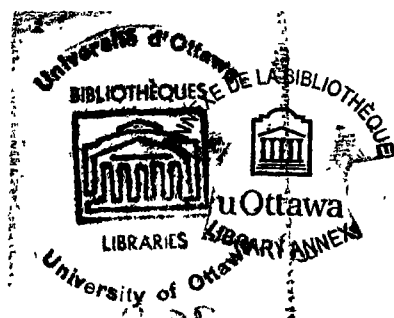


**FACTORS INFLUENCING THE LEGISLATION FOR PUBLIC SCHOOL
EDUCATION OF THE TRAINABLE RETARDED IN NEW YORK STATE**

by John P. Armstrong

Thesis presented to the Faculty
of Education of the University of
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of Doctor of Philosophy (Education)



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CURRICULUM STUDIORUM

John P. Armstrong was born on April 22, 1922, in Buffalo, New York. He received the Bachelor of Science degree in 1950 from the State Teachers College at Buffalo, New York. He received the Master of Science degree in Education from the State Teachers College at Buffalo, New York, in 1952.

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INTRODUCTION

Mentally retarded children have been provided for in the public schools of New York State for many years. At first there was little or no recognition of the various degrees of retardation. However, with the advent of mental testing and improved classroom grouping one particular group of children was notably severely retarded. These were the trainable.

The World Health Organization^{1a} divides mental deficiency into three levels. The trainable comprise those pupils of moderate mental subnormality with I.Q.'s from twenty to forty-nine. The various chapters of the Association for Retarded Children, Incorporated prefer the following definition. "Those too retarded to be classed as educable, yet who are potentially capable of self-help and socialization, and of being useful in a sheltered environment."^{1b} While neither of these definitions specifies toilet training or an ability to communicate, this must be considered part

^{1a} World Health Organization, Manual of the International Statistical Classification of Diseases, and Causes of Death, Vol. 1, Geneva, 1957, p.123. (I.Q.'s are based on the 1937 Stanford Revision of the Binet test).

^{1b} Joseph T. Weingold, Give Them a Fair Chance, Association for the Help of Retarded Children, Incorporated, New York, New York, 1955, p. 3.

of the definition for the trainable, especially since this study is classroom oriented.

In 1929, classes were organized for the more severely retarded in New York City. These showed rapid, firm growth as a part of the New York City special education classes. In 1943 a policy change caused a significant decrease in these classes. Nevertheless, a limited number of classes was continued.

In 1949 an organization of parents of the trainable, was formed. This organization became the Association for the Help of Retarded Children, Incorporated. Noting the lack of services for the trainable, the Association organized and operated private classes for these children not only in New York City, where the initial group was formed, but also throughout New York State.

Following a steady growth of these parent operated classes the 1955 Legislature of the State of New York passed legislation permitting classes for the trainable to be established in public schools. This legislation was accompanied by financial assistance from the state. The major question that this research attempts to answer is how the legislation resulted from the development and success of the Association and the classes which they organized.

This report therefore, is concerned with the

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origin and development of the Association as well as the pilot classes set up on a state wide basis by the Association to demonstrate the feasibility of providing local school education for the trainable.

It is the writer's hypothesis that the Association for Retarded Children, Incorporated, and its successful organization and operation of classes for the trainable influenced the legislation of 1955. It will be the purpose of this study to bring together and relate in a meaningful synthesis the various and many facts and events which led to this development.

For purposes of clarity and ease in exploring the hypothesis it was decided early in the research to divide the hypothesis into three component parts. Hence, the study will examine firstly, the effect of the Association's organization and establishment of chapters throughout the state. Secondly, the effect of the Association's organization and operation of demonstration classes in growing numbers throughout the state and finally, the success of the classes with their resulting influence on the legislation of 1955.

The first step involved locating any and all information pertaining to the Association and its many state wide chapters that were conducting classes for the trainable.

The information was voluminous and consisted of original documents in the form of letters, reports and minutes of meetings. In addition, legislative records, chapter newsletters and newspaper accounts of chapter activities were reviewed. Visitations were made to the New York City office of the Association and each of the seventeen chapters of the Association conducting classes prior to the legislation of 1955.

During this quest for information related studies that might furnish assistance were reviewed. It would appear that such a dynamic movement of classes for the trainable would have resulted in numerous studies in this area. Unfortunately, this has not been the case. A review of the literature revealed a dearth of information about similar movements of parent groups and their effect on changing viewpoints regarding services for the handicapped.

Two studies were located that dealt with parent groups. Unfortunately, both studies employed an interview technique and thus contain little objective evidence to fully support the findings. Levy's^{1c} study considered the various parent

^{1c} Joseph H. Levy, Parents Groups and Social Agencies, published masters thesis, The University of Chicago Press, Chicago, Illinois, U.S.A., 1951, xii-100 p.

groups in and about the city of Chicago, Illinois. His study was the result of a number of years of experience as a social worker in a child welfare agency. Levy set out to find answers as to how people with handicapped children join together to seek solutions to their common problems. The study also dealt with the relationships between the parent groups and social agencies. His findings indicated social agencies should render assistance to parent groups but not dominate them. Further, the initiative to organize should come from the parents not the social agency.

Katz^{1d} modeled his study after the method employed by Levy in that he also utilized an interview and case study approach to obtain his information. However, Katz also used written materials, records, minutes and publications as the second main source for his study. One of the four groups chosen for study was the Association for Help to Retarded Children as Levy called the group. There are two basic weaknesses in Katz's study. The first has been covered by pointing out the reliance on the interview

^{1d} Alfred M. Katz, Parents of the Handicapped: Self-Organized Parents' and Relatives' Groups for Treatment of Ill and Handicapped Children, published Doctor's thesis, Charles C. Thomas, Springfield, Illinois, U.S.A., 1961, ix-155 p.

method. The study should have relied more on documented data of a primary nature. Secondly, Katz tried to cover far too much in his study of four groups. The possibilities for error increased with the scope of his study especially if we again mention the limited amount of documented primary source material. Then too, some of the source material noted in the bibliography did not stand up under rigorous examination.

This report therefore, should prove extremely helpful at this particular time due to the upsurge of interest in all areas of the handicapped. At no time has there been a more massed approach to providing services for the handicapped. Much of this increased interest has been due to the efforts of the parents of the trainable. Indeed, the ground swell now being experienced in New York State and elsewhere for services for the multiple handicapped, is a direct outgrowth of the expressed need of parents, who have seen the results of increased services for the trainable forged by parents who proved that public school classes for this group could become a reality. By demonstrating that the impracticalities of today become the realities of tomorrow they have opened new and broader horizons for all of the handicapped.

It is appropriate that such a study be done using the New York State parents group as a focal point since New York State was one of the first to provide services for the trainable. Further, New York State has maintained and expanded the program for the trainable throughout the years leaving behind a notable record of accomplishment.

Following the survey of the New York City office of the Association and seventeen local chapters it was determined that maximum effort should be devoted to the New York City chapter and its resultant classes since this was the beginning of the dynamic movement.

Each of the other individual chapters and their classes would be well worth study. However, the very conditions that would make a detailed examination interesting would entail the presentation of an enormous amount of material. Furthermore, a review of this material from the seventeen chapters and the twenty-five schools in operation at the time revealed a strong similarity in evolution. Hence, three representative chapters and their schools were chosen for study to convey the extent of the movement, cover the main arterial line of state travel and consequently of population saturation.

Firstly, it will be demonstrated that the Association was successful in organizing and establishing various chapters throughout the state by tracing the movement of the parent group from a feeble beginning in 1949 to a powerful, highly effective New York City office with member chapter offices throughout the state in 1955. Secondly, the success of the various chapters of the Association to organize and operate classes for the trainable will be borne out by presenting the scope of the endeavor on the part of the parents to organize, administrate and provide financial support for classes for the trainable. Finally, it will further be shown that this network of classes, using three upstate locations as well as the classes in New York City were influential in creating an awareness on the part of the legislators of New York State who in turn voted to provide classes for the trainable as a part of the state's public school program.

The first chapter of the study is a historical background of practices and factors that resulted in the need for the Association to organize and operate these classes.

Chapter II is a study of the origin of the Association. This chapter covers the concentrated efforts put forth by members of the Association to develop an

Association that would bring to the public a better understanding of the needs of the trainable. Here will also be found the appeal for public support for a change in the legislation to include the trainable.

Chapters III and IV contain the origin and operation of the New York City pilot classes and three of the upstate schools operated by chapters of the Association.

This in turn is followed by the summary and conclusions which presents a historical synthesis relating the events and development of the classes in the four representative areas with the resulting effects on the legislation of 1955.

CHAPTER I

HISTORICAL PERSPECTIVE

This chapter will situate the problem in its historical perspective so as to bring to light the various factors that may have contributed to the introduction of legislation in favor of public school education of trainable mentally retarded children in New York State.

The problem of how to provide adequately for trainable mentally retarded children existed long before there was a clear understanding that there were differing degrees of mental defectiveness. The early approach to providing for the trainable was to treat them as social misfits. As such they were sent to almshouses comparable to the system of poor houses founded in England.

Gradually institutions for the mentally retarded began to appear about the middle of the nineteenth century. The institutions for the retarded were established as schools and it was hoped ^{that} the retarded who were placed within the institutions would be returned to society. This did not occur and the institutions became custodial facilities.

Before the turn of the century classes for problem children preceded those specifically intended for the backward and mentally deficient as the mentally retarded were

known at that time. The classes consisting of a mixture of children with behavioral problems and the mentally retarded proved to be ineffective. Classes designed specifically for the mentally retarded were then organized. This was assisted in part by the advent of mental testing which helped in diagnosing mental retardation. Following this practice, special classes were organized rapidly, especially in New York City. With this sudden growth in ungraded classes both the more capable pupils and the least able pupils were placed in the same special class, a heterogeneous method of grouping. As a result of further refinement in pupil selection, the classes in New York City for the mentally retarded became an established fact.

A review of the legislative and educational enactments as well as parental influences will be presented in order to illustrate the provisions made for the trainable prior to the permissive legislation of 1955. This will be done as follows: 1. Historical Antecedents 1800-1900; Early approaches of caring for the mentally retarded; 2. The Identification and Placement of the Trainable; A period when the trainable mentally retarded were being identified, located and some trainable were provided for in the public schools of New York City, and 3. Increasing Attention Concerning the Trainable, 1949 to 1955, beginning with the

origin of the parent movement in New York City up to the time permissive legislation was passed enabling public school systems to receive state funds if they organized and operated special classes for the trainable.

1. Historical Antecedents, 1800 to 1900.

While early laws in New York State made no mention of the mentally retarded, we know that mental retardation existed throughout the early colonial period and therefore provisions of some kind must have allowed for them. The stories of the "village idiot" and similar tales attest to their presence.

The first approach in New York State in caring for the mentally retarded with other social misfits was largely based on the English system of poorhouses or almshouses.¹ In 1801² the mentally retarded were to be provided for as sick or lame, poor, blind or decrepid under Chapter 134 of the

¹ Sheldon Ames, A Primer of the English Constitution and Government, Longmans, Green, and Company, London, England, 1883, p. 140.

² Laws of the State of New York, Laws of 1801, p. 512-524.

Laws of New York State.

A different approach for the care of the retarded occurred in mid century when an experimental school for the mentally retarded was opened in Albany, New York in October 1851.³ Dr. Harvey B. Wilber was the first Superintendent. The school was moved to permanent quarters in Syracuse, New York on September 8, 1854⁴ where the first building was erected for the specific purpose of caring for the mentally retarded.

This one facility for the mentally retarded proved inadequate so that the majority of mentally retarded were still treated as poor or physically handicapped. Furthermore, Dr. Davies⁵ indicates that the early educators of the mentally retarded thought the retarded could be made normal and returned to society. Therefore, the schools did not include the severely retarded or trainable since it was hoped mental retardation could be cured. Unfortunately, this hope was

3 John C. Spencer, et.al., First Annual Report of the Trustees of the New York State Asylum for Idiots, State of New York, Albany, New York, January 28, 1852, p. 3.

4 Harvey B. Wilber, Fourth Annual Report of the Trustees of the New York State Asylum for Idiots, State of New York, Albany, New York, January 23, 1855, p. 27.

5 Stanley P. Davies, Social Control of the Mentally Deficient, Thomas Y. Crowell Company, New York, New York, 1930, p. 17.

not realized and institutions became custodial facilities.

Section ninety-two, chapter twenty of the Revised Statutes of New York in 1875⁶ stated:

In those counties where county poor houses may be established the Superintendents may provide for the support of paupers that may be idiots or lunatics out of such poor-houses, in such manner as shall best promote the interests of the county and conduce to the comfort and recovery of such paupers.⁷

Chapter 225 of the Laws of 1896⁸ was more explicit regarding the mentally retarded when it was stated:

The Superintendents of the poor shall provide for the support of poor persons that may be idiots or lunatics, at other places than in the almshouse, in such manner as shall be provided for the care, support and maintenance of such poor persons.⁹

Thus, for nearly one hundred years the mentally retarded were treated as mentally ill, sick or poor except for those attending the Syracuse State School.

⁶ George W. Cothran, Editor, The Revised Statutes of the State of New York, Edition of 1875, Vol. II, Part 2, p. 825.

⁷ Ibid., p. 825.

⁸ Laws of the State of New York, Laws of 1896, p. 136-179.

⁹ Ibid., p. 140.

2. Identification and Placement of the Trainable.

The next two sections will focus on New York City due to the fact that most of the problems that developed in regard to the trainable originated there.

After the turn of the century, Dr. Henry H. Goddard¹⁰ while surveying the New York City Public School system found a number of clinical types of mentally retarded children, such as imbeciles of mongolian type, microcephalic idiots, hydrocephalic cases and cretins in the schools. The teachers and principals, supervising these children, felt that they should be institutionalized but the parents did not want their children committed. Miss Elizabeth Farrell,¹¹ Supervisor of Special Classes was able to get some children into custodial institutions, however, the institutions had no power and made no effort to retain the children so they frequently were returned to the community.

¹⁰ Henry H. Goddard, Report on Educational Aspects of the Public School System of the City of New York, 1911-1912, Subdivision I, Part II, Elementary Schools, Section E, Ungraded Classes, City of New York, New York, February 3, 1913, p. 4.

¹¹ William H. Maxwell, Fifteenth Annual Report of the City Superintendent of Schools, 1912-1913, Reports on Defective Children, Board of Education, City of New York, December 10, 1913, p. 23.

Upon the childrens' return to the community, the schools were again faced with the problem of what to do with them. The answer was to either accept them into the existing ungraded classes that had been established in 1895 or exclude them from attendance.

The problem at this particular time was compounded greatly by the compulsory school attendance laws and child labor laws. Although this affected the higher levels of the retarded to a great degree, some of the trainable were included.

The problem of the retarded and their care reached such proportions that on March 1914,¹² the Legislature of the State of New York approved a bill that became Chapter 272 of the Laws of 1914. This chapter called for the creation of the first Commission to investigate the problem of public provision for the care, custody, treatment and training of the mentally retarded.

The Report of the Commission to Investigate Provisions for the Mentally Deficient¹³ indicated that New York City had organized ungraded classes for these pupils

¹² Laws of the State of New York, Laws of 1914, Vol. 2, p. 772-773.

¹³ State of New York, Report of the Commission to Investigate Provisions for the Mentally Deficient, 1915, p. 245.

unable to adjust to the regular school curriculum. These ungraded classes that had been initiated in 1895 had become a permanent and growing feature in public schools throughout the state. New York City alone had 206 such classes in 1915. The Commission also uncovered two underlying reasons for the substantial numbers of trainable mentally retarded being in the community without services.

The report of the Commission noted:

The development of this work (ungraded classes in the public schools) brings out two main facts--new in this field. First a natural reaction against all institutional life set in and the people were distrustful and unwilling to send their children away. This was due in part to the fact that all institutions were so overcrowded that personal attention and individual training were impossible, and in part to new ideas of colonization and small group work, which unfortunately flourished in theory before our institutions could be reorganized so as to make it practical, and secondly, the compulsory tests and the recently awakened interest in special training, brought thousands of children to the attention of the public about whom nothing had previously been known...¹⁴

This report points out many of the problems regarding institutionalization that were to result in prompting the need for legislation. The parents were reluctant to accept institutionalization although institutionalization was the

¹⁴ Ibid., p. 245-246 (words in parenthesis are writer's).

usual answer offered the parents when seeking advice from professionals.

