

## Special Education for Exceptional Children

DURING recent years educators have become increasingly aware of the need for providing programs of special education. Such programs will help those children in the classroom who differ markedly from the average in physical, mental, emotional or social characteristics, develop to their maximum capacity.

In order to provide information and give direction to the administrator, supervisor and teacher of these exceptional children, many school systems have recorded their plans and programs of special educational services in curriculum bulletins and guides. Some of the more recently published guides and bulletins of this nature appear below:

► Board of Education. *Special Education in South Bend. A Handbook for Parents and Teachers.* School City of South Bend, South Bend, Indiana, 1949, 49 p.

Specialists, therapists and others of the administrative and instructional staff have prepared reports in this publication which give practical information concerning programs of special education for children with physical, visual, hearing and speech handicaps. Black and white pictures and samples of many types of report forms are included throughout this attractive booklet.

► State Department of Education. *Developing a Program for Education of Exceptional Children in Florida.* Bulletin No. 55, Tallahassee, Florida. 1948, 136 p.

This bulletin provides an administra-

tive guide to the program of special education for exceptional children in Florida. In this state, the county board is made responsible for locating children in the school district and for establishing instructional services and facilities for them under the general direction of the state department of education. Emphasis in this publication is given to a discussion of the services for the children who learn slowly, and for those who have speech irregularities, hearing losses, partial vision, crippling conditions and special health problems. ► Department of Public Instruction. *Delaware's Program for the Education of Exceptional Children.* Bulletin No. 226-50, State of Delaware, Dover, Delaware. 1950, 78 p.

The three-fold purpose of this very brief bulletin, as stated in the introduction, is to call attention to the exceptional children in the Delaware schools, to list and describe the present educational facilities available, and to propose an extended program to meet their needs. Practical suggestions concerning "Some Types of Corrective Programs Now in Progress in Delaware" are included in the appendix.

► State Department of Education. *Special Education for Exceptional Children in Texas.* The Division of Special Education, Austin, Texas. 1948, 159 p.

The beginning chapters of this publication state the purpose of the study, report the results of the survey of, and give the foundations for, special education in the state of Texas. Helpful direction for the classroom teacher is

given in the chapter, "Special Classroom Assistance for Exceptional Children." Suggestions in this chapter include the ways to recognize or discover, and helps for, the children with deficient vision, deficient hearing, orthopedic handicaps, speech disorders, lowered vitality and nervous disorders. A comprehensive list of general and specific references on special education for exceptional children is given.

►Educational Service Bureau. *Programs for the Gifted*. School of Education, University of Pennsylvania, Philadelphia, Pennsylvania, 1950, 84 p. (mimeographed)

This publication is a result of the second year of study of the education of gifted children by a group of administrators, supervisors and teachers of nine school districts comprising the Philadelphia Suburban School Study Council. Emphasis in this report is on experimental and proposed programs that can be adapted by individual teachers so that they may provide the best possible enrichment program for the gifted children in their classrooms. At the elementary level, specific units were developed in the areas of the language arts, arithmetic and the social studies. In these units of work, suggestions were made for teaching the regular class group as well as the gifted. The secondary school committee recorded suggestions for the enrichment of the program for the gifted in the areas of English, social studies, science, mathematics and foreign languages. With one experimental exception, the normal and the gifted were not segregated in the classrooms under study.

►Nebraska Department of Public Instruction. *Special Education—Children With Speech and Hearing Problems. A Place Reserved for Them in Nebraska Schools*. Lincoln, Nebraska, 1951, 58 p.

A supervisor of speech and hearing therapy presents this informative bulletin of selected suggestions and exercises to interest and assist parents, teachers and speech specialists in adjusting to the needs of the child handicapped by speech and hearing problems. By sections, the bulletin discusses: helping the child through speech sound drills, helping the child who stutters, helping the child with cleft palate speech, helping the hard of hearing child, and helping the child with cerebral palsy.

►Nebraska Department of Public Instruction. *Special Education—Children With Cerebral Palsy. A Place Reserved for Them in Nebraska Schools*. Lincoln, Nebraska, 1951, 185 p.

A special education workshop group at the University of Nebraska during the summer of 1950 compiled this bulletin of facts, suggested materials and techniques which should be helpful in the education of children handicapped by cerebral palsy. Diagrams and descriptions of mechanical aids as well as reviews and summaries of authoritative viewpoints in speech, physical and occupational therapy are helpful inclusions. Sample units which include activities to meet individual needs of the cerebral palsied child are given in reading readiness and the social studies areas.

►Los Angeles City School Districts. *Education of the Blind Child. A Guide For Teachers*. Publication No. 552, Curriculum Division, Los Angeles, California, 1951, 245 p.

This valuable instructional guide for teachers of blind children was developed through cooperative efforts of supervisors, teachers, administrators and personnel staff members of the Curriculum Division under the leadership of the curriculum consultant for classes for the blind. The most comprehensive

section of this guide suggests ways in which blind children may be helped more nearly to have learning experiences planned for all children in specific subjects of the curriculum.

►The School District of the City of Erie. *The Course of Study for Mentally Retarded Children. Elementary and Secondary Levels.* Erie, Pennsylvania, 1950, 193 p. (mimeographed)

This guide was prepared by teachers, for teachers of mentally retarded children. It was hoped, in its development, that a more adequate program might be established for the secondary level. The social living units in this publication include such illustrative titles as "Health," "Our Home Project," "Circus," "The Farm," "Clothing" and "Fishing."

►Illinois Department of Public Instruction. *The Illinois Plan For Special Education of Exceptional Children.*

*The Educable Mentally Handicapped.* Circular Series "B," No. 12, Springfield, Illinois, Revised 1950, 36 p.

This is one of a series of pamphlets prepared to interpret the Illinois Plan for Special Education of Exceptional Children. The educational services and facilities for the educable mentally handicapped children between the ages of 5 and 21, are discussed.

►Illinois Department of Public Instruction. *The Pre-School Exceptional Child in Illinois. A Report on a Study in Macon and Effingham Counties.* Circular Series "G," No. 12, Springfield, Illinois, 1949, 78 p.

Two supervisors of the Nursery School Research Program in the Division of Education for Exceptional Children compiled the results of a year's study of the problem of educational services to exceptional children of pre-school age in this interesting report.

### *Important Holt Books in Education*

#### **EVALUATION AND THE ELEMENTARY CURRICULUM**

HAROLD G. SHANE and E. T. McSWAIN

1951, 477 pages, \$4.20

#### **CHILDHOOD PROBLEMS AND THE TEACHER**

CHARLOTTE BUHLER, FAITH SMITTER and SYBIL RICHARDSON

1952, 372 pages, \$3.75

#### **BUILDING MATHEMATICAL CONCEPTS IN THE ELEMENTARY SCHOOL**

PETER L. SPENCER and MARGUERITE BRYDEGAARD

1952, 372 pages, \$3.75

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