R. MARTIN
Superintendent of Public Instruction

We are delighted now to present Dr. Ray Graham from the Illinois Department of Public Instruction, who will discuss "Practical Approaches and Plans for Education of the Handicapped".

Dr. Graham is not a stranger to many of us in Kentucky who have been interested in the education of handicapped children over a period of years. He was a speaker at the 1953 Kentucky Conference on Handicapped Children which was sponsored by the Coordinating Council for the Study of Handicapped Children and the DuPont Nemours Foundation.

He has been Assistant Superintendent of Public Instruction and Director of the Division of Education for Exceptional Children in Illinois since May, 1943. It is my understanding that he is often referred to as "The Dean of Directors of Special Education" in recognition of his many years of outstanding service in the field of education for handicapped children.

He received his bachelor of arts degree from Monmouth College and his master of arts degree from the University of Illinois. He has also done graduate work at the University of Southern California and the University of Iowa. He was awarded the Honorary Degree of Doctor of Laws by Monmouth College in 1954 in recognition of his outstanding contributions to the field of education. He has served frequently as a special lecturer and instructor of teacher training classes in special education at various colleges and universities.

Dr. Graham holds membership in local, state, and national educational organizations and has held offices and committee assignments in all. He is Past President of the national organization of the Council for Exceptional Children and is a Past President of the National Association of State Directors and Supervisors of Special Education.

He is the author of various publications dealing with the Illinois Plan for Special Education of Exceptional Children and is co-author of the Chapter on Administration of Special Education of Exceptional Children in the 1950 Year Book of the National Society for the Study of Education. He has written many articles for various periodicals and publications in this field.

It gives me pleasure to introduce to you now, Dr. Ray Graham.

PRACTICAL APPROACHES AND PLANS FOR EDUCATION OF THE HANDICAPPED

By

RAY GRAHAM

Assistant Superintendent of Public Instruction

and

**Director of Education for Exceptional Children
Illinois Department of Public Instruction**

I am sorry I do not know the geography, the general school patterns, the tax and finance problems, the district organization, and the special education now existing in Kentucky. But I have gone to the records—some from Washington, D. C.—some from your published reports. Therefore, I may be wrong in some of my statements. But I will be frank and honest in trying to help you look at your problems.

The opportunity to talk about practical approaches and plans for education of the handicapped is a challenge. The problem of special education is no different in Illinois than in Kentucky. The basic approaches and plans will be the same. Variations will be due to legal patterns, traditions, and working structures.

What is the present situation?

What is being done about it?

What can we do to improve the situation?

What is the present situation in Kentucky?

1. There are approximately three-fourths million children of school age in Kentucky. These represent Kentucky's greatest resource.

2. The figures show that the actual enrollment is about 25,000 less than the census number of children of school age.

It might be that a study of these 25,000 children would reveal the same general trends we found in Illinois in a scientific study of "Children Out-of-School," conducted by the McCormick Fund under the auspices of the Illinois Commission on Children. Over one-half of the children out-of-school (whether expelled, never admitted, or for any reason) were children with handicapping conditions. The

probable reasons for these children not being in school may be found in these handicaps, plus the lack of facilities or readiness of many districts to provide for them, plus the fact that not enough people—or the right people—cared enough about these children.

3. There is no reason to suspect that handicapping conditions are any more or less numerous among the children of Kentucky than they are for any other state, or for the nation as a whole.

Therefore we can assume that from 40,000 to 70,000 children in Kentucky have handicapping conditions of such character and severity that they cannot make a successful school adjustment in the regular school and classrooms.

These children include those with many kinds of physical handicaps—orthopedic, heart and lung conditions, kidney ailments, etc. Some are homebound or hospitalized. There are those with vision and hearing and speech problems. There are the mentally retarded, the emotionally disturbed, and the socially maladjusted. But let us never, never, never forget that each is pretty much **a normal child with a handicap**. They are not handicapped children with a few normal traits. Let's keep our perspective accurate.

What is being done in Kentucky to meet the situation just described?

An outsider cannot answer this question with any degree of completeness. But it is encouraging to know that you do have a legislature that is interested and concerned. You have a law. Your foundation program is commendable. A structured approach to the legislative, financial and educational program is underway. You have a State Superintendent of Public Instruction and staff that have vision and concern. You have a Director of Special Education and staff who are dead serious in their determination to help local districts to help these children. You have thirty-nine county districts and sixteen independent districts that are doing something. You have medical and other resources, and you have local and state agencies—both public and private—that are interested. Over 150 classroom units now in operation can grow into 300, and on into 600 or whatever is needed if unrelaxing and ever-vigilant effort is maintained.