The report of the Commission prompted Chapter 553 of the Legislation of 1917¹⁵ requesting a census of mentally retarded children and the establishment of classes for those who were three or more years retarded. A clarification of the Law of 1917 appeared in a bulletin related to the mentally retarded issued by the State Education Department.¹⁶ This bulletin emphasized the problem of these children and made reference to at least two levels of retardation. One level, the highest was to be provided for in the schools and the lower level to be institutionalized or as the report stated:

There are still other children who are not capable of mental development or of training in the schools, whose presence is a menace to the well-being of the school.

This law contemplates that all these children shall be located; that special courses shall be provided for those who may be helped in the public schools, and institutional care for those who are not capable of mental development and who do not have proper home environment.¹⁷

¹⁵ Laws of the State of New York, Laws of 1917, Vol. 2, p. 1594-1595.

¹⁶ W.B. Cornell and Eleanor A. Gray, Syllabus for the Examination and Census of Mentally Retarded Subnormal or Atypical Pupils, Bulletin No. 674, University of the State of New York, Albany, New York, November 1, 1918, 22 p.

¹⁷ Ibid., p. 1-2.

This recommendation was made in the face of the report of the Commission of 1915 ^{which} ~~that~~ ^{that} indicated the institutions were overcrowded and that parents were distrustful of them.

The problem of what to do for the trainable continued to plague the public school systems. They were either allowed to remain in the ungraded classes, excluded if they were in school or exempt from attendance when the parents registered them for school.

Without financial remuneration the public school systems continued whatever special programs they had developed or discontinued them when they chose to do so. This was recognized by Mr. H.S. Weet¹⁸ who suggested that for proper implementation of the Law of 1917 the State must recognize that financial aid will be required before retarded children are detected, registered and given proper care.

Chapter 395 of the Laws of 1923¹⁹ provided funds for ungraded classes in the form of financial assistance for the employment of teachers of ungraded classes in the public

¹⁸ H.S. Weet, "The Importance and Necessity of a State Program", in Ungraded, Vol. 4, No. 5, issue of February 1919, p. 115.

¹⁹ Laws of the State of New York, Laws of 1923, p. 633-634.

schools. These ungraded classes were for pupils who were three or more years retarded in mental development.

Following the financial assistance offered through the Legislation of 1923, ungraded classes in New York City showed notable gains. Miss Elizabeth E. Farrell,²⁰ Supervisor of Special Classes in New York City, reported ungraded classes for retarded pupils in New York City increased thirty-four percent from 305 special classes in 1924 to 408 in 1929. The increased number of classes necessitated further educational involvement and responsibility. Soon classes were able to limit the chronological ages within a group and the more obviously retarded became increasingly more noticeable.

The question of what to do with the trainable remained unanswered. The increased number of ungraded classes had accentuated the problem of the trainable since additional trainable pupils were admitted into the classes, due to poor psychological evaluations.²¹

²⁰ Elizabeth E. Farrell, "Report on Ungraded Classes" in the Thirty-Second Annual Report of the Superintendent of Schools, 1929-1930, Board of Education, City of New York, May 1, 1931, p. 294.

²¹ Before 1950 pupils were often tested and recommended for placement in special classes on the basis of a test given by a teacher with a course or two in testing. Chapter 796 of the Laws of 1950 required an individual psychological evaluation by an approved psychologist.

The first Regulations of the Commissioner of Education appeared in Bulletin Number 819.²² The following comment in regard to the trainable was noted:

Schools willing to make special provision for the lower mental ages will probably handle them successfully but in a majority of cases the placing of them in a special class tends to jeopardize the whole movement.²³

With the adoption of ungraded classes in the public schools, the main concern of members of the New York State Education Department at this time was with the higher grade retarded. These ungraded classes were established primarily for the educable pupils with I.Q.'s from fifty to seventy-five.

In 1926²⁴ in the Seventh Annual Report - State Commission for Mental Defectives the need for additional institutional facilities was recognized but more important the Commission stressed the need for county supervision of the mentally retarded. The members felt ^{that} a fair estimate would be that four out of five mentally retarded would be able to remain in the community - if community based programs were available.

22 Warren W. Cox, Organization of Special Classes for Subnormal Children, Bulletin No. 819, University of the State of New York, January 1, 1925, 16 p.

23 Ibid., p. 10.

24 State of New York, Seventh Annual Report - State Commission for Mental Defectives, July 1, 1924 to June 30, 1925, Legislative Document No. 61, Albany, New York, 1926, p. 12.

Unfortunately, with the reorganization of the state government on January 1, 1927²⁵ the State Commission ceased to exist and the powers and duties of the Commission were assumed by the New York State Department of Mental Hygiene.

Many of the problems still to be resolved in New York State regarding community provisions for the trainable could have been averted if the recommendations of the Commission to investigate provisions for the mentally deficient had been carried out. Once the powers and duties passed to the Department of Mental Hygiene, concentration was placed on the institutions and consequently parents with trainable retarded children in the community were without services unless their children were in special classes for behavioral problems or the ungraded classes.

The Regulations of the Commissioner of Education of the New York State Education Department written in 1929 and published in 1930²⁶ specified an I.Q. range of

²⁵ State of New York, Eighth Annual Report - State Commission for Mental Defectives, July 1, 1925 to June 30, 1926, Legislative Document No. 92, Albany, New York, 1927, p. 13.

²⁶ University of the State of New York, Organization of Special Classes for Subnormal Children, Bulletin No. 940, New York State Education Department, Albany, New York, January 15, 1930, p. 5.

fifty to seventy-five for special class placement and mental ages between five and ten but exceptions to these ranges were permitted in a community where one special class was in operation.

Since New York City had a number of ungraded classes for the fifty to seventy-five I.Q. range (educable pupils), they were not allowed any exceptions. In March 1929²⁷ a class for the trainable retarded was started. Thus the first public school class for the trainable in New York State had become an established fact. This number increased to six classes by June of 1929.²⁸

Miss Elizabeth E. Farrell²⁹ who had been the first special class teacher in New York City and was now supervisor of ungraded classes organized the classes for children with low I.Q.'s as they were called in New York City because the children were not eligible for the ungraded classes containing pupils of a higher level.³⁰

²⁷ William J. O'Shea, Progress of the Public Schools 1924-1929, Board of Education of the City of New York, December 1, 1929, p. 86.

²⁸ Ibid., p. 86.

²⁹ New York Times, "Training the Atypical", editorial in The New York Times newspaper, issue of March 5, 1932, p. 14, col. 4.

³⁰ Elizabeth E. Farrell, Op. Cit., p. 294.

Superintendent O'Shea, furnished us with another reason for the establishment of the classes for the trainable when he indicated that the classes were started because of the "insistant demands of the parents".³¹

Two reasons are offered for the starting of classes for the trainable, indeed, there may well have been additional reasons but these two offer evidence of the need for these classes.

By-law amendments³² were approved by the Board of Education on November 1, 1932 to cover the newly organized classes. Superintendent Campbell,³³ Dr. O'Shea's successor, reported that seriously overcrowded conditions existed in the state schools for mental defectives. Nevertheless, he was of the opinion that most of the trainable should be placed in institutions.

³¹ William J. O'Shea, Thirty-fourth Annual Report of the Superintendent of Schools, Board of Education, City of New York, February 28, 1933, p. 198.

³² William J. O'Shea, Thirty-fifth Annual Report of the Superintendent of Schools, Board of Education, City of New York, December 15, 1933, p. 79-80.

³³ Harold G. Campbell, Fortieth Annual Report of the Superintendent of Schools, Board of Education, City of New York, March 1939, p. 51.

This in spite of the fact that^{in 1938} the classes for the trainable in 1938 had increased to thirty-two.³⁴

In summary, the question of the trainable child in the public school system of New York City had plagued the school superintendents since the organization of the first class for them in 1929. Starting because of the demands of parents and to achieve better grouping, the classes had increased from one public school class in 1929 to thirty-two public school classes in 1938. The substantial increase in a nine year period reflected the need for classes for the trainable as well as the desire of the parents to secure public school placement in the schools so that they could keep the trainable children at home.

Although the Superintendent believed the trainable should be institutionalized, classes for trainable mentally retarded children continued to grow in number in New York City even during the depression years until 1943 when a total of thirty-six classes³⁵ were in operation. In 1944 twenty-nine³⁶ classes were reported in operation.

34 Harold G. Campbell, Thirty-ninth Annual Report of the Superintendent of Schools, Board of Education, City of New York, February 15, 1938, p. 47.

35 Gerhart Saenger, The Adjustment of Severely Retarded Adults in the Community: A Study of Former Pupils of Low I.Q. Classes Held by the Board of Education of the City of New York 1929-1956, Interdepartmental Health Resources Board, Albany, New York, 1957, p.xvii.

36 Ibid., p. xvii.

The loss of seven classes was the result of a policy change setting a minimum I.Q. of forty³⁷ for admittance to special classes for the trainable.

The parents of the children excluded from the seven classes were to be instrumental in the ensuing developments that were to result in the organization of parents known as the Association for the Help of Retarded Children, Incorporated.

3. Increasing Attention Concerning the Trainable
1949 to 1955.

Mr. Weingold,³⁸ Executive Director of the New York State Association for Retarded Children, Incorporated, indicates^{that} it was only through chance that the parents of the retarded formed into a group in January 1949 and that it took so long for this to occur. He attributed this delay to the "feelings of guilt, shame, fear and frustrated parenthood"³⁹ ^{accompanying} ~~that accompanied~~ the realization that one is the parent of a retarded child. Difficulties were

³⁷ New York State Education Department, Albany, New York, Document No. 1, memorandum dated February 16, 1955, p. 1-2. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York.

³⁸ Joseph T. Weingold, Parents Groups and the Problem of Mental Retardation, Association for the Help of Retarded Children, Incorporated, New York, New York, 1950, p.3.

³⁹ Ibid., p. 1.

encountered in the early development of the Association for Mr. Weingold indicated that members of the parent group reacted emotionally when "these pent up pressures of years burst forth to demand facilities for each".⁴⁰ Facilities for the trainable were to become a greater problem because of an amendment to the Education Law in 1950.

Legislation sponsored by the New York State Education Department⁴¹ resulted in an amendment to the Education Law in 1950. Through Chapter 796 of the Laws of 1950⁴² local school districts were reimbursed for fifty percent of the cost of transportation to special classes. Tuition was also reimbursable for those mentally handicapped children who had to be transported to nearby school districts where special classes were available.

Chapter 796 of the Laws of 1950⁴³ also added a

⁴⁰ Ibid., p. 2.

⁴¹ Algo D. Henderson, Associate Commissioner of Education, memorandum to Governor Dewey dated April 6, 1950. New York State Education Department, Albany, New York, 1 p. Copy on file as Document No. 13 in Bill Jacket of Chapter 796, Laws of 1950 in the Legislative Reference Library, New York State Library, Albany, New York.

⁴² Laws of the State of New York, Laws of 1950, p. 2199.

⁴³ Ibid., p. 2199.

phrase in the definition of a mentally retarded minor that resulted in a number of trainable pupils being denied admission to special classes. This phrase added a different dimension to the existing definition by defining a minor with retarded mental development as:

A minor who, because of retarded intellectual development as determined by an examination by an approved psychologist or psychiatrist, is incapable of benefiting through ordinary classroom instruction, but who may be expected to profit from special educational facilities designed to make him socially and economically competent.⁴⁴

The phrase that eliminated those children in the trainable range was the following:

... but who may be expected to profit from special educational facilities designed to make him socially and economically competent.

On June 14, 1951⁴⁵ Mr. Weingold met with a high official of the New York State Education Department, Albany, New York. During this conference Mr. Weingold indicated he was:

⁴⁴ Ibid., p. 2199.

⁴⁵ New York State Education Department Document No. 2, file copy of a memorandum from a high official in the New York State Education Department describing a conference with Mr. Weingold, Executive Director, Association for the Help of Retarded Children, Incorporated, memorandum dated June 14, 1951, 1 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York.

... definitely dissatisfied with the definition in the present law regarding the mentally retarded. His particular concern in this matter is the exclusion of those with I.Q. level below fifty... Mr. _____ pointed out that it would be unconstitutional to give any state help, including transportation, to any of these units which might be operated by a private group. He says that he got an expression of opinion on this from the Counsel.⁴⁶

The Association wanted to be of assistance to those children who were excluded from school due to the change in the amendment to the law but found barriers placed in its way. No state help was available. If the trainable children were to be recipients of assistance, it would have to evolve from another source than the state.

That it was evolving and going to continue to do so is evident in the following editorial from the Association's newspaper:

⁴⁶ Ibid., 1 p.

Many educators ask; "Where does the responsibility of the family end and that of the public school begin?" Too often that is used to escape responsibility for public services to our children. Here is a case where the families insist on taking responsibility but also insist that the state assume its responsibility with the family. And that means public training and education for these truly "forgotten children".

Such is the attitude, even in officialdom, towards our children that we must "prove", if you please, that these children are trainable, not to use that bad word, "educable", in a community setting. This we, as parents of retarded children, are setting out to do, if we must. That is the larger purpose of our classes: to achieve classes for all those trainable children wherever they may be when the parents want to keep them at home.⁴⁷

Conditions were gradually arising that were involving the parents' group. Confronted with overcrowded institutions, no state assistance, a lack of facilities on the local level and children excluded from school, the Association was being forced to provide for those children and their parents who were denied service.

Not only was no help available from the state for trainable children excluded from the public schools but

⁴⁷ Association for the Help of Retarded Children, Incorporated, "Direct to You", editorial in Our Children's Voice, New York, New York, Vol. 3, No. 4, issue of September-October 1951, p. 7, col. 1.

the fact that some of the superintendents of public school systems still did not want classes for children with I.Q.'s below fifty in the public schools is apparent in the following paragraph from a memorandum dated January 25, 1952.

As you know, the first meeting of the enlarged Advisory Council on the Physically Handicapped was held here last Friday. Although the question of who was responsible for training children with I.Q.'s below 50 is of course not exactly a question for the Physically Handicapped Council, Dr. Frank O'Brien, Superintendent Patten and other new members brought it up. We discussed it at some length and the non-Department people present passed a resolution to be sent to you emphasizing their belief that the training of the below 50 group is not a school job.⁴⁸

Thus the die was cast, much of the struggle that ensued over the next three years until the permissive legislation was approved in 1955 stemmed from this meeting.

In summary, interest in trainable mentally retarded children, especially those of school age, grew out of the recognition that provision for this particular

⁴⁸ New York State Education Department, Albany, New York, Document No. 3, memorandum from a high official in the New York State Education Department, dated January 25, 1952, p. 2. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York, (Dr. Frank O'Brien was Associate Superintendent of Schools in New York City. Superintendent Patten was Superintendent of Schools in Syracuse, New York).

group of children in New York State was noticeably inadequate. Public school programs were not generally available. Institutions, operated by the state for the care of the retarded, lacked space and the proper staff for acceptable child training practices. Parents, who were able to afford the expense, placed their children in private schools. Other children were kept home if their parents could not afford private schools or refused to place the children in state institutions.

Stimulated by the realization that the children who remained at home had no opportunity to receive training outside the home, one parent took the initiative to contact other parents with retarded children. The events that followed are described in Chapter II.

CHAPTER II

DEVELOPMENT OF THE ASSOCIATION FOR RETARDED CHILDREN

The events that led to the development of the classes for trainable mentally retarded children under parent auspices began with the origin and aims of the Association for the Help of Retarded Children, Incorporated, hereafter referred to as the Association. This Association's development in New York State had as one of its purposes the sponsoring of classes for trainable mentally retarded children. To gain a better understanding of the Association and its sponsored classes the following points will be considered:

1. The Parent Movement; 2. The Aims of the Association for the Help of Retarded Children; 3. Actions of the Association to Implement Services; 4. The Effects of Child Placement Difficulties on the Development of the Association; 5. Summary. These topics will be explored and discussed relative to their importance in the organization and establishment of the Association's classes.

1. The Parent Movement.

The desire of a mother to start a nursery class

for her mentally retarded son, who had been excluded from school, prompted her to run an "ad" in the newspaper. Mrs. Arthur Greenberg,⁶³ after repeatedly writing and calling schools and public agencies seeking education for her mentally retarded son, placed an announcement in a New York City newspaper "want ad" section which read as follows:

To Mothers of retarded children ages 4 to 8. Are you interested in helping to start a nursery for your children? Dayton 3-6426 or write M713 Post Home News 75 West St.⁶⁴

During the interview on October 17, 1967, Mrs. Greenberg stated that twenty mothers answered the "ad" and it was decided that a meeting would be held. Following this first meeting Mrs. Greenberg and her husband sent out fifty letters announcing another meeting to be held on January 7, 1949 in the auditorium of the National

⁶³ Interview with Mrs. Arthur Greenberg, held in New York City on October 17, 1967, notes from the interview on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York. The fact that Mrs. Greenberg was the founder is confirmed by the early letter head paper of the Association that lists Mrs. Greenberg as founder.

⁶⁴ New York Post Home News, announcement in the want "ad" section of the New York Post Home News, New York New York, issue of July 9, 1948, p. 35, col. 1.

Hospital for Speech Disorders in New York City. There were 250 persons in attendance at this meeting. On January 19, 1949⁶⁵ twelve days after the second meeting, Ann Greenberg, Ann Millstein, Minnie Schaefer, Margaret Rosenberg, Ida Rappaport, Rebecca Noble and Julie Schwartz appeared before Gale Lebron, a notary public. At this time they affixed their signatures to incorporation papers as Directors of the Association for the Help of Retarded Children, Incorporated.

The purposes of the Association as stated in the charter were:

To voluntarily assist the slow and mentally retarded child and ascertain, through study and research, the problems and causes of mental retardation and means for improving the condition of the child; to develop a better understanding of and more wholesome and helpful attitude toward mental retardation; to serve as a clearing house for information about the mentally retarded child; and to voluntarily assist parents of the mentally retarded in meeting their problems.⁶⁶

65 Gale Lebron, Notary Public, State of New York, Bronx County, January 19, 1949, Incorporation Papers, records on file in the office of the Association for the Help of Retarded Children, Incorporated, New York, New York, 2 p.

66 Ruth M. Miner, Deputy Secretary of State, from certificate of incorporation papers, filed January 31, 1949, records on file as part of public records in the office of the Secretary of State, Albany, New York, 6 p.

According to the records of the Secretary of State, incorporation papers under the provision of the Membership Corporation Law were filed with the Secretary of State on January 31, 1949.

On October 16, 1956⁶⁷ certificate of incorporation papers were filed with the Secretary of New York State changing the name of the Association to the New York Association for Retarded Children, Incorporated. The name of the Association was changed again on March 7, 1962⁶⁸ when consolidation papers were issued to Bernard M. Fineson on behalf of the Association, consolidating the Association for the Help of Retarded Children with the New York Association for Retarded Children. The name became the New York State Association for Retarded Children, Incorporated.

In 1949 this new Association had emerged. It was an Association that was to work for thousands of mentally retarded children and their families not only in New York City but also throughout New York State and the Nation.

67 Robert C. Robinson, Notary Public, State of New York, City of New York, Certificate of Incorporation Papers, Records on file in the office of the Secretary of State, Albany, New York, 8 p.

68 B. Haran, Department of State, Albany, New York, March 7, 1962, Consolidation Papers, records on file in the office of the Secretary of State, Albany, New York, 13 p.

The legal problems of incorporation were easily handled since a large part of the development of the Association was organized and led by attorneys. The early period of the New York City Association as well as that of Association chapters throughout the state abound with the names of prominent lawyers who were parents of trainable mentally retarded children or who were friends of the retarded.

This affiliation with members of the legal profession was helpful not only in such routine matters as incorporation papers but also in such matters as legislation and the attainment of political sponsorship. An excellent example of the latter took place in 1954⁶⁹ when both political parties in New York State included the mentally handicapped as planks in their platforms. This was included through the efforts of Mr. Fineson, Mr. Sager and Mr. McCarthy all of whom were not only engaged in legal matters but were parents of retarded children as well. This was a major recognition of the problem and shaped the

⁶⁹ Association for the Help of Retarded Children, Incorporated, "Planks for Mentally Retarded Included in Platforms", news item in Our Children's Voice, New York, New York, Vol. 6, No. 3, issue of September-October 1954, p. 8, col. 2.

future of the program for the mentally retarded in New York State. Mr. Weingold⁷⁰ reports that the Liberal party in New York State also included the mentally retarded in its platform.

Mr. Levy⁷¹ observed an interest in providing "something",⁷² as he referred to it, for the trainable when he studied the Commission for Handicapped Children's Project for Parents of Mentally Retarded Children in Chicago, Illinois. Although, intended to reach families of preschool children who might be helped to enter school, those who actually came were parents of children classified as uneducable. Mr. Levy suggested that, "these parents are drawn together and are likely to organize".⁷³

This is almost identical to what happened in New York City, for it was the parents who organized who lacked any school or community program for their mentally retarded children.

70 Joseph T. Weingold, Annual Report - Activities and Projects of the Association for the Help of Retarded Children, Incorporated, June 1, 1954-May 31, 1955, Association for the Help of Retarded Children, Incorporated, New York, New York, p. 14.

71 Joseph H. Levy, Parent Groups and Social Agencies, Op. Cit., p. 65.

72 Ibid., p. 65.

73 Ibid., p. 65.

With the formation of the Association, the parents were to work in a united effort. Matters of organization and of parent education were the primary concerns during the first year. The first President, Julius Schwartz, set the tone in the first issue of the parents' newspaper stating:

Greeting to our members and friends!! It is most gratifying to see how the Association for the Help of Retarded Children, Inc., is growing - not merely in the size of its membership, but in its spirit and determination. And there are quite a few indications that others are taking full cognizance of this - in the medical, educational, and even governmental fields.⁷⁴

Mr. Schwartz did emphasize the following:

A word of caution, however! We must be patient and deliberate in the pursuit of our objectives. We must not rush headlong into deep waters before we are certain that our organization is sturdy enough and stable enough to see us thru any quest we undertake, no matter how ambitious.

We must put general progress first on the agenda, ahead of any personal considerations. Eventually, it is our fervent hope that we will be geared so as to consider individual problems, each in its own individual light. But that will take time. So, in the meantime let's all be guided by the famous phrase of a famous public figure:

"patience and fortitude"⁷⁵

⁷⁴ Association for the Help of Retarded Children, Incorporated, "A Message from Our President", news item in Our Children's Voice, New York, New York, Vol. 1, No. 1, issue of March 18, 1949, p. 3, col. 2.

⁷⁵ Ibid., p. 3, col. 2.

The Association began to be recognized as a group with a growing membership and a dedicated mission.

In summary, the Association for the Help of Retarded Children, Incorporated in New York State was founded by Mrs. Ann Greenberg. The directors of the Association were chosen on January 19, 1949. This Association was formally incorporated with the Secretary of State on January 31, 1949. On October 16, 1956 the name of the Association was changed to the New York Association for Retarded Children and on March 7, 1962 was consolidated into the New York State Association for Retarded Children, Incorporated. Lawyers assisted in promoting the Association not only through chapter activities but by seeking legislative backing.

In 1951 Mr. Levy's observation concerning parents of trainable children in Chicago was that these parents were drawn together and were likely to organize. Such action also took place in New York City as the Association grew in strength and influence.

2. The Aims of the Association for the Help of Retarded Children.

Most of the early efforts of the Association were devoted to matters of organization, informing the

public about the identity of the Association, identifying the children to be served and determining the priorities of service.

Through its own monthly newspaper, Our Children's Voice, which began with a special edition dated March 18, 1949⁷⁶ the Association was able to reach out to its many parents and friends with information regarding the mentally retarded. From the very first issue of the Association's newspaper, the co-editor Joseph T. Weingold, himself the parent of a mentally retarded child and a successful lawyer, was to champion the cause of the mentally retarded in New York State. From his position as co-editor of the newspaper, Mr. Weingold became president of the Association and later left a successful law practice to become the paid Executive Director of the New York State Association for Retarded Children, Incorporated, a position he continues to hold at this time.

⁷⁶ Association for the Help of Retarded Children, Incorporated, Our Children's Voice, special edition, issue of March 18, 1949, Vol. 1, No. 1. This newspaper had a mailing list of almost 10,000 copies by January 1952 as reported by Joseph T. Weingold in the article Parents' Groups and the Problem of Mental Retardation, Association for the Help of Retarded Children, Incorporated, 1950, p. 6. In 1954 over 11,000 copies were sent out for each issue which totaled four issues in 1953 consisting of twelve pages per issue.

In 1950⁷⁷ Mr. Weingold reported the aims of the Association for the Help of Retarded Children, Incorporated to be as follows:

1. Make the public understand the problems arising out of mental retardation,
2. Demonstrate the needs,
3. Make the public understand that it is not only humane but good economics to have a constructive program aimed to ameliorate the conditions arising out of mental retardation,
4. Stimulate research,
5. Press for implementation of existing legislation,
6. Press for new legislation, state and federal.⁷⁸

A significant event occurred in 1951,⁷⁹ when the Association, through the efforts of Mr. Weingold and others received considerable recognition by having a complete chapter devoted to the mentally retarded in The Four Million: Report of the New York State Citizens' Committee of One Hundred for Children and Youth.⁸⁰ This

⁷⁷ Joseph T. Weingold, Parents Groups and the Problem of Mental Retardation, Op. Cit., 1950, p. 6.

⁷⁸ Ibid., p. 6.

⁷⁹ Joseph T. Weingold, Report from Executive Director to the Board of Directors from March 6, 1950 to February 1, 1951, Association for the Help of Retarded Children, Incorporated, New York, New York, p. 2.

⁸⁰ Samuel R. Milbank, Chairman, The Four Million: Report of the New York State Citizens' Committee of One Hundred for Children and Youth, State of New York, Albany, New York, 1951, xxx-225 p.

report was basically a broad-phased description of the many community services and programs that could serve all the children of New York State. This publication contained many of the recommendations that were destined to be implemented for the mentally retarded over the succeeding years.

The president's message in September 1952⁸¹ clearly outlined the aims of the Association in the following words:

For there is much work to be done. One of the primary tasks of the AHNC is to educate the public and the community to the nature of mental retardation and the problem it presents, not only to the afflicted and their families, but to society as a whole. The ultimate goal of this educational process is the involvement of the community and the authorities in the furnishing of the facilities which are needed.

In order to demonstrate that facilities for the retarded of all types, and of a wide range of intelligence levels are workable we have organized our schools, our social groups, our handicraft groups and are now planning our program of industrial training for the older children, which we hope, will be a stepping stone to the sheltered workshop. In order to demonstrate the need for and the great benefit to be derived from clinical services, we have sponsored and are supporting the Flower-Fifth Avenue and Brooklyn Jewish Hospital clinics. It goes without saying that we have been able to establish and continue all of these projects, most notably our schools and clinics, only because of the enlightened help and generosity of our wonderful donor groups.⁸²

⁸¹ Association for the Help of Retarded Children, Incorporated, "President's Message", news item in Our Children's Voice, New York, New York, Vol. 4, No. 3, issue of September 1952, p. 2, col. 1.

⁸² Ibid., p. 2, col. 1.

In summary, the basic aims of the Association were to create an awareness about mental retardation and to develop a program of services that would provide for the retarded from the cradle to the grave. Many of the recommendations were contained in The Four Million: Report of the New York State Citizens' Committee of One Hundred for Children and Youth.⁸³

3. Initial Steps of the Association to Implement Services.

On November 30, 1951⁸⁴ Mr. Weingold wrote to the Commissioner of Education in New York State. In the context of his letter were points regarding the need for community training facilities for the mentally retarded. This letter was the first of many pieces of correspondence Mr. Weingold was to have with the Commissioner and members of his staff over a period of years. Through

83 Samuel R. Milbank, Op. Cit.

84 Joseph T. Weingold, Executive Director, Association for the Help of Retarded Children, Incorporated, Personal Correspondence, with Dr. Lewis Wilson, Commissioner of Education, New York State Education Department, Albany, New York, letter dated November 30, 1951, 1 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York.

Mr. Weingold's various positions as the Executive Director of the Association, a member of the Mental Health Section of the Citizens' Committee of One Hundred for Children and Youth and then a member of the Advisory Committee to the Mental Health Commission Study of Mental Retardation, ^{enabled him} ~~he had ample opportunity~~ to make the views of the Association known to many state and local officials.

The body of ^{his initial} the letter is included here because it provides a reference point for the ensuing developments.

In the light of what we have learned since the inception of this Association and others like us throughout the country, I think it would be fruitful to examine these facilities and the philosophy behind them and to begin discussions for possible facilities in the community.

I believe that your agency and the department of Mental Hygiene are the two agencies most concerned with mental retardation in this state and I am proposing that a preliminary discussion be held between representatives of your department and the Department of Mental Hygiene with the parents' associations on as high a level as possible, to see what this state can do to enlarge its community facilities for such training; nor would we be the first as other states have already passed laws on this.

We should be glad to come to Albany anytime at your convenience for such a conference.⁸⁵

On November 30, 1951⁸⁶ Mr. Weingold also wrote

⁸⁵ Ibid., p. 1.

⁸⁶ Joseph T. Weingold, Executive Director, Association for the Help of Retarded Children, Incorporated, Personal Correspondence, with Dr. Francis J. Daly, Acting Director Division of Pupil Personnel Services, New York State Education Department, Albany, New York.

Dr. Francis Daly, at that time Acting Director, Division of Pupil Personnel Services, New York State Education Department. He attached copies of his letter to the Commissioner of Education as well as a copy of ^{the} letter to the Commissioner of the Department of Mental Hygiene. In each of the letters, Mr. Weingold requested a meeting.

In Dr. Daly's letter, Mr. Weingold stated, "I hope we can get together soon, as the pressures are mounting daily".⁸⁷ That there were pressures at this time is easily observed by noting the number of parents who were seeking information from the Association regarding schooling. A total of 421 parents had sought advice regarding schooling from the Association by February 1, 1951.⁸⁸

Not all of the 421 parents who inquired about schooling necessarily wanted their children enrolled in community facilities in New York City. It is conceivable also that some were inquiring about private schools or contemplating transfer of their children to another school

87 Ibid., p. 1.

88 Joseph T. Weingold, Report From Executive Director to the Board of Directors from March 6, 1950 to February 1, 1951, Op. Cit., p. 1.

if the child was already attending a class. Nevertheless, the large number requesting advice regarding schooling does furnish some basis for the pressure referred to by Mr. Weingold, and consequently, for the need for schooling for those children not attending school.

The planned projects of the Association were revealed by Mr. Eugene J. Gramm, a parent of a retarded child, co-editor with Mr. Weingold and Director of Public Relations for the Association. On October 19,⁸⁹ 1949 Mr. Gramm wrote to the Editor of The New York Times expressing the appreciation of the Association for a comprehensive article that had appeared in the September 4, 1949 issue of The New York Times. The letter by Mr. Gramm presented a concise account of the plans for improved medical, educational and vocational facilities being considered by the Association.

The following extensive portion of the letter illustrates the feeling expressed by Mr. Gramm both as a parent of a mentally retarded child and Director of Public Relations for the Association.

⁸⁹ The letter by Mr. Eugene J. Gramm, Public Relations Director, Association for the Help of Retarded Children, Incorporated, appeared in the October 28, 1949 issue of The New York Times, p. 22, col. 7, titled "Mentally Retarded Children".

The very act of bringing together these families has proven to be a "therapy" of inestimable value. But, of course, our aims are of wider scope than that. The complete welfare of the retarded child, from cradle to grave, is our concern. And public enlightenment is our concern. We must make it understood that mental retardation is simply a handicap, not necessarily hereditary, and liable to happen to anyone regardless of race, color, creed, age, intelligence of parents, etc.

The Association for the Help of Retarded Children was chartered by New York State in February of this year. Within these past few months parents throughout New York City and other parts of the state have been flocking to us by the hundreds. At our regular free monthly meetings many recognized authorities both in and outside the field of medicine have addressed us. Public officials have expressed their approval and encouragement.⁹⁰

In expressing his sentiments and those of the Association, Mr. Grams revealed the expressed need of the parents to speak with other parents who had all had to face the same problems on a very immediate and personal basis. Thus, Mr. Grams expressed the need for a full range of activities for the mentally retarded which would encompass the needs of the children from birth until death.

Professor Louis Rosenzweig, educational advisor to the Association, discussed "Long Range Planning" in which he noted four points:

⁹⁰ Ibid., p. 22, col. 7.