What can we do to improve the situation?

In answering this, let us go back to the original topic assigned to me. What are some practical approaches and plans for the education of handicapped children? Here are a few:

1. Can anything be a more practical approach than to say that Kentucky has three-fourths million children—every one a very precious asset—some are handicapped—but they represent great possibility.

2. Every handicapped child is a challenge to society. Will he become a self-supporting and contributing citizen? Or will he become an object of charity, a number on a pension list, a deductible liability, a patient in an institution, a representative of disaster?

3. Practical approach No. 3 is that we believe in education. We believe in the function and the objectives of public schools. We believe that "all the children" have a right to a school opportunity. And this includes the handicapped.

4. We believe that an adjusted curriculum may be necessary for children with handicaps. And we believe that maximum and creditable results are best secured by appropriately trained teachers in the understandings, methods and techniques essential for best teaching these children.

5. A practical approach begins with an acceptance of the problem. Unless legislators, school boards, administrators, and the entire school staff genuinely accept these children—and genuinely accept the responsibility of the school for the task—there can be little in results. This is not a fad, a frill, a charity, a missionary movement, a do-good philosophy. It is a sound and essential responsibility. There can be no partial acceptance. A policy that "we will provide for these children only if we have enough money after we have set up the regular classes" is rejection. A policy that says "we don't think this is a school responsibility and we won't take the legal charge any more seriously than to establish perfunctory services" is rejection. Acceptance is an essential as well as a practical approach. We would not tolerate an attitude of a parent saying, "I'll feed, clothe, and care for my handicapped child if I have time and means after I take care of the normal ones." A school cannot reject a single child and be true to its destiny.

6. Easily apparent in the major objectives of education are justifications of special education. We believe that schools find some of their objectives in community and family needs. Handicapped children are found in every community and may be found in any family.

Now let me return to the question, "What can we do to improve the situation?" The following seem very important to Graham. He

submits them as Recommendations of Special Education for your weighing and evaluating as they may apply to Kentucky.

1. The State has a definite responsibility of leadership. This is expressed in three chief ways (1) appropriate legislation, (2) state financial assistance, and (3) functions of the State Department of Education.

Very few districts in Kentucky or any other state have trained educators of the blind, the partially seeing, the crippled, the deaf, the speech defective, the mentally handicapped, the emotionally disturbed, and other types. Therefore, specialists at the state level are essential for consulting with local districts in problems of identifying these children, establishing adequate facilities, and carrying on sound curricular activities. One person cannot be a specialist in all areas of special education or find time to adequately counsel with all schools of the state. As a program grows there will be need for more specialists. As it extends to less populated areas the need increases and becomes more essential.

2. Periodic appraisals are necessary. The State Department will render a great service by seeing that representatives of education and other disciplines concerned with these children, such as medical, psychological, teacher training, social work, rehabilitation and others are consistently and constantly evaluating needs, resources, programs, and progress. Part of evaluation is proper interpretation, and another part is making sound recommendations.

3. It is probable that the situation in Kentucky is similar to that in Illinois. Special education facilities develop first and grow in larger and wealthier districts. But I doubt if any district is meeting the special education needs of all of its exceptional children. There is much to be done in even the best situations. At the same time we must move forward in providing legislation, leadership, and patterns whereby the smaller, poorer, and sparsely settled areas are able to provide for their exceptional children. It is not easy to develop special education in areas remote from medical and agency resources essential for proper diagnosis. Great educational engineers will find a way to build educational roads through the wilderness and the swamps, to build educational bridges across the gaps and chasms, and to draw the blueprints and specifications whereby a group of districts may join together in solving their special education problems.

4. There is famine in Kentucky. To the best of my knowledge the teacher training in special education fields is only embryonic. The University of Kentucky has only one full-time specialist in this work in the College of Education. There is also one full-time staff member in speech correction at the University of Kentucky. The University of Louisville offers some courses in the summer sessions. There is indeed famine in Kentucky. Forty thousand handicapped children in Kentucky will never be adequately served until the problems of recruitment, training and selection of teachers is squarely faced. Partial-specialty is a mirage. Budget, personnel, and leadership must be provided. No one faculty member in speech correction can teach all the courses; direct all of the clinical activities; or give the guidance, supervision and coordination necessary. No one person on staff at the University can be proficient in teacher specialization in fields of deaf, blind, crippled, etc.

5. I have tried to study your interesting state financial aid plan for special education. It has so much that is good and encouraging. It can still be improved. The "guarantee" provisions are, in my opinion, inadequate for handicapped children. Your own statistics show that the special classes are extremely expensive for "guarantee districts" to maintain. Your records show that this is a brake on the wheel of special education progress. The increase of special education units the last few years indicates the need for immediate study and replanning on this phase of your problem.