1. The AHRC is not a service organization but a group devoted to prove through its pilot projects that retarded children can be helped; 2. that it is up to the Association to show the community how they should and could take some of the responsibility for giving service to these children; 3. that parents must consider the total problems confronting this growing and successful organization and not just their own immediate needs; 4. that the AHRC must avoid programming and planning that would leave them open to criticism and possible destruction.⁹¹

Professor Rosenzweig's emphasis was on demonstrating that pilot classes would confirm their usefulness to the community in order that the community would in turn accept responsibility for the mentally retarded.

In summary, therefore, the Association, with the help of their educational advisor, Professor Louis Rosenzweig, set down the objectives for the Association: firstly, the establishment of pilot classes to demonstrate their feasibility; secondly, public understanding of mental retardation by demonstrating needs; thirdly, the stimulation of public interest. The objectives of the Association were therefore steps to implement existing legislation and to concentrate on the formation of new state and federal legislation.

⁹¹ Association for the Help of Retarded Children, Incorporated, "State Convention Successful", news item in Our Children's Voice, New York, New York, Vol. 5, No. 3, issue of June 1953, p. 3, col. 1.

Through the leadership of Mr. Weingold, the problem of mental retardation was brought to the attention of state and local educators. Perseverence and cooperation of the Association with the Education Department resulted in the awareness that a lack of service existed for the mentally retarded. A number of projects was planned by the Association that resulted in services for the mentally retarded from birth until death.

4. The Effects of Child Placement Difficulties on the Development of the Association.

This section is concerned with the lack of child placement facilities and how it influenced the establishment of classes by the Association in New York City.

Mentally Retarded Children Not Attending School

The need for services is revealed by the number of mentally retarded children in New York City that were not attending school. These children were excluded or exempt from school on the basis of an examination and recommendation by two psychiatrists, a psychiatrist and a psychologist or a clinic.⁹²

⁹² Article 65, Section 3028, Laws of New York State, 1950. No child could be excluded from school without an established procedure developed by the New York State Education Department.

It apparently is impossible to discover precisely how many children were exempt. Governmental reports were unreliable, partly because of difficulty in reporting on the local level and partly because of the absence of a uniform policy with respect to definition of the trainable. Some statistics are available, although it is necessary to regard them with considerable skepticism.

A thorough investigation revealed no available figures on exemptions prior to 1950.⁹³ Figures however, were available for the school year 1951-52 and each year preceding the permissive legislation of 1955. In 1955 the New York State Education Law was changed permitting a school system to set up special classes for the trainable should it desire to do so. Table I presents data to show the yearly total number of exemptions that predated the passage of this permissive legislation for the trainable. Care must be exercised in the interpretation since not all pupils with I.Q.'s below fifty were necessarily in the

⁹³ Prior to 1950 in New York State it was not necessary that psychological examinations for school exemption be completed by an approved psychologist or psychiatrist. Chapter 796 of the Laws of 1950 required examination by an approved psychologist or psychiatrist. Therefore, figures were available for the school year 1951-52 since the Education Department was also required to keep a record of such information.

trainable category. All that is certain is that they were not attending school because they were mentally retarded and that their needs could not be met in existing special class programs.

Table I.-

New York State School Exemptions
1951-52 to 1954-55.

School year	Total
1951-52	589
1952-53	767
1953-54	842
1954-55	792

Data obtained from Report of Information for Joint Legislative Committee on Mental Retardation, Requested September 29, 1955 in a letter from Lee C. Dowling, Director, Joint Legislative Committee to Dr. Francis Daly, Director, Division of Pupil Personnel Services, State Education Department, Albany, New York, p. 2.

The decrease of fifty exemptions during the school year 1954-55 from the previous year can be accounted for by examining the Legislation of 1954 pertaining to the mentally retarded. On March 11, 1954⁹⁴ Governor Dewey signed into law the first legal provision in New York State for children with I.Q.'s of less than fifty. Chapter 373 of the New York State Laws of 1954 provided for a select number of experimental classes for severely mentally retarded children. These classes were organized and operated under the direction of a research team. Five of the classes were established in New York City and two additional classes were conducted in communities outside New York City.⁹⁵ This would account for the decrease in exemptions during the school year 1954-55 since Dr. Johnson and Dr. Copobianco⁹⁶ indicated additional children were selected from those exempt from attendance in New York City and the two communities outside of New York City.

⁹⁴ State of New York, Public Papers of Thomas E. Dewey, Albany, New York, 1954, p. 650.

⁹⁵ G. Orville Johnson and Rudolph J. Copobianco, Confidential Research Report on Research Project on Severely Retarded Children, New York State Interdepartmental Health Resources Board, Albany, New York, 1957, p. 2.

⁹⁶ Ibid., p. 2.

A further review of information requested by the Joint Legislative Committee⁹⁷ regarding the 792 exemptions for the school year 1954-55, revealed that 551 children or approximately seventy percent of the total of 792 exemptions reported were for children with I.Q.'s below fifty.

That the children with I.Q.'s below fifty were of considerable concern to the Association in 1952 is confirmed by the following information from a memorandum by a high official in the state describing a meeting with Mr. Weingold where the following discussion transpired:

I (the high official) questioned Mr. Weingold a bit concerning the fact that they seem to be concentrating their efforts oversuch on the very low I.Q. group, and not helping so much as might be hoped with the much larger number of the mentally retarded with higher I.Q.'s. He admitted that their interest was concentrated to some degree, though not exclusively, on the former group, and said that this was due to the fact that there is always more pressure from those who have nothing than from those who have something, no matter how unsatisfactory that "something", might be. Furthermore, he pointed out that of the 2000 cases known to the Help organization, over 80% were with I.Q.'s under 50.⁹⁸

⁹⁷ Report of Information for Joint Legislative Committee on Mental Retardation, Op. Cit., p. 3.

⁹⁸ New York State Education Department, Document No. 4, memorandum from a high official in the New York State Education Department, Albany, New York, dated January 3, 1952, p. 2. (words in parenthesis are writer's). Copy on file in file No. 1, folder No. 1, Bureau for Mentally handicapped Children, New York State Education Department, Albany, New York.

This then was to be the main drive in providing services for the retarded and although the educable mentally retarded were to profit considerably, the force was to emanate from the parents and friends of the trainable. This would tend to furnish a basis for the emphasis on the trainable child and to account for the pressure mentioned earlier by Mr. Weingold in his letter of November 30, 1951 to Dr. Daly.⁹⁹

Dr. Joseph Wortis, M.D.,¹⁰⁰ from his position as Director of the Division of Pediatric Psychiatry at the Jewish Hospital of Brooklyn furnishes information about the extent of the problem of school exclusions. He concludes after the clinic had processed about 300 cases of the 700 cases on the waiting list:

Unfortunately, our New York school system is still forced to operate under the official bug-a-boo of "educability" and the system saves too much money at the expense of these children by the wholesale rejection of large numbers of children with I.Q.'s under fifty.¹⁰¹

It is questionable whether the school system was

⁹⁹ See p. 50-51 of thesis.

¹⁰⁰ Joseph Wortis, How to Set Up a Retardation Clinic, Association for the Help of Retarded Children, Incorporated, New York, New York, 1953, 9 p.

¹⁰¹ Ibid., p. 8.

forced to operate as Dr. Vertis has indicated, but, be that as it may, it did not provide sufficiently for the trainable at that time.

In summary, the information supplied to the Joint Legislative Committee revealed that approximately seventy percent of the total number of exclusions in New York State were children with I.Q.'s below fifty. Mr. Weingold supported these findings when he revealed that over eighty percent of the cases known to the Association were children with I.Q.'s under fifty. The findings were conclusive enough to influence the Association to press for services for the trainable.

The Ineffectiveness of the Institutions

In 1950 Mr. Weingold took the position that a community program should be set up that would 'obviate the necessity for institutionalization except in the cases of the most severely retarded'.¹⁰² He further stated that the Association was joined in this view by the "progressive men directing the State Schools".¹⁰³

¹⁰² Joseph T. Weingold, Parents Groups and the Problem of Mental Retardation, Op. Cit., p. 4.

¹⁰³ Ibid., p. 4.

The section pertaining to the institutional program that had been written by Mr. Weingold in The Four Million: Report of the New York State Citizens' Committee of One Hundred for Children and Youth,¹⁰⁴ indicated that the institutional facilities were overcrowded and that every effort should be made to distinguish between those who were in need of custodial care and those who were trainable. Even if parents desired institutional placement, there was a lack of room. Professor Rosenzweig¹⁰⁵ estimated that institutional provisions were available for only twenty to thirty percent of the children with I.Q.'s below fifty, and that the balance of the children were living at home.

Professor Rosenzweig¹⁰⁶ presented his views regarding institutions and the parents reaction to institutionalization of their children in the following statements:

104 Samuel R. Milbank, The Four Million: Op. Cit., p. 133.

105 Louis Rosenzweig, Report of a School Program for Trainable Mentally Retarded Children, October 1951 - June 1952, Association for the Help of Retarded Children, Incorporated, New York, New York, August 1952, 8 p.

106 Ibid., p. 1.

Another facet of this problem that has escaped serious consideration is that many family groups find it emotionally impossible to accept institutional care as an answer to the problem of the low grade mental deficient. Some of them refuse to do so because of the absence of clear-cut diagnoses and prognoses; some because they are not convinced that this condition is irreversible, and some because the conditions prevalent in many institutions are obnoxious to them. Whatever the reason, society is faced with a major mental health problem. Whole family groups are seriously affected by the presence of a mentally retarded child in their midst who is receiving no professional help or training and who, as a result, becomes an increasing burden to them and to the society in which they live.¹⁰⁷

He then concludes:^{ed}

Thus society has two courses of action open to it; to create sufficient institutional facilities for all such children and then to make placement mandatory by law; or to make public education facilities available to aid this group if the parent is given free choice. Since the former is abhorrent and unrealistic in a free society, the latter seems to be the only logical and feasible course of action.¹⁰⁸

Therefore, through the parent sponsored classes, the parents needs were met more adequately when services were available in the community, since the parents were able to get a clear cut diagnosis and prognosis if they were able

107 Ibid., p. 1.

108 Ibid., p. 1.

to observe the child in the home: Further, if the condition were reversible, harm would not occur if the child were home, and the family unit could be maintained if the child were kept home.

In a report submitted to the Mental Health Commission of New York State on October 1, 1953, Dr. Fouracre reported¹⁰⁹ on home visits to families of mentally retarded children within the New York City area. Visits had been made to parents of thirty-five severely retarded children enrolled in public school classes. Parents were also visited whose children were at home and were not attending any program. Significant findings related to the question of institutionalization were revealed.¹¹⁰ All parents indicated that they were opposed to institutionalization, if not to institutions themselves. A few said they had inquired about private institutions and found them too

109 Maurice H. Fouracre, A Survey of Educational Programs for Children with Mental Retardation in New York State, New York State Mental Health Commission, Albany, New York, 1953, 103 p.

110 Ibid., p. 12. (These comments concerning institutionalization are very critical and came under a considerable amount of discussion during the November 4, 1953 Meeting of the Advisory Committee on the Study of Mental Deficiency, Buckley Reporting Service, Albany, New York, p. 3-36. The general consensus was that this had been a pilot study and indicated the necessity for further studies).

costly or had applied to a sectarian agency and been refused.

The overcrowding that existed in the state schools is noticable in the following information from the annual reports of the Department of Mental Hygiene.

There had been a steady increase in the number of resident patients in the institutions for the mentally retarded. In 1932¹¹¹ there were 11,439 resident patients in the state schools. This was at a ratio of eighty-nine per 100,000 of general population. The 1955¹¹² total of 22,834 resident patients in the six state schools represented 145 per 100,000 of the general population.

Thus we find the population in the state schools had doubled within twenty-three years. With only one new additional state school constructed during the same period.¹¹³

111 State of New York, Department of Mental Hygiene, Annual Report, July 1, 1931 - June 30, 1932, Legislative Document 1933, Albany, New York, p. 72.

112 State of New York, Department of Mental Hygiene, Annual Report, April 1957 - March 31, 1958, Legislative Document 1959, Albany, New York, p. 115.

113 A comparison of the two reports revealed this.

In writing about institutions Dr. Davies states "the overcrowding is intolerable. There are horrible old buildings in some of the institutions that ought to be replaced".¹¹⁴

Not the least of the problems that plagued the institutions was the lack of training of the children admitted.

In 1955¹¹⁵ only ten percent of those mentally retarded attending institutions were attending special classes within the institutions.

Mr. Weingold¹¹⁶ indicated in 1955 that no more than ten percent of all the mentally retarded were in institutions. These were costly to operate and would be unnecessary if community facilities were available. He also stated that "leading socio-political thinkers are enunciating the principle of the importance of preserving the community way of life".¹¹⁷

¹¹⁴ Stanley P. Davies, The Mentally Retarded - A New York State Study with Recommendations, State Charities Aid Association, New York, New York, 1959, p. 42.

¹¹⁵ Joseph T. Weingold, Give Them a Fair Chance, Association for the Help of Retarded Children, Incorporated, New York, New York, 1955, p. 5.

¹¹⁶ Joseph T. Weingold, Memorandum in Support of the Proposed Amendments to the Education and Mental Hygiene Laws with Respect to the Mentally Retarded, Association for the Help of Retarded Children, Incorporated, New York, New York, 1955, p. 3.

¹¹⁷ Ibid., p. 3.

This was not the view taken by the President of the Board of Education in the City of New York, who wrote Governor Harriman on April 15, 1955 stating:

The question of what can or should be done for children with a very low I.Q. is a very troublesome one and often becomes confused by reason of emotional considerations. The parents of such children, in many instances, would like to keep them at home and have them attend the local public school. Whereas the best interests of all concerned often dictate that they should be institutionalized.¹¹⁸

Interestingly, this letter was dated only thirteen days before the Governor approved and signed into law Chapter 795 of the Laws of 1955 whereby the education law was amended in relation to the training of the mentally retarded.

Under this Chapter¹¹⁹ the public schools were permitted to operate special classes for the trainable mentally retarded should the school officials desire to do so. This also afforded financial aid for special classes commensurate with aid provided for other handicapping conditions.

¹¹⁸ Charles H. Silver, President, Board of Education of the City of New York, Personal Correspondence with Governor Harriman, letter dated April 15, 1955, p. 1.

¹¹⁹ For further information regarding Chapter 795 of the Laws of 1955 refer to Appendix 1.

In summary, Professor Rosenzweig and Dr. Davies stated that institutions were overcrowded and inadequate. Professor Rosenzweig in 1952 estimated that institutional provisions were available for only twenty to thirty percent of the children with I.Q.'s below fifty, yet Mr. Weingold in 1955 indicated that no more than ten percent of all the mentally retarded were in institutions.

With institutional provisions available for only twenty to thirty percent and with Mr. Weingold's figure of less than ten percent actually in institutions, the remaining number of children would have to be placed elsewhere. Since private schools were too costly for many, this left parents with the burden of caring for their trainable children at home.

This is why the Association attempted to indicate the necessity of providing for these children on a local level by pointing out: firstly, it would be less expensive for the state to maintain the children at home; secondly, it would be better for the parents who ^{could} ~~cannot~~ place their child in an institution; and thirdly, it would maintain the family way of life by keeping the family together.

The president of the Board of Education of the City of New York did not agree with the views of the Association. However the pressures from the Association

convinced the legislature that these services were needed and legislators reacted by providing permissive legislation.

5. Summary.

The Association for the Help of Retarded Children, Incorporated was started as a direct outgrowth of a mother's plea for some type of community schooling for her mentally retarded son. Political parties in New York State included the mentally retarded as planks in their political platforms. The Association took the initiative to demonstrate that the mentally retarded could be helped. Plagued by a lack of services for the mentally retarded, and observing that those children with I.Q.'s below fifty were without any service, the Association decided to move on one front at a time. Therefore, they singled out the trainable. After founding clinics in New York City where the initial movement began, they started to concentrate their efforts on increasing their membership and publicizing the need for assisting the retarded.

The Association decided early in its development that it was not going to be a service organization, but set out to prove through demonstration that the mentally retarded can be helped. Acting as a trail blazer or pathfinder, the Association was out to get governmental

support for their programs which by implication would warrant support.

They were encouraged in this regard by directors of state schools, who, together with leading socio-political thinkers, were emphasizing the desirability of keeping the family intact.

Exemptions from school were numerous especially in the number of children with I.Q.'s below fifty. New York City was reported as saving considerable dollars by excluding a goodly number.

Institutional placement was not looked upon favorably by parents and the largest numbers of the mentally retarded were in the community where they received no service. There were two courses open to relieve the situation: firstly, create more institutions or secondly, make public education available in the community. The president of the Board of Education of the New York City Public School System was not in agreement with the Association and progressive directors of the state schools or leading social political thinkers, nevertheless, the movement was to be in the direction of services in the community.

Chapter three will describe the classes organized by the Association in New York City to demonstrate the

feasibility of providing training on the community level
for children with I.Q.'s below fifty.

CHAPTER III

PILOT CLASSES IN NEW YORK CITY

This chapter will present various aspects regarding a description of the first classes operated by the Association in the New York City area.

As the Association matured as an organizational group, it began to provide direct services to trainable mentally retarded children. The establishment of clinics was a prerequisite for educational planning since proper diagnosis was desired.

After locating and diagnosing trainable children, plans were drawn to proceed to the next desired objective that of establishing training classes in the local communities.

The following relevant aspects of the development of these classes will be presented in the following order:

1. Objectives of the Pilot Classes;
2. Housing Facilities;
3. Numbers of Children and Classes;
4. Staffing;
5. Hours and Class Size;
6. Selection of Pupils;
7. Financing the School Program;
8. Operation of the Pilot Classes;
9. Summary.

1. Objectives of the Pilot Classes.

Professor Rosenzweig¹²⁰ outlined the goals and purposes of the Association's school program, stressing four areas. He viewed the four areas as comprising the goals and purposes on the part of the child, the parents, the schools and finally, the Association. These were as follows:

1. The Child's
To achieve the happiness that results from developing one's individual capacities to their maximum and being accepted for what one is.
2. The Parents'
To see the child grow in self care, in self direction, in ability to understand the society around him and in ability to participate and contribute to that society.
3. The school's
 - (a) To aid the child
to achieve happiness through constructive use of his powers
to function as effectively as possible in group living
to develop as much independence as is consistent with his welfare
 - (b) To aid the parent
to reach an objective and sympathetic appraisal of his child
to develop insight into the child's developmental pattern
4. AHRC's
To stimulate public interest and support in the education of low grade mentally retarded children.¹²¹

¹²⁰ Louis Rosenzweig, Report of School Program, Op. Cit., p. 12.

¹²¹ Ibid., p. 12.

In June 1952 the objective of the classes was stated as simply "to demonstrate to the Board of Education that many youngsters now excluded from school are trainable".¹²²

In 1954¹²³ the goals and aims of the Association's classes were:

Goals: to develop the child's competence in his environment and to the limit of his capabilities.

Aims: to explore and develop a school program to meet the needs of the seriously retarded child - This implies we are concerned with all aspects of such a program - intake, grouping, working with parents, materials equipment, etc.¹²⁴

In summary, the goals and aims of these pilot classes were two-fold: firstly, one area representing those of the Association; secondly, concentrated effort on providing a direct service to the child, the parents and the Association. The other set of objectives was those concerned with the actual functioning of the training program as related to the child's relationship to himself and to the group, and his participation in a learning situation.

¹²² Ibid., p. 12.

¹²³ Jane Patterson, Director of Special Classes, Association for the Help of Retarded Children, Incorporated, Report of P.S. 84, Brooklyn and Joshua School, Bronx, New York, February 1954, p. 4.

¹²⁴ Ibid., p. 3.

2. Housing Facilities.

On October 18, 1951¹²⁵ the first two centers containing classes sponsored by the Association for the Help of Retarded Children, Incorporated were opened. One center was located at the Young Men's and Young Women's Hebrew Association of Washington Heights, Fort Washington Avenue and 178th Street in Manhattan. This center¹²⁶ was set up to serve mentally retarded children from the boroughs of Manhattan and the Bronx. Five children formed the nucleus of the center but by November 1951 the number had increased to fourteen.¹²⁷

The second center opened on the same day, October 18, 1951¹²⁸ at the East New York Young Men's and Young Women's Hebrew Association and served seventeen children by November, 1951. These classes served children residing

125 Association for the Help of Retarded Children, Incorporated, "Joshua School Opened", news item in Our Children's Voice, New York, New York, Vol. 3, No. 5, Issue of November-December 1951, p. 3, col. 2.

126 Joseph T. Weingold, Annual Report from Executive Director on Activities and Projects of the AHRC from February 1, 1951 to March 1, 1952, Association for the Help of Retarded Children, Incorporated, New York, New York, p. 9.

127 Our Children's Voice, "Joshua School Opened", Op. Cit., p. 3, col. 2.

128 Ibid., p. 3, col. 2.

in the Brooklyn area.

Rapid expansion was noted by Mr. Weingold after November. By March 1, 1952¹²⁹ there were three classes in each center, serving forty-nine children altogether.

The space provided for the first classes sponsored and operated by the Association did not prove to be satisfactory. According to Professor Rosenzweig:

Perhaps the greatest difficulty in getting the program started was the problem of adequate space. The space had to be well located in each of the boroughs, it had to be large enough to accommodate three classrooms; it had to have suitable play and toilet facilities; it had to offer as few physical hazards as possible; it had to be loaned space since the budget carried no provision for rental. Of all these requirements, none but the last were met to the complete satisfaction of the advisory committee. The space loaned by the YMHA's in both Brooklyn and Manhattan offered many difficulties especially for an experimental program of this kind.¹³⁰

The quarters being used by the classes were only temporary as Mr. Weingold stated:

¹²⁹ Joseph T. Weingold, Annual Report February 1, 1951 to March 1, 1952, Op. Cit., p. 9.

¹³⁰ Louis Rosenzweig, Report of School Program, Op. Cit., p. 4.

At the end of last school year in June it became evident that we could not retain space that we had at the Washington Heights YM and YWHA nor at the East New York YM and YWHA. The latter had given up its auxiliary space where we were housed and the former's building was being torn down by the Port of New York Authority. It became necessary therefore to seek new quarters. Space was obtained for the Brooklyn unit at the Brownsville Community Center in the Brownsville Housing Project, 3 rooms and a consultation room being given to us by the Center for the hours between 9 and 2:30. Again we were in borrowed space but had to make the best of it in the light of budgetary considerations which prevented us from renting or buying. As a matter of fact, a great attempt was made to rent a house or space, but we were unable to find suitable quarters.¹³¹

Then one of the donor groups offered assistance.

Mr. Weingold said:

The problem of housing in the Bronx was solved by the purchase of a building by the Joshua Orphan Aid. After considerable searching it was decided to purchase the building at 2438 DeVoe Terrace, to which title was taken by Joshua Orphan Aid in August and then leased to us at a \$1.00 a year. We however had to maintain the building, pay taxes, oil, etc. After a considerable job of renovation that summer for which the Joshua Aid paid, we were able to open with our 3 classes in our own quarters which made a considerable difference.¹³²

¹³¹ Joseph T. Weingold, Annual Report, On Activities and Projects of the Association for the Help of Retarded Children, Incorporated, March 1, 1952 to February 28, 1953, Association for the Help of Retarded Children, Incorporated, New York, New York p. 17-18.

¹³² Ibid., p. 18.

On September 8, 1952 the Association's classes in the Bronx area re-opened in the building purchased for the Association by the Joshua Orphan Aid Society. Classes also opened in the Brooklyn Center at the Brownsville Housing Project Community Center, 320 Blak Avenue.¹³³

These quarters were more in keeping with the type of facilities recommended by the Association. A Projects Manual¹³⁴ was published in 1952 to aid members in setting up their projects. This manual was revised in 1953 and was used by chapters to formulate and implement programs. Many kinds of detailed information were available that could be of immense assistance in programming.

The following type of quarters was suggested in the manual:

¹³³ Association for the Help of Retarded Children, Incorporated, "AHRC Classes Re-Open", news item in Our Children's Voice, New York, New York, Vol 4, No. 3, Issue of September 1952, p. 7, col. 2.

¹³⁴ Joseph T. Weingold, Projects Manual, Association for the Help of Retarded Children, Incorporated, New York, New York, 1952, revised 1953, 67 p.

Buildings**1. Location**

- (a) definitely not in private home
- (b) preferably in an established community center
- (c) preferably not in a vacant store building

2. Adequate and suitable toilet facilities**3. Adequate and suitable recreational facilities for Group A¹³⁵ - preferably first floor room¹³⁶**

The specifications for classrooms were as follows:

Rooms

- 1. Minimum of two room units suggested for:
Group A - Rest rooms with cots or mats
Group B to E - Occupational therapy and indoor recreation.
- 2. Large, well-ventilated rooms about twice the size of the ordinary classroom or as near this as possible.
- 3. Natural light must be provided¹³⁷

Still seeking suitable quarters for the Brooklyn Center, Mr. Weingold wrote the Board of Education of the City of New York requesting rooms in P.S. 42, Brooklyn. The request was turned down since the Board of Education,

¹³⁵ (The groups referred to were based on chronological age as well as maturation. Group A was intended for young children of ages 5 (or 6) to 8, Group B - Children ages 9-12, Group C - 12-15, Group D - Boys of delayed maturity 17-21, Group E - Girls of delayed maturity 17-21. Information taken from p. 18 of Projects Manual noted above.)

¹³⁶ Joseph T. Weingold, Projects Manual, Op. Cit., p. 19.

¹³⁷ Ibid., p. 19.

"did not want to set a precedent and did not want to take responsibility for children over whom they have no control".¹³⁸

Indicating that this was discrimination against the mentally retarded, Mr. Weingold stated:

The reasoning, of course, cannot be accepted, because in the first place, such a precedent has already been set for the cerebral palsy children with retarded mental development in P.S. 7, in Queens, where space was given to C.P. and furthermore, there is in the very school in which we wanted to have our classes, a Day Care Center for children over whom the Board of Education has no control. We would have to look deeper for the reason for refusal and perhaps it lies in the fact that the Board of Education is not sympathetic with the program for the more severely retarded and does not want to let us get a foothold in the public school.¹³⁹

Mr. Weingold foresaw the reluctance of the Board of Education to involve itself in housing these demonstration classes in public school buildings. This was the first attempt on the part of the Association to obtain space within a public school building for their classes.

Not only did the Board of Education not want the Association to get a foothold in the schools but they sought a way to relieve themselves of the program for the

¹³⁸ Joseph T. Weingold, Annual Report - March 1, 1952 to February 28, 1953, Op. Cit., p. 10.

¹³⁹ Ibid., p. 10.

trainables operated by the school system in New York City since 1929.

In the fall of 1953¹⁴⁰ at the annual meeting of the superintendents of schools held shortly after the schools open in September, Superintendent of Schools Frank O'Brien took up the matter of the efforts of some members of the Board of Education to expand the classes for the trainable operated by the New York City school system with Dr. Charles Brind, Legal Counsel of the New York State Education Department. In 1953, thirty-one classes were in operation in the public schools of New York City.¹⁴¹ When Dr. Brind returned from the Superintendents meeting at Saranac, New York he wrote to Dr. O'Brien stating:

After our conversation at Saranac, I had occasion to look up the statute and find that it is a great deal more definite than I thought it was. The statute and the Regulations of the Commissioner of Education specifically prohibit a board of education from carrying on instruction for children who have an I.Q. of fifty or below.¹⁴²

140 Arthur W. Pense, Chairman, December Meeting of Advisory Committee on the Study of Mental Deficiency, Buckley Reporting Service, Albany, New York, December 2, 1953, p. 22.

141 Gerhart Saenger, Op. Cit., p. 3.

142 Charles A. Brind, Legal Counsel, Legal Division, New York State Education Department, Albany, New York, Personal Correspondence with Dr. Frank J. O'Brien, Associate Superintendent of Schools, Board of Education, City of New York, letter dated October 22, 1953, p. 1.

After calling Dr. O'Brien's attention to the section of the education law and Regulations of the Commissioner of Education applicable to the mentally retarded which in his opinion prohibited trainable children from attending public school classes he said:

It is my understanding that children with an I.Q. of less than fifty would come squarely within the purview of this prohibition.

I might also add as a matter of general interest that the Department's interest is that boards of education are responsible for educational instruction and not for day care, action on the part of a board of education in attempting to look after mental defectives would be contrary to department policy. In any event, if the same is to be done, legislation is necessary. I am quite sure that the Department would oppose, for the reasons above noted, legislation to such effect.¹⁴³

According to Dr. Brind then, the thirty-one classes being held in the New York City public school system were being operated illegally. This was a good indication of what the Education Department's stand was going to be in the future regarding these classes. The reader will recall that this was the same decision that had been reached by the advisory committee earlier.

Dr. Brind's decision was challenged on January 6, 1954 by the Legal and Legislative Committee of the Association for the Help of Retarded Children, Incorporated. In

¹⁴³ Ibid., p. 2.

a seven page document citing the decision of the Legal Division the committee concludes with the following statement:

It is thus indisputably clear that neither in law nor in fact may a minor be deemed within the interdiction of subdivision 2 of Section 3208 of the Education Law, if facilities for instruction suited to his capabilities are provided, nor is there any prohibition in the law of the establishment of such facilities by a board of education.¹⁴⁴

In reference to the decision by Dr. Brind, Mr. Weingold wrote:

The Legal Committee of the AHRC made a thorough study of the law and reached an opposite conclusion in a searching report. This was sent to the Counsel who stated that his opinion has not changed. The consequences of such an opinion can be far reaching, preventing the formation of such classes by school districts who may wish to do so without state aid. But even more important is this a reflection of the official State Education Department attitude on trainable children.¹⁴⁵

¹⁴⁴ Augustus Jacobs, Chairman of Legal and Legislative Committee, Association for the Help of Retarded Children, Incorporated, New York, New York, Correspondence with the Executive Director, mimeographed letter dated January 6, 1954, p. 7.

¹⁴⁵ Joseph T. Weingold, Annual Report - Activities and Projects of the Association for the Help of Retarded Children, Incorporated, March 1, 1953 - June 1, 1954, Association for the Help of Retarded Children, Incorporated, New York, New York, p. 14.

Thus further expansion of classes in New York City and elsewhere¹⁴⁶ was prevented under public school auspices. This emphasized the need for the Association to increase its efforts to expand the classes in operation and further to get these classes in public school facilities.

However, a second attempt at securing public school housing failed¹⁴⁷ when the parents of regular public school children opposed the passage of a resolution to allow the Association to use three vacant schoolrooms in P.S. 235, Brooklyn. The resolution asking for approval of the rooms had been introduced by Mr. Arthur Levitt¹⁴⁸ at the request

¹⁴⁶ Two classes for the trainable on Long Island were also in operation as a part of the public school program. One class was in Hauppauge and the other was at Garden City. The class at Hauppauge was started in 1951 by a mother of a retarded child as well as a teacher in the school district. The class at Garden City was due to a petition signed by eight families of retarded children.

¹⁴⁷ Association for the Help of Retarded Children, Incorporated, "Parents of 'Normal' Children Protest Use of Public School Space by AHRC Classes", news item in Our Children's Voice, New York, New York, Vol. 5, No. 4, Issue of December 1953, p. 2, col. 2.

¹⁴⁸ A strong advocate of the program for the mentally retarded in New York City. Later his influence was felt throughout New York State. Mr. Levitt was a member of the Board of Education from Brooklyn, New York. He then became President of the Board and later Comptroller of the State of New York. During an interview with Mr. Levitt on March 3, 1967, he indicated it was he who took the problem of lack of services for the trainable to Governor Harriman in March 1955 and pressed for the passage of permissive legislation.

of the Association after clearance by the Superintendent of Schools in New York City, and read as follows:

Resolved, that the Board of Education grants to the Association for the Help of Retarded Children permission to use four rooms in Public School 235, Brooklyn for the teaching and training of children of low mental ability; provided, however, that there shall be no expense to the Board of Education in connection with the use of such premises, and that the said Association for the Help of Retarded Children agree to absolve and save harmless the Board of Education from any and all liability by reason of such use; and provided, further, that the Board of Education may cancel the permission herein granted upon 90 days notice.¹⁴⁹

Rather than risk pressing the matter and forcing the children into a hostile atmosphere, members of the Association consulted with Mr. Levitt. On December 23, 1953¹⁵⁰ Mr. Levitt reported that a survey was being made with a view toward locating a school in the borough of Brooklyn in a climate that hopefully would be friendly and favorable to the trainable. The matter of rooms was held over to the January 21, 1954 meeting of the Board of

¹⁴⁹ New York City Board of Education, Journal of the Board of Education, Vol. 2, covering the meetings of July 16, 1953 through December 23, 1953, p. 3605.