Your guarantee districts generally are in the same areas where medical, hospital, and other child-service resources are available. If special education does not expand and extend itself in these districts it will be doubly hard to create and maintain programs in the other districts.

6. Again, with no desire of being negative or critical, but with an intense hope that I can be constructive in this challenging topic. Dr. Martin has assigned to me, I feel that I must raise the point of special transportation facilities if proper special education programs are to develop. A district the size of Lexington may have one or two classes for deaf children. They cannot have a class in each school building. Therefore, transportation to the special center must be furnished. Jefferson County may have a special class available for crippled children. But without special transportation, many eligible children will be denied. Here is an urgent problem for the educational and legislative engineers.

7. Across the nation there are some noticeable and worthwhile changes developing in special education. As better buildings are erected—particularly the modern one-story school building—many physically handicapped children can be appropriately handled in regular classes. As better lighting is furnished, fewer children may need to be in special rooms for partially seeing. We have found in Illinois that several hundred partially-seeing children can be quite adequately helped in regular schools where the loan library of large clear-type books, operated by the state special education division, makes available a needed instructional material that is essential. This represents an initial cost that is not excessive. By maintaining the service as a circulating library, the same books will be used for several years before needing to be replaced. I understand that you have a Free Textbook Program. This suggestion would most certainly implement the service to a small group of children to whom such equipment is essential.

8. No growing program can be properly evaluated without looking at the problem of increasing demands for additional classrooms for special education. Do your state and local budgets have provisions for meeting this situation? I would predict that with coordinated and concurrent attention to (1) legislation, (2) teacher-training, (3) improving the financial pattern of state aid, and providing classrooms for special education, that Kentucky can expect a 100% increase in special education in the next four years. School buildings are much less expensive to build and maintain than are institutions. Special education properly done is not an expense. It is a saving to the taxpayers of the local districts and the state. In district reorganization and in building planning, provisions should be made for these special services. They are an integral part of a school as surely as is the second grade, or arithmetic, or any subject field.

9. Practical approaches and plans must include a look at the total school staff. Does your state department emphasize the importance of special provisions for exceptional children? Does your policy of recognition or accreditation consider this as a very definite part of the total school program? And at the local level, is special education accepted as a bona fide part of the school program? Or is it a second cousin, an adopted sister, a foster child, or something to be done if a room is available, and the pressures demanding it are vocal, and the state or some local service club pays the freight? This

brings us back to philosophy. We are only as good in our practice as we are directed in our beliefs.

10. There are many points that could be made under the license of such a generous topic. I hope many that I do not mention are springing into your minds and will be pigeon-holed for future evaluation and action. My final thought is to note that a great opportunity seems to rest in a phase of special education that I have not been able to find in your present pattern. I refer to special services that are not so easily described as special classes. They include school social work and psychological services—and those needed professional skills essential for helping children in regular or special classes who may need them. The greatest chapters of special education history are yet to be written. But undoubtedly they will grow out of our progress in meeting the special needs of exceptional children no matter what the type or degree of problems may be. As diagnostic and planning facilities are developed, the effectiveness of special curricula will be noted. The greatness of the challenge is upon us.

In closing, I would like to read you a poem written by Dr. Aaron.

THE WORLD IS MINE

Today, upon a bus, I saw a lovely girl with golden hair,
I envied her, she seemed so gay, and wished I were as fair.
When suddenly she rose to leave, I saw her hobble down the aisle;
She had one leg, and wore a crutch; and as she passed—a smile.

OH, GOD, FORGIVE ME WHEN I WHINE.
I HAVE TWO LEGS. THE WORLD IS MINE.

And then I stopped to buy some sweets; the lad who sold them
had such a charm.

I talked with him, he seemed so glad—if I were late 'twould do
no harm.

And as I left he said to me: "I thank you. You have been so kind.
It's nice to talk to folks like you. You see," he said,
"I'm blind."

OH, GOD, FORGIVE ME WHEN I WHINE.
I HAVE TWO EYES, THE WORLD IS MINE.

Later, walking down the street, I saw a child with eyes of blue.
He stood and watched the others play; it seemed he knew not
what to do.

I stopped a moment, then I said: "Why don't you join the others, dear?"

He looked ahead without a word, and then I knew he could not hear.

OH, GOD, FORGIVE ME WHEN I WHINE.
I HAVE TWO EARS. THE WORLD IS MINE.