¹⁵⁰ Ibid., p. 3830.

Education when the following motion was approved:

The use of vacant rooms in a school building to be hereafter designated was approved in principle, the matter to be further considered when a report is submitted by the Superintendent of Schools as to a specific school building available for the purpose.¹⁵¹

A significant event occurred during the school year 1953-54 when public school space was approved by the Board of Education of the City of New York. A class was granted space in P.S. 84, Brooklyn.¹⁵²

Mr. Weingold looked upon this signal success as follows:

We have also demonstrated at P.S. 84 that the children attending AHRC classes can be part of a public school setting. Of course, we have had the sympathetic help of Dr. Elizabeth O'Daly, the principal but the children too, have made an important contribution to public understanding.¹⁵³

The next borough of New York City to feel the impact of classes for the trainable was Queens. At a

¹⁵¹ New York City Board of Education, Journal of the Board of Education, Vol. 1, covering the meetings of January 21, 1954 through June 30, 1954, p. 228.

¹⁵² Joseph T. Weingold, Annual Report, March 1, 1953 to June 1, 1954, Op. Cit., p. 3.

¹⁵³ Ibid., p. 3.

convention on May 19, 1954¹⁵⁴ in New York City, a resolution was passed by the Queensboro Federation of Mothers' Clubs, Incorporated.¹⁵⁵ This resolution, copies of which were sent to Dr. William Jansen, Superintendent of Schools, and to all members of the Board of Education, called for public school space for classes to be operated by the Association in Queens.

The acceptance of the children and parents of the mentally retarded was now an accomplished fact.

Following discussion by the Board of Education it was recommended:

¹⁵⁴ Association for the Help of Retarded Children, Incorporated, "Public School Spaces Asked for AHRC Queens Classes", news item in Our Children's Voice, New York, New York, Vol. 6, No. 2, issue of June-July 1954, p. 6, col. 1.

¹⁵⁵ An affiliation of Mothers' Clubs, Parent-teacher Associations and Parents' Organizations covering the Borough of Queens.

... That the Board of Education permit the Association for the Help of Retarded Children to occupy four classrooms in Public School 72, Queens, in accordance with the conditions stipulated above with the understanding that there will be no cost to the Board of Education except to remove such existing fixed pupils' furniture as may be contained in the rooms designated, that the rooms to be used will be designated by the Assistant Superintendent; that the Board of Education will be fully protected and insured to the satisfaction of the Law Secretary; that the occupancy of the rooms by the Association be terminable upon 60 days notice to vacate; and that the operation of removing fixed pupils' furniture from the designed, vacant classrooms will be completed by the Superintendent of Plant Operation and Maintenance and that the operation of moving the Association's furniture and equipment into designated, vacant classrooms will be performed by the Association subject to the supervision and the satisfaction of the Superintendent of Plant Operation and Maintenance.¹⁵⁶

On motion ¹⁵⁷ the recommendation permitting the Association for the Help of Retarded Children to occupy four classrooms in P.S. 72, Queens was approved.

On March 2, 1955¹⁵⁸ two classes opened at P.S. 72, Queens under the auspices of the Association and notably

¹⁵⁶ *Ibid.*, p. 4128.

¹⁵⁷ *Ibid.*, p. 4128.

¹⁵⁸ Association for the Help of Retarded Children, Incorporated, "AHRC Classes Open in Queens", news item in *Our Children's Voice*, New York, New York, Vol. 7, No. 1, issue of March-April 1955, p. 2, col. 2.

with considerably less effort and greater acceptance than the previous attempt at Brooklyn, one year earlier.

The Association, through a determined effort, had succeeded in making its demands for classrooms in public school buildings felt. This identification with school buildings reinforced the ideas of the Association that the program for trainable children should be within the area of education. By seeking placement for the classes in public school buildings, at first with great difficulty and later with comparatively less resistance, it became increasingly more apparent that the Association was gaining strength.

In summary, 1951-52 saw the first trainable classes housed in two separate areas. One center providing for the children of Manhattan and the Bronx was located in the Bronx. The other center located in Brooklyn served that area.

By 1952-53 three classes were operating at each center. The Association felt that these quarters were not satisfactory for such experimental classes and sought other quarters.

By September 1952 the center in the Bronx was moved to a building purchased by the Joshua Aid Society and leased to the Association. The Brooklyn unit moved to

the Brownsville Community Center in Brooklyn.

The Association continued to seek more adequate quarters. Classroom space was requested in P.S. 42, Brooklyn but the Board of Education refused permission. When unused classroom space was requested in P.S. 235, Brooklyn, parents of the regular public school children opposed the resolution.

Finally, in the school year 1953-54 the Association was successful in being granted space in P.S. 84, Brooklyn. In 1955 the members were allowed the use of rooms in P.S. 72, Queens.

Thus, through perseverance, classroom space was secured in the public schools of New York City and laid the ground work for future cooperation between the public school system and the Association.

Not only was success noted in housing but a staunch supporter had been enlisted when Mr. Arthur Levitt lent his support to the program for the trainable. He did this first in New York City and later on a state level when he alerted Governor Harriman to the plight of these children and pressed for the permissive legislation of 1955.

3. Numbers of Children and Classes.

Table II shows the growth in classes and pupils over a five year period 1951-52 to 1954-55. This particular period of growth was chosen not only to show the initial beginning number of classes and pupils but also to reflect the growth that took place prior to the passage of the permissive legislation of 1955.

Table II.-

Growth of ARC Classes in New York City
1951-52 to 1954-55.

Year	Classes	Pupils
1951-52	6	49
1952-53	6	60
1953-54	7	71
1954-55	9	84

Joseph T. Weingold, Annual Reports from the Executive Director on Activities and Projects of the Association from 1951-52 to 1954-55.

In 1951 when the two centers began, the Bronx center had an enrollment of fourteen children and the Brooklyn center had seventeen. By March of 1952 the enrollment had increased to three classes in each center, containing a total enrollment of forty-nine children. By 1954-55 there was a total of eighty-four children attending nine classes in three centers in New York City.

The numbers of children attending classes kept increasing as the facilities improved and the program began to gain support. This increase was made more significant when classroom space in public school buildings was granted by the Board of Education of the City of New York.

4. Staffing.

This section will discuss the personnel employed by the Association to direct and staff its two schools for trainable mentally retarded children.

Professor Rosenzweig¹⁵⁹ indicated that twelve candidates were interviewed as possible teaching candidates during the time that the children were being screened.

¹⁵⁹ Louis Rosenzweig, Report of School Program, Op. Cit., p. 3.

Of the twelve, five teachers were chosen and a sixth teacher was added at a later date. Of the six teachers, four had previous experiences with mentally retarded children. One had previously been employed as a nursery school teacher of cerebral palsied children and one was a psychologist. Only one of the six lacked a college degree.

On September 1, 1952¹⁶⁰ Mrs. Patterson was employed as director to administer the Association's New York City's pilot classes. Her duties included setting up and interpreting the program of training, supervising teachers and helping to carry out the educational goals that had been developed during the previous year.

The personnel of each center in 1952 consisted of the following:

¹⁶⁰ Association for the Help of Retarded Children, Incorporated, "Appointed Director of AHRC Schools", news item in Our Children's Voice, New York, New York, Vol. 4, No. 3, issue of September 1952, p. 1, col. 2.

- A. Teacher,¹⁶¹ trained preferably with experience, temperamentally suited to this type of teaching. Man for Group D (boys of delayed maturity 17-21)
- B. At least one assistant - if there is enough money available
 - 1. If a teacher-in-training
 - (a) in training for teaching slow learners
 - (b) temperamentally suited
 - 2. If a mother, volunteer worker then
 - (a) serving regularly one day a week
 - (b) without a child in the class
 - (c) temperamentally suited
- C. Custodian, as necessary
- D. Lunches and other services¹⁶²

Mrs. Patterson resigned as Director during the summer of 1954,¹⁶³ after spending two years with the Association.

As of June 1, 1954¹⁶⁴ there were seven teachers, two speech therapists and four assistants employed by the Association. A need was noted for a psychologist on a part time basis in order to develop uniform psychological

¹⁶¹ While only a teacher is suggested in the manual, it should be understood this manual was to be used by the various chapters of the Association both large and small. Some would and indeed did only operate one class, while others ran programs consisting of many classes.

¹⁶² Joseph T. Weingold, Projects Manual, Op. Cit., p. 18-19.

¹⁶³ Association for the Help of Retarded Children, Incorporated, "AHRD Projects - Staff Changes", news item in Our Children's Voice, New York, New York, Vol. 6, No. 3, issue of September-October, 1954, p. 10, col. 1.

¹⁶⁴ Joseph T. Weingold, Annual Report - March 1, 1953 - June 1, 1954, Op. Cit., p. 3.

services.

Mrs. Julia M. Long was employed as Director for September 1954 along with two new teachers at the Joshua School and one new teacher at P.S. 84, Brooklyn.

A part time psychologist was added to the staff during the school year 1954-55. During this school year the staff consisted of a director, nine teachers, six assistants and two speech therapists. A growing need was expressed for a social worker.¹⁶⁵

In summary, staffing these classes was the responsibility of the Association. In 1951 the six classes in the two centers were staffed with six teachers, four of whom had previous experiences with retarded children, one was a psychologist and one had taught nursery school cerebral palsied children. Of the six only one lacked a college degree.

By 1954-55 the staff numbered one full time director, nine teachers, six assistants, two speech therapists, a part time psychologist and a need for a social worker was expressed.

The staffing of the classes by the Association with teachers rather than para-professionals is noteworthy.

¹⁶⁵ Joseph T. Weingold, Annual Report - June 1, 1954 - May 31, 1955, Op. Cit., p. 3.

This set a precedent that other chapters of the Association would follow, thereby strengthening the role of education in the development of classes.

5. Hours and Class Size .

In this section the school hours of the Association's classes will be presented.

The organization of the classes in 1952 had been suggested as follows:

1. Time Schedule
 - (a) Group A - (Young children of ages 5 (or 6) to 8.) Suggested 9 A.M. to 1 P.M. including lunch
 - (b) Group B - D (Children ages 9-12) Suggested 9 A.M. to 2:30 P.M. including lunch
 - (c) Frequent changes in types of activities
2. Lunch
 - (a) preferably hot - served in school, or
 - (b) brought from home
3. Class size
Preferably not to exceed 8 or 10¹⁶⁶

Nevertheless, according to Professor Rosenzweig,¹⁶⁷ after considering a part time schedule versus a full time schedule the latter was adopted and the hours of the school day were established from 9:00 A.M. to 3:00 P.M.

¹⁶⁶ Joseph T. Weingold, Projects Manual, Op. Cit. p. 20-21.

¹⁶⁷ Louis Rosenzweig, Report of School Program, Op. Cit., p. 4.

However, due to borrowed and shared housing, coupled with transportation difficulties, the school day actually ran from 9:30 A.M. to 2:30 P.M.

In 1954¹⁶⁸ the classes were reported to be in session from 9:30 A.M. to 2:30 P.M. daily. It was also reported that the classes were in session on the same days as the public school classes were in attendance.

The Association had established a program comparable to a public school program thereby identifying it as an educational program.

6. Selection of Pupils.

The basic screening procedure and criteria for selection and grouping for instruction were resolved at two meetings¹⁶⁹ by the psychologists who did the testing, the educational advisors and the staff of the Association who had assisted in developing the schools. These meetings

¹⁶⁸ Association for the Help of Retarded Children, Incorporated, "Projects for the Retarded Operated or Sponsored by AHRC", center section in Our Children's Voice, New York, New York, Vol. 4, No. 1, issue of March 1952, p. 6-7.

¹⁶⁹ Ann Greenberg, Secretary at meeting, Association for the Help of Retarded Children, Incorporated, New York, New York, Minutes of Meeting on AHRC Classes for Retarded Children, August 2, 1951, p. 1.

were held on August 2, 1951 and August 8, 1951 and furnished the basic data for this section.

At the meeting of August 2, 1951, it was decided that the choice of children was to be made by professionals who had contact with the children and by advisors to the Association in the educational field. The first policy statement indicated¹⁷⁰ that children would not be admitted to classes sponsored by the Association unless they were first rejected by the Bureau of Child Guidance of the New York City Board of Education. According to Mr. Weingold this occurred all too frequently:

All in all, it can be seen that our experiences with the Board of Education have been frustrating and not too productive. I do not mention the Bureau of Child Guidance where a bottleneck exists for testing and where there seems to be a policy of exclusion rather than a sincere effort to help these children.¹⁷¹

170 Ibid., p. 1.

171 Joseph T. Weingold, Annual Report - February 1, 1951 to March 1, 1952, Op. Cit., p. 6. The Bureau of Child Guidance of the New York City school system is a special service devoted exclusively to assisting in proper school placement. Further information about this service may be obtained from an article prepared by Henry H. Drewry and staff, Bureau of Child Guidance, "Information for Parents of Mentally Retarded Children in New York City", in the American Journal of Mental Deficiency, Vol. 57, No. 3, issue of January 1953, p. 495-497.

At the August 2 meeting, Mr. Schneider,¹⁷² Director of the Westchester School for Retarded Children, said toilet training should not be considered as one of the criteria for admission to the classes.

Mrs. Peters,¹⁷³ one of the psychologists, stated that of the twenty-nine children she tested there were only three she could not recommend. Her criteria included, toilet training, socialization, and the ability to take care of oneself. She also recommended complete physical examinations as well as testing by psychiatrists to determine schizophrenia.

Professor Rosenzweig indicated that the classes sponsored by the Association:

Should be primarily for the education of the children and not a hospital or place for medical treatment of epileptic or schizophrenic children, both types needing medical treatment above everything else.¹⁷⁴

This recommendation by Professor Rosenzweig formed a part of the basic criteria in that the primary handicap

p. 3. 172 Ann Greenberg, Op. Cit., August 2, 1951,

173 Ibid., p. 4.

174 Ibid., p. 4.

was to be mental retardation. Professor Rosenzweig also felt that the child should at least "be able to indicate his toilet needs".¹⁷⁵

Mrs. Gottsegen,¹⁷⁶ (psychologist) stressed socialization and training along non-academic lines. She also mentioned music and rhythm as being very important in training the children.

Professor Rosenzweig suggested "taking children who can be taught in groups with a program to fit the majority of the children rather than having each child being taught something else".¹⁷⁷

Meeting of August 8, 1951

At this meeting¹⁷⁸ the problem of speech was first on the agenda and Professor Rosenzweig drew a distinction between speech development and speech therapy.

175 Ibid., p. 3.

176 Ibid., p. 3.

177 Ibid., p. 4.

178 Ann Greenberg, Secretary at meeting, Minutes of Second Meeting of Psychologists and Educational Advisors on AHRG Classes, Association for the Help of Retarded Children, Incorporated, New York, New York, August 8, 1951, p. 1.

Mr. Guytman,¹⁷⁹ a member of the Association and a member of the Association's school board, indicated that the classes should serve two functions:

Firstly, service the members by training their children and secondly, prove to the Board of Education of the City of New York that this could be done. He also indicated that all grades of retardation should be served. This resulted in a discussion after which it was decided by Mr. Weingold¹⁸⁰ that the upper level of each age group would be selected.

The final selection criteria adopted by the Association were as follows:

179 Ibid., p. 2.

180 Ibid., p. 6.

A. Mental

1. I.Q. Range 25-50

2. M.A. (a) Minimum for Group A, 2.0
(b) Groups B to C - Range approximately 3.0 to 7.6

I.Q. is merely one of the criteria used for grouping. Other standards have been worked out and will be codified.

B. Physical

1. Must be able to make physical wants known to teacher
2. Must be able to respond to toilet training within a reasonable length of time
3. Must be able to avoid common dangers and hazards (open windows, etc.)
4. Must be able to walk
5. Must be without handicaps

C. Social

Must be able within a reasonable length of time to cease being a disruptive influence in a group situation.¹⁸¹

This said Professor Rosenzweig,¹⁸² permitted three levels of instruction:

- I. Self-care - relation to self
- II. Socialization - relating to other children
- III. Group living - learning to share; play and work together

Professor Rosenzweig¹⁸³ explained that these three groups would not remain static since new admissions,

¹⁸¹ Joseph T. Weingold, Projects Manual, Op. Cit., 1953, p. 18.