With legs to take me where I'd go,
With eyes to see the sunset's glow,
With ears to hear what I would know,
Oh, God, forgive me when I whine,
I'm blessed indeed. The world is mine.

—Dot Aaron

I am not a poet but, after reading those verses of Dot Aaron's, I wrote two additional verses.

I turned a corner, and there I saw a child, different and alone—
Wanting acceptance—misunderstood—asking for bread but
getting stone.

A normal body, arms for hugging, heart for loving—normal joys
and normal fears.

Normal parents, normal health—but a mind not normal for her
years.

OH, GOD, FORGIVE ME WHEN I WHINE.
I HAVE A MIND. THE WORLD IS MINE.

With legs to take me where I'd go,
With eyes to see the sunset's glow.
With ears to hear what I would know,
With mind not cursed with being slow.

OH, GOD, FORGIVE ME WHEN I WHINE.
I'M BLESSED INDEED, THE WORLD IS MINE.

GROUP REPORTS SUMMARY AND DISCUSSION

The discussions of the Conference participants resulted in numerous recommendations regarding various areas of concern in the field of education for handicapped children. These recommendations have been summarized and no attempt has been made to list them in the order of their importance to Kentucky's program of education for handicapped children.

RECOMMENDATIONS

1. All school districts should provide special education opportunities for handicapped children.
2. The recommendations of persons participating in this Conference should be presented to the Kentucky Department of Education, the Kentucky Education Association, and the Kentucky Council for Education for inclusion in their legislative programs to be presented to the 1960 General Assembly.
3. The 1960 Legislature should appropriate funds to the State Department of Education for scholarships for teachers of all types of handicapped children. These scholarships should be a minimum of ten per year for the following: (1) people currently engaged in training to teach handicapped children (2) people currently teaching regular classes. These scholarships could be of one, two, three, or four year duration at the amount of \$800 per academic year, or \$300 per summer session. Scholarship recipients would be expected to remain in the State of Kentucky one year for each year of scholarship award or via some other appropriate formula.
4. Because programs for handicapped children are more expensive, it is recommended that the Kentucky Council for Education, the Kentucky Education Association, and the Department of Education include in their recommendations to the 1960 General Assembly a request that sufficient funds be appropriated under the Foundation Program Law to cover the excess per capita cost of educating handicapped children. This provision should include all local school districts.

5. The State should furnish suitable textbooks for **all** types of special education classes, including large-type textbooks for the visually handicapped.
6. Local boards of education should provide transportation to special education classes.
7. The Foundation Program Law should be revised to include additional financial aid for transportation of handicapped children to and from their educational programs.
8. Programs should be developed to promote **early identification** of handicapped children.
9. A cooperative study of "handicapped needs" should be made in every community.
10. A Statewide survey should be conducted by the State Department of Education to determine the incidence of all types of handicapped children.
11. Local school districts should be granted greater opportunities for handicapped children by the upper extension of the \$1.50 tax limitation. This extension should be used to provide programs for handicapped children.
12. An intensive recruitment program should be initiated for prospective teachers of handicapped children.
13. The number of teacher preparation programs for special education teachers should be increased.
14. The expansion of present college or university preparation programs for teachers of handicapped children.
15. College-sponsored in-service workshops should be held for regular teachers in order that they may recognize handicapped children and be better able to work with them.
16. General education courses should provide teachers with an orientation concerning the problems of children with handicapping conditions.
17. Workshops should be held for teachers and administrators of educational programs for handicapped children.
18. Local school districts should use professional in-service days for orientation of total teaching staff on education of handicapped children.
19. Regulations for certification in the field of special education should be explored and some means should be found by which the process can be accelerated.

20. More publicity should be given to the accomplishments of educational programs for handicapped children in Kentucky.
21. Since there is a definite need for a pool of informational materials that can be readily available to parents and teachers, it is recommended that the Parent-Teacher Association State Chairman of the Exceptional Child assume the responsibility for distributing such material to local Parent-Teacher Association presidents.
22. Possibilities should be explored for the establishment of centers for educational programs for handicapped children to serve the needs of several local school districts.
23. Handicapped children should be admitted to special educational programs as young as four and one-half years of age.
24. The staff of the Division of Special Education should be expanded.
25. We recommend that an annual meeting be held on education of handicapped children in Kentucky.