¹⁸² Louis Rosenzweig, Report of School Program, Op. Cit., p. 3.

¹⁸³ Ibid., p. 3.

dropouts, promotions and consolidations made for changes in the units. He also¹⁸⁴ stated that each child upon admittance was to be evaluated on the basis of the following items: Age, I.Q. mental age, performance age, performance quotient, projective tests, social quotient, social age, toilet training, physical defects, speech status, activity status, relatedness, cooperation, rapport, and concentration.

Following the testing, index values were set up whereby the children could be ranked from the highest to the lowest. All acceptable cases were arranged chronologically and parents were notified about the status of their children. This was followed by their placement in groups. After reviewing the possibilities of chronological age, intelligence quotients, mental age, social age and index values, the children were in fact grouped, "according to their basic educational need".¹⁸⁵

Screening had been so successful that when a summer workshop was set up in the summer of 1954¹⁸⁶ by Teachers College of Columbia University for teachers of

184 Ibid., p. 3.

185 Ibid., p. 3.

186 Joseph T. Weingold, Annual Report, 1953-54, Op. Cit., p. 10.

the trainable, most of the children who were in the project came from the Association's classes.

In summary, the criteria for the selection of pupils for the Association's classes were developed into three areas - mental, physical and social. Mentally the child was to have an I.Q. range of twenty-five to fifty.

Physically the child was to be ambulatory, able to make his wants known, capable of toilet training, able to avoid danger and be without multiple handicaps.

Socially the child had to respond to group situations and not be a disruptive influence in the classroom.

Following the testing, thereby the child was evaluated according to an index value, he was admitted for training. The index value helped to rank the children according to their capabilities. This was then followed by grouping.

That the selection procedures had been successful was demonstrated when Teachers College of Columbia University chose to include most of the pupils from the classes operated by the Association in a summer workshop for teachers of the trainable in 1954.

7. Financing the School Program.

The parents¹⁸⁷ of the children were to share in the cost, once the classes were established.

The question of financial assistance from the state was brought up during a meeting in Albany. This meeting was held on June 14, 1951.

Mr. Weingold reported the meeting as follows:

On June 14th, I had a conference with Mr. _____ of the State Department of Education and discussed the desirability of changing the regulations to remove reference to I.Q. as had been done in Ohio. His answer was that these children with I.Q.'s under fifty, are traditionally the concern of the Department of Mental Hygiene.¹⁸⁸

The Education Department was resisting the attempt on the part of the Association to enlarge the special class program to include pupils with I.Q.'s below fifty.

The notes of Mr. _____ from June 14, 1951 regarding the question of the class's state:

¹⁸⁷ Association for the Help of Retarded Children, Incorporated, "Plans Progress for Cooperative Classes", news item in Our Children's Voice, New York, New York, Vol. 2, No. 4, issue of August-September, 1950, p. 2, col. 2.

¹⁸⁸ Joseph T. Weingold, Annual Report - February 1, 1951 to March 1, 1952, Op. Cit., p. 6.

... it would be unconstitutional to give any state help, including transportation, to any one of these units which might be operated by a private group. He says that he got an expression of opinion on this from the Counsel.¹⁸⁹

The die was cast, Counsel in this case, the legal division of the Commissioner of Education had ruled that it would be unconstitutional or illegal to offer any financial help to the Association for the Help of Retarded Children, Incorporated. Therefore, any funds for programming for the mentally retarded would have to be raised through private means. This accentuated the need for legislation for Mr. Weingold also stated in his annual report:¹⁹⁰

On January 23, 1952 at a meeting with Dr. Wilson Commissioner, Dept. of Education, and Dr. Bigelow, Commissioner, Department of Mental Hygiene, we asked as a minimum state aid for the New York City classes we have established to demonstrate what can be done with these children and support for the legislation.¹⁹¹

The support was not forthcoming. After failure

¹⁸⁹ New York State Education Department, Document No. 2, file copy of a memorandum from a high official in the New York State Education Department describing a conference with Mr. Joseph T. Weingold held on June 14, 1951, Op. Cit., 1 p.

¹⁹⁰ Joseph T. Weingold, Annual Report, February 1, 1951 to March 1, 1952, Op. Cit., p. 6.

¹⁹¹ Ibid., p. 6.

to get a legislative program passed in 1953, twelve experimental classes were approved for trainable children, funded by the state during the 1954 legislation.¹⁹²

In August 1951¹⁹³ a grant of \$5,000 was made to the Association for the school program by the Joshua Orphan Aid, a philanthropic women's organization in New York City.

However, the Association continued to emphasize that "the primary responsibility rests with the state to provide state aid for this education."¹⁹⁴

The first indication of rates was tuition¹⁹⁵ set at fifty-five dollars a month for children in the full day classes and forty dollars a month for part time students admitted in September 1951.

¹⁹² Joseph T. Weingold, Annual Report, March 1, 1953 - June 1, 1954, Op. Cit., p. 12.

¹⁹³ Association for the Help of Retarded Children, Incorporated, "Classes for Retarded to be Started Soon", news item in Our Children's Voice, New York, New York, Vol. 3, No. 3, issue of August 1951, p. 2, col. 1.

¹⁹⁴ Association for the Help of Retarded Children, Incorporated, "Direct to You", editorial in Our Children's Voice, New York, New York, Vol. 3, No. 4, issue of September-October, 1951, p. 7, col. 1.

¹⁹⁵ Association for the Help of Retarded Children, Incorporated, "AHRC Classes Open!" news item in Our Children's Voice, New York, New York, Vol. 3, No. 1, issue of September-October 1951, p. 1, col. 2.

The following year Mr. Weingold¹⁹⁶ reported that this had to be increased to sixty-seven dollars and fifty cents a month based on units of eight pupils to a teacher, along with costs for transportation, lunch and supplies. It was recognized that most of the parents would have difficulty meeting this tuition figure. Therefore, in order to insure that the children would not be denied service because of a parent's inability to pay tuition, a scholarship eligibility committee¹⁹⁷ was set up. This committee, including a social worker, set up scholarship criteria. No applicant was refused assistance.

The guidelines for the proposed costs of the classes were itemized as follows:

¹⁹⁶ Joseph T. Weingold, Annual Report, February 1, 1951 to March 1, 1952, Op. Cit., p. 1.

¹⁹⁷ Ibid., p. 9.

- A. Minimum total costs to be met (per class)
1. personnel (for 10 months)
 - (a) teacher \$3000
 - (b) assistant parent or volunteer
 - (c) custodian part time
 - (d) matron (parent)
 2. building alterations \$1000
 3. equipment 500 (some duplication in unit)
 4. supplies 200
 - (a) initial 200
 - (b) maintenance 90
 5. Insurance ?
 6. Rent ?
 7. Transportation ?
- B. Ways of meeting cost
1. total payment by parents
 2. partial subsidy by AHRC
 3. individual scholarships for needy cases-
screening should be by a social worker¹⁹⁸

Success was noted in the fund raising of 1952¹⁹⁹

when it was announced that as a result of the publicity being received by the Association, many chain stores were permitting coin cans and posters to be displayed. The chain stores had not been cooperative the previous year.

There is no doubt that the Association for the Help of Retarded Children, Incorporated was out to demonstrate

¹⁹⁸ Joseph T. Weingold, Projects Manual, Op. Cit., p. 21-22.

¹⁹⁹ Association for the Help of Retarded Children, Incorporated, "Statewide Fund Raising Projects Planned", news item in Our Children's Voice, New York, New York, Vol. 4, No. 1, issue of March 1952, p. 11, col. 2.

the effectiveness of the parent operated classes for the trainable. Further, there is little doubt the purpose was not only to demonstrate but also to get the program financed by public funds:

The achievements of this pioneer effort should be seen from the perspective of how much farther advanced the AHRC (Association for the Help of Retarded Children) is toward the goal of creating community schools that can be utilized to prove the thesis that low grade mentally retarded children can benefit from such care and instruction and that the benefits are valuable enough to merit public support and subsidization.²⁰⁰

In 1954 the fees were listed as follows:

Five dollars for initial testing. If accepted, the tuition is fifty dollars per month plus seventeen fifty per month for transportation. These are the maximum fees. The Association provides scholarships when needed, upon confirmation by a case worker and the scholarship committee. No child is refused service because of inability to pay within the limits of the Association funds.²⁰¹

²⁰⁰ Louis Rosenzweig, Report of School Program, Op. Cit., p. 5.

²⁰¹ Joseph T. Weingold, Information on Services and Activities, Association for the Help of Retarded Children, Incorporated, New York, New York, 1955, p. 2.

On January 22, 1955²⁰² the Board of Governors of the Association of New York State Young Republican Clubs, Incorporated, adopted a resolution that was adopted unanimously, urging that the Governor and each member of the Legislature support the program for the mentally retarded advocated by the Association. Among the items being supported was:

A provision for daytime education and transportation for mentally retarded children with intelligence quotients under fifty.

An increase of state aid for classes for the handicapped from \$800.00 to \$1800.00 and a differential of pay of \$480.00 per year for teachers of classes for handicapped children.²⁰³

On March 19, 1955 Mr. Weingold sent the following telegram to Governor Harriman:

202 Association of New York State Young Republican Clubs, Incorporated, Resolution adopted by the Board of Governors, of the Association of New York State Young Republican Clubs, Incorporated, New York, New York, at a meeting held in Albany, New York on January 22, 1955 at the Dewitt Clinton Hotel, 1 p.

203 Ibid., 1p.

Urging passage on behalf of 21 chapters of ARC throughout the State - Financial implications less than 10% in institutions.

Cost of maintaining a child in an institution about \$1,200 a year or \$1,800,000 for new school being built at West Seneca. The \$15,000,000 for capital construction + \$1,800,000 for one year's care will provide a state aid program for ten times that number of children in the community for ten years.²⁰⁴

To summarize, the parents shared the cost of the school program. Legal counsel for the New York State Education Department ruled that it was unconstitutional for the state to offer any assistance to the Association in the form of funds.

Contributions from organizations and fund raising drives, as well as donations of interested business men, helped supplement the needed capital. Volunteer clerical services were encouraged and parental aid and assistance from public spirited individuals were always welcomed. No child, if eligible, was denied admission to a class because of financial inability of his parents.

It can be seen that financing the educational operation of the classes continued to be the responsibility of the parents of the children in the classes. The difficulty of financing the classes led the Association to increase

²⁰⁴ Joseph T. Weingold, Western Union Telegram to Governor Harriman, Albany, New York, dated March 19, 1955, 1 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, State Education Department, Albany, New York.

the pressure on the state to finance the program.

8. Operation of the Pilot Classes.

A report prepared by Louis Rosenzweig²⁰⁵ covered the first year's operation ending June 1952. This report furnishes the basic data for the first part of this section. This will be followed by a report of a work-play program²⁰⁶ that was in operation chiefly in one class during the following two years. Finally there will be a report covering the regular special class program.

Professor Rosenzweig²⁰⁷ reported that the first year of the operation of the classes was one of exploration and discovery since no precedent existed for the program.

Curriculum

Professor Rosenzweig²⁰⁸ stated that teachers were

²⁰⁵ Louis Rosenzweig, Report on School Program, Op. Cit., p. 1-9.

²⁰⁶ Dorothy Cleverdon and Louis Rosenzweig, Work-Play Program for the Trainable Mentally Retarded, The American Journal of Mental Deficiency, Issue of July 1953, p. 56-70.

²⁰⁷ Louis Rosenzweig, Report, Op. Cit., p. 1.

²⁰⁸ Ibid., p. 4.

given complete freedom to develop a program during the first year of operation. They drew upon their own previous experiences and creative abilities. The methods were largely those employed by early childhood educators and were consistent with the mental ages of the pupils. Curriculum areas were developed around such areas of self-care as dressing, eating and elimination. Children were taught to respond to their own names and to recognize the names of others. They were also taught to recognize their own belongings and execute simple commands. Free expression within reason was practiced and group games were attempted. Growth was noted in the ability of some of the pupils to participate in group games. The technique of music and rhythms was utilized as an instructional device. Art and craft work also added to the activities explored during the year.

Teacher Aides

Difficulties, according to Professor Rosensweig,²⁰⁹ were experienced with the use of teacher assistants or teacher aides. The major problem experienced during the

209 Ibid., p. 4.

beginning of the school year 1951-52 was due to parental assistance. The Brooklyn Center as well as the Bronx Center found the practice of using parents as assistants in the classrooms unsatisfactory.²¹⁰ Later in the year teachers-in-training from Brooklyn College and New York University were used. This arrangement proved to be much more satisfactory and offered possibilities for future planning.

Home and School Relationships.

A worthwhile by-product of the closeness of the parents to the program²¹¹ was a greater understanding on the part of the parents of the growth of the children. The parents also acquired various skills and therefore were able to assist at home in this growth. Homes of the parents were visited by the staff and group meetings were held in school, at which time parents and teachers had an opportunity to discuss mutual problems. This proved to be so successful it was deemed advisable to continue this practice in the future.

210 Ibid., p. 5.

211 Ibid., p. 5.

Clinical Evaluations

During the school year 1951-52 Professor Rosenzweig²¹² noted an obvious lack of medical and psychiatric information. He considered it important to have this information for developing individualized programs for the children as well as for comparing the growth of the children during the year. Clinics that had also been established by the Association assisted in this and a program was started whereby the children received complete examinations and evaluations.

The success of the first year's efforts were phenomenal as demonstrated by the following information.

A summary of individual growth indicated that: the average child at the beginning of the school year had attained the age of one year and eleven months in Manual Dexterity, (sic) one year and eleven months in Emotional Development, two years and six months in Toilet Development, two years in Eating Development, two years and one month in Dressing Development, one year and eight months in Speech Development, one year and eight months in Play Development, and one year and five months in Aesthetic Development. Thus the Developmental Age of the Average Child at the beginning of the school year was one year and eleven months.²¹³

212 Ibid., p. 6.

213 Ibid., p. 6.

At the end of the school year the average child had attained the following:

The age of two years and seven months in Manual Dexterity, two years and ten months in Emotional Development, three years and two months in toilet Development, two years and ten months in Eating Development, two years and ten months in Dressing Development, two years and three months in Speech Development, two years and five months in Play Development, and two years and four months in Aesthetic Development. Thus, the Developmental Age of the Average Child at the end of the school year was two years and eight months. This represents an overall gain of nine months in a nine month period of time. An interesting aspect that should be noted is that the school seemed to have succeeded in raising the Developmental Age of the Average Child to his Mental Age - Both being two years and eight months.²¹⁴

The chronological age range of the group consisted of children from five years-one month to fifteen years-four months. The average child was seven years-eleven months old. This was a considerable gain (a developmental age gain of nine months in a nine month period) when one realizes the average Intelligence Quotient of the children was thirty-eight. The lowest I.Q. was twenty-five and the highest was fifty-two.

Unfortunately Professor Rosenzweig did not have

²¹⁴ Ibid., p. 7.

a control group so that we could have a comparison of the growth or lack of growth of the control group, nor did he continue the study for an additional year. If he had done so it is probable that the growth during the second year would not have been as large.

Nevertheless, the following achievements in programming were noted:

1. The development of a screening and testing program
2. A method of selecting pupils.
3. A cooperative venture between the schools and clinics.
4. Development of an individual evaluation form.
5. Establishment of qualifications of teachers and supervisors.
6. Development of a program of student assistants.
7. Beginnings of a parent training program.
8. Establishment of a means to group children.
9. Policy established regarding housing.
10. Organization of a transportation system.²¹⁵

Mr. Weingold²¹⁶ stated the success of Professor Rosenzweig's report as follows:

²¹⁵ Ibid., p. 5-6.

²¹⁶ Joseph T. Weingold, Annual Report, March 1, 1952 to February 28, 1953, Op. Cit., p. 18.

what we had done the year before was tied together by Professor Louis Rosenzweig, our Educational Consultant for the year ending June 1952, in a report which is extremely complete and indicates very positive results. Without in any way emphasizing I.Q., but basing results on the developmental age of the children, his report demonstrates that the average developmental growth of the children in the MRC classes for the year September 1951 to June 1952 was 3 months during a chronological period of 9 months. This from children whose average rate of development according to their intelligence quotient should have been only about one-third. This report incidentally has been distributed throughout the country and we have had calls from it from many educators.²¹⁷

As can be seen, the Association was conducting a school program utilizing an educator as a consultant. The choice of the consultant was wise, for Professor Rosenzweig had been with the New York City school system as a teacher and as a supervisor of the mentally retarded. With this educational experience Professor Rosenzweig was a valuable asset in the area of training pupils with I.Q.'s below fifty.