APPENDIX A

MEMBERS OF CONFERENCE PLANNING COMMITTEE

- Dr. Robert R. Martin, Superintendent of Public Instruction,
Chairman
- Mr. J. W. Castlen, Jr., President, Kentucky Association for Retarded
Children, Owensboro
- Mr. Herndon Evans, Editor, LEXINGTON HERALD, Lexington
- Dr. Lyman V. Ginger, Dean, College of Education, University of
Kentucky, Lexington
- Mr. L. P. Howser, Superintendent, Kentucky School for the Blind,
Louisville
- Dr. William C. Huffman, Dean, University College, University of
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- Dr. James B. Kincheloe, Superintendent, Fayette County Schools,
Lexington
- Mrs. Viola M. Morey, Executive Director, Kentucky Society for
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- Rt. Rev. Felix N. Pitt, Secretary, Catholic School Board, Louisville
- Dr. Marjorie K. Smith, Medical Director, Kentucky Crippled Chil-
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- Mr. Glenn O. Swing, Superintendent, Covington Public Schools,
Covington
- Mr. Mark Tucker, Coordinator of Special Education, University of
Kentucky, Lexington
- Dr. Richard VanHoose, Superintendent, Jefferson County Schools,
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- Mr. Albert T. Wood, Executive Director, United Cerebral Palsy of
Northern Kentucky, Covington
- Miss Mary May Wyman, Supervisor of Special Education, Louisville
Public Schools, Louisville
- Mr. Whitney M. Young, President, Lincoln Institute, Simpsonville

APPENDIX B
COPY OF PROGRAM

8:30- 9:30 A.M.	Registration	Sheraton-Seelbach Hotel Lobby
9:30-10:30 A.M.	General Session	Grand Ballroom
	Presiding	Dr. Robert R. Martin, Superintendent of Public Instruction
	Invocation	Rt. Rev. Felix N. Pitt, Secretary, Catholic School Board
	Address	"Philosophy of Education for the Handicapped" Dr. Maurice H. Fouracre, Head, Department of Special Education at Teachers College, Columbia University, New York
10:45-11:45 A.M.	Discussion Groups	
12:00- 1:30 P.M.	LUNCHEON	
	Presiding	Dr. Robert R. Martin
	Invocation	Mr. Whitney M. Young, President Lincoln Institute, Simpsonville
	Address	"Practical Approaches and Plans for Education of the Handicapped" Dr. Ray Graham, Assistant Superintendent of Public Instruction and Director of Education for Exceptional Children, Department of Public Instruction, Springfield, Illinois
1:45- 2:45 P.M.	Discussion Groups	
	3:00 P.M.	Conference Summary Dr. Lyman V. Ginger, Dean, College of Education, University of Kentucky, Lexington

APPENDIX C

GROUP LEADERS AND RECORDERS

GROUP I

Leader: Miss Mary May Wyman
Recorder: Miss Nan Cecil Dawson

GROUP II

Leader: Dr. William C. Huffman
Recorder: Miss Sara Rives

GROUP III

Leader: Dr. James B. Kincheloe
Recorder: Mrs. Frances Rice

GROUP IV

Leader: Mrs. Viola M. Morey
Recorder: Miss Betty Sue Hill

GROUP V

Leader: Mrs. Clough Venable
Recorder: Mrs. Robert Salling

GROUP VI

Leader: Dr. Charles F. Diehl
Recorder: Mrs. Katherine M. Cox

GROUP VII

Leader: Mr. Kenneth A. Estes
Recorder: Sister Mary Raymond

GROUP VIII

Leader: Mr. James L. Sublett
Recorder: Mrs. Caroline F. Gray

GROUP IX

Leader: Mrs. Marcus Yancey
Recorder: Mrs. Edna Featherston

GROUP X

Leader: Mr. Mark Tucker
Recorder: Mr. John Brennan

GROUP XI

Leader: Mrs. Rudy Vogt
Recorder: Miss Florence Martin

GROUP XII

Leader: Miss Dorcas Ruthenburg
Recorder: Miss Grace Weller

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Glen Wax, Visiting Teacher, Monroe County Schools, Tompkinsville

Mrs. Peter Way, 106 Conn Terrace, Lexington

Mrs. Hershel Weil, 270 South Ashland, Lexington
Miss Grace Weller, Assistant Superintendent, Hardin County Schools,
Elizabethtown
Elza Whalen, Principal, May's Lick School, May's Lick
Marshall White, 820 Pleasant Street, Paris
Mrs. H. J. Willenbrink, 1927 Rutherford Avenue, Louisville
Miss Marian Williamson, 244 South Peterson, Louisville
Mrs. Doreas Willis, Bourbon County Schools, R. #2, Paris
Rev. Leo Wilson, Versailles
Mrs. Albert Wood, United Cerebral Palsy of Northern Kentucky,
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Hilda A. Woods, Route #1, Salvisa
Miss Mary May Wyman, Supervisor of Special Education, Louisville
Public Schools, 506 West Hill, Louisville
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