The following school year 1952-53²¹⁸ the Play

²¹⁷ Ibid., p. 13.

²¹⁸ Joseph T. Feingold, Annual Report, March 1, 1952 to February 28, 1953, Op. Cit., p. 18.

Schools Association²¹⁹ was engaged as a consultant in developing a program suited to the needs of the children. As mentioned earlier, part of the basic materials for this section of the operation of the centers was drawn from a report of the work-play program developed by Dorothy Cleverdon and Louis E. Rosenzweig.²²⁰

The role of the consultant (Cleverdon) changed from general consultant of both centers, Brooklyn and the Bronx, to consultant at the Bronx Center. She spent the last five months of the school year 1952-53 and the school year 1953-54 with the director of the school program and one class. Out of this evolved a suggested curriculum, a suggested list of equipment and supplies for a unit of from ten to twelve pupils and a suggested program of daily activities.

The following conclusions are drawn from the project:

219 The Play Schools Association is a national non-profit organization that began as a committee of the child study Association. In 1939 it incorporated as a separate national agency. The purpose of the Play School is to reinforce family life. It can readily be observed how effectively this program articulated with the desires of Professor Rosenzweig to involve the parents more actively in the school program.

220 Dorothy Cleverdon and Louis Rosenzweig, Op. Cit., p. 56-70.

1. A developmental (not remedial) work-play program stimulates the retarded child to dramatic expression and a "playing with somebody" kind of play.
2. What to expect from the retarded child is related to his mental age and emotional maturity rather than to his chronological age.
3. The retarded child must be inducted into group play gradually and materials should be introduced one at a time.
4. Materials and equipment must be specially adapted to meet the retardates' larger physical size and lower mental age.
5. Special instruction in how to play must be part of the work-play program. (The average child has much less need of such instruction since his pre-school experiences have included play.)
6. Extensive repetition of play and trip experiences are mandatory.
7. Much teacher-prepared games and songs have to be made because of the unusual needs of this group.
8. Teachers of trainable mental deficient children need to be oriented to the learning possibilities inherent in a work-play program.
9. The teacher must learn how to become involved in play as a participant and counselor.
10. Skills and attitudes developed in a work-play program are maintained. (The children, after a summer vacation, began at the level they had reached at the end of the previous school year.)²²¹

The close association with the work-play program was profitable for the teachers not directly involved in

221 Ibid., p. 61-62.

the work-play program for they had an opportunity for in-service training.

The curriculum for both centers, in 1954,²²² with the exception of the work-play program, was based on what the child would do after he left school. The preparation of the children within the confines of the school, stressed curriculum that would prepare the pupil for sheltered workshop employment, public school placement or for later custodial care.

Mr. Weingold indicated that this emphasis in programming was successful by stating:

The AMRC school program has shown that many youngsters who would never have gotten into the public school program can attain this goal if they receive early group experiences and training. They fail to meet standards because of deprivation, not because of lack of abilities.²²³

Mr. Weingold²²⁴ indicated that further success in the school program was noticable in the hundreds of applications still to be processed and in the long waiting lists that clearly attested to the demand for classes.

²²² Jane Patterson, Op. Cit., p. 3.

²²³ Joseph T. Weingold, Annual Report, March 1, 1953-June 1, 1954, Op. Cit., p. 13.

²²⁴ Ibid., p. 2.

In September 1954,²²⁵ nine students of the AHRC classes in New York City were admitted to special classes for the mentally retarded operated by the New York City public school system. Mr. Weingold looked upon this as a significant event by stating:

Three years ago these children were deemed "uneducable" by the CRMD (Children with Retarded Mental Development) Bureau for reasons of emotional or mental immaturity, lack of social adaptability, and unconstructive attitudes. Attendance of from one to three years at the AHRC pilot classes has enabled them to reach the point where they meet the standards required by the Public School system for attendance in special classes for the mentally retarded.

Thousands of mentally retarded children are excluded from special classes in public schools because they have been deprived of early group experiences and training. Our program clearly shows that many of these can meet the standards of special classes if they receive such training.²²⁶

Actually, this not grounded in fact, for it is conceivable that some of the pupils might have been admitted to the public school classes given sufficient time for maturation to take place. Nevertheless, the very fact that the pupils had attended the school program offered by the

²²⁵ Association for the Help of Retarded Children, Incorporated, "Nine 'Graduate' from AHRC Classes", news item in Our Children's Voice, New York, New York, Vol. 6, No. 3, issue of September-October 1954, p. 10, col. 2, (words in parenthesis are writer's).

²²⁶ Ibid., p. 10, col. 2.

Association and then were accepted by the New York City public school system for placement in their classes showed the cooperative spirit that was developing with regard to the classes operated by the Association.

On February 28, 1955²²⁷ Professor Rosenzweig wrote identical letters to both Governor Harriman and Jonathan Bingham, Secretary of the Governor, stating:

During the past three years I have carried on a research program in the area of the trainable mentally retarded child, a report of which was published in the October, 1954 issue of the American Journal of Mental Deficiency. This research has confirmed the thesis that such children can profit from an educational program in the community.²²⁸

Secretary Bingham²²⁹ was obviously impressed by Professor Rosenzweig's letter for he replied:

227 Louis E. Rosenzweig, Deputy Chairman, Department of Education, Brooklyn College, Brooklyn, New York, Correspondence with Governor Harriman and Secretary Bingham, both letters dated February 28, 1955, 2 p. each.

228 Ibid.

229 Jonathan B. Bingham, Secretary to Governor Harriman, Executive Chambers, Albany, New York, Correspondence with Louis E. Rosenzweig, letter dated March 3, 1955, 1 p.

Thank you for your extremely thoughtful and informative letter of February 28 which I have read with great care.

I find that some of the letters we receive on the subject of the bills you are interested in, present the problem in so oversimplified a way that they do not carry much weight. However your letter was of quite a different character.²³⁰

This weight was to be felt in the form of the permissive legislation that permitted school systems to operate special classes for the trainable should they desire to do so.

Regulations

When the permissive legislation for the trainable was passed in 1955, regulations²³¹ were drawn up by the Education Department to accompany the Law. The regulations became the Amendment to Article XXIII, Section 186 Trainable Mentally Retarded Children and Amendment to Article XV, Section 131 Certificates valid for teaching common branch subjects. These regulations were submitted to the Board

230 Ibid., 1 p.

231 New York State Education Department, Albany, New York, Regulations of the Commissioner of Education, May 27, 1955 mimeographed, 1 p. Copy of the Regulations appears as Appendix No. 1.

of Regents²³² to implement the Education Law. Once they were approved by the Regents, state controlled classes became an accomplished fact.

Mr. Weingold anticipated the need for regulations and offered to assist in developing them as evidenced by the following letter:²³³

²³² Marlan Hoyt Horner in Education in New York State 1784-1954, New York State Education Department, Albany, New York, 1954, p. 23, describes the Board of Regents as follows:

The Legislature has conferred a rather unique authority on such Board, which has been consistently sustained by the courts, to enact rules and regulations which have the force of law. Regents have power under this grant to enact rules in respect to any matter under their jurisdiction. The Commissioner of Education has the power to enact regulations which however, must be approved by the Board of Regents. Two volumes are published by the Department, one known as the Rules of the Board of Regents and the other as the Regulations of the Commissioner of Education. Both of these must be read together with the provisions of the Education Law itself if one is to encompass the whole body of the statutory control of the state system of education.

²³³ Joseph T. Weingold, Personal Correspondence, with Dr. Lewis Wilson, Commissioner of Education, dated May 3, 1955, 1 p.

May 3, 1955

Dr. Lewis Wilson
Commissioner of Education
State Department of Education
Albany, New York

Dear Dr. Wilson:

I am sure you agree that the success of new Section 4408 of the Education Law, relative to special classes for mentally retarded children with I.Q.'s under 50, will depend in a great measure on the regulations you will formulate for the setting up and conduct of such classes.

In my travels around the state in the last few days and conversations with a considerable number of superintendents of local school districts, many questions were asked concerning such regulations, to all of which I replied that they are in the process of being considered. I did so on the basis of your April 11th letter.

We also feel that the experiences of the Association, and professionals engaged in the teaching field, especially on a higher educational level, should be utilized in the preparation of these regulations.

We respectfully request, therefore, that we and others be involved in the planning and drawing of such regulations.

I hope that this will be done immediately, because I know a number of school districts wish to implement this law without delay.

Sincerely yours,

sgd. Joseph T. Weingold

Joseph T. Weingold
Executive Director²³⁴

This letter arrived in the Commissioner's office on May 4, 1955 and received immediate attention. It was routed to a high official on May 4, 1955 along with a copy of a letter²³⁵ from the Commissioner to Mr. Weingold, acknowledging Mr. Weingold's letter of May 3, 1955. This letter indicated that the high official would be in touch with Mr. Weingold, to confer with him in regard to the materials being prepared by the Department.

On May 4, 1955²³⁶ a member of the high official's staff wrote Mr. Weingold enclosing a draft of the regulations prepared by the staff of the New York State Education Department and stated in his letter:

We are, of course, as the Commissioner wrote you, greatly interested in any suggestions that you, as one having a deep concern for and knowledge of these matters, may give us.²³⁷

This acknowledges the fact that the staff of the

235 L.A. Wilson, Personal Correspondence, with Mr. Joseph T. Weingold, dated May 4, 1955, 1 p.

236 New York State Education Department, Document No. 5, letter from a member of the staff of a high official in the New York State Education Department, Albany, New York to Mr. Joseph T. Weingold. Letter dated May 4, 1955, 1 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, State Education Department, Albany, New York.

237 Ibid.

New York State Education Department was aware of the efforts and knowledge that Mr. Weingold had amassed in the area of training the retarded.

On May 11, 1955, a high official of the New York State Education Department²³⁸ wrote a memorandum to Commissioner Wilson indicating that the proposed regulations had been discussed with Mr. Weingold in a preliminary way on May 3, 1955 and that a copy was later rushed to Mr. Weingold by mail. The high official also stated:

Mr. Weingold, as I mentioned to the Mental Health Commission yesterday, was extremely pleased; apparently he had feared the department was going to doctored them up in order to set up all sorts of hurdles to the establishment of the classes. One or two very minor thoughts he had are being taken into account before the material is submitted officially to Mr. Moffitt, (Associate Commissioner) to go to you and the Regents.²³⁹

The minor thoughts referred to above consisted of

²³⁸ New York State Education Department, Document No. 6, memorandum from a high official in the New York State Education Department, Albany, New York to the Commissioner of Education. Memorandum dated May 11, 1955, 1 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, State Education Department, Albany, New York.

²³⁹ Ibid. (words in parenthesis are writer's).

three single spaced typewritten sheets from Mr. Weingold.²⁴⁰

Four major changes in the regulations were noted which were incorporated in the next revision of the regulations and were to appear in the regulations approved by the Regents on May 27, 1955.

The changes suggested by Mr. Weingold, approved in the revised draft of the regulations and retained in the final draft of the regulations approved by the Regents of the University of the State of New York on May 27, 1955²⁴¹ were as follows:

In the first place, I believe that some other term should be found for these classes than the one "for children with severely retarded mental development". Technically and according to the nomenclature being developed by the A.A.M.D., severely retarded refers to low grade children. We are speaking of the middle grade, and the term "severely retarded" may be misleading. Furthermore, since the law is permissive, the term may repel administrators from setting up such classes. I am sure you know how the unknown scare.²⁴²

Classes

The maximum number of children permitted to be enrolled in any of these classes should be no more than ten.²⁴³

²⁴⁰ Joseph T. Weingold, Personal Correspondence, with a high official of the New York State Education Department, Albany, New York, May 16, 1955, 3 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, State Education Department, Albany, New York.

²⁴¹ Ibid., p. 1.

²⁴² Ibid., p. 1.

²⁴³ Ibid., p. 2.

Pupils

This regulation as proposed states that "no pupil shall be a member of these classes if it is determined after careful study (underlining ours) that said pupil cannot benefit from the training offered by such classes". We feel that careful study must of necessity include a trial period in the classrooms and we suggest that the regulation read "... after careful study including a reasonable opportunity for observation and a trial period in such a class", etc.²⁴⁴

With regard to Section 131, 2., Validation of certificate for teaching special classes and other subjects.

This regulation again carries over the thinking of the regulation with regard to teachers for the educable children to this class of children. In our experience we have found that, lacking actual experience with these trainable or middle grade children, the most important training to qualify a teacher for such classes is early childhood education. We suggest, therefore, that the regulation with regard to validation for teaching these classes under section 4403 shall read "the validity of a certificate for teaching the common branches or early childhood education", etc.²⁴⁵

To summarize, the early pioneering efforts of the Association in operating special classes for the trainable were under the supervision of a consultant. The basic techniques and materials were adapted from those used in the area of childhood education. The first year's program 1951-1952, was one of experimentation in which such areas

²⁴⁴ Ibid., p. 2.

²⁴⁵ Ibid., p. 2.

as curriculum, teacher aides and home to school relationships were explored. The first year's efforts, 1951-52, was the subject of a report that indicated that various curriculum areas were worthy of further study, parents should not be involved as teacher aides and university students make satisfactory aides for the trainable. Home visits by teachers as well as group meetings in the school offer opportunities for shared experiences on the part of parents and school personnel. The first year's report of pupils with chronological age ranges from five years-one month to fifteen years-four months and I.Q.'s ranging from twenty-nine to fifty-two indicate that a growth in developmental age is possible. In fact children who had been deprived of group stimulation showed a developmental growth comparable to less severe mentally retarded when given an opportunity to attend special classes.

The Play Schools Association furnished a consultant for two years to implement a work-play program. This program showed success when adapted to the trainable child. Conclusions closely allied to good early childhood education were the basic outcome. The later curriculum in both centers (1953-54) was geared to the preparation of the child in relation to his later entrance into public school special classes, sheltered workshop placement or institutional care.

As a result of the training received, according to Mr. Weingold, nine pupils were admitted into special classes in the New York City public schools in September 1954. Professor Rosenzweig wrote Governor Harriman and Jonathan Bingham, Secretary to the Governor, indicating how his report of a three year study with the Association's classes in New York City had proved that the trainable could profit from a community educational program. Secretary Bingham was impressed with Professor Rosenzweig's findings and wrote him to that effect.

The Association was asked to react to the Regulations of the Commissioner of Education relating to special classes for the trainable. This they did with sound recommendations based on their years of experience with the trainable in classrooms operated by the Association. The recommendations were incorporated into the Commissioner's Regulations passed by the Regents of the State of New York on May 27, 1955. Through the Association's efforts the classes operated by the public schools were limited to ten pupils, trial periods were allowed in the public school classes and teachers with early childhood education licenses were approved for special class certification. Thus, state controlled classes for the trainable became an accomplished fact.

CHAPTER IV

PILOT CLASSES IN NEW YORK STATE

Parental interest and enthusiasm in supporting the Association's projects spread throughout the state. Chapters were formed rapidly and organized classes for trainable mentally retarded children. Through the assistance of the New York State Association for Retarded Children, Incorporated, the chapters were united in their goals and purposes. The parents devoted their time, money and efforts in establishing training classes for the children.

This chapter will be divided into the following sections: 1. Schools for Trainable Children; 2. Locations of Programs; 3. Westchester Chapter; 4. Onondaga Chapter; 5. Erie-Niagara Chapter; 6. Summary.

1. Schools for Trainable Children.

In June 1954²⁴⁶ there were twenty chapters including the New York City Chapter that made up the New York State Association for Retarded Children, Incorporated. These

²⁴⁶ Joseph T. Weingold, Annual Report, 1953-1954, Op. Cit., p. 11.

twenty distinct yet united chapters covered twenty-eight counties and according to Mr. Weingold²⁴⁷ most of the population²⁴⁸ of the state.

The need for classes for the trainable throughout the state was noted by Mr. Weingold in the following statement:

Almost invariably the first projects started by parents groups are classes for the children who are not in school. This is understandable and represents the fulfillment of a most vital need.²⁴⁹

As of February 19 1954,²⁵⁰ there were eighteen schools operated by New York City and twelve chapters of the Association. There were fifty-four classes serving a total of 432 children.

By April 1955 a total of seventeen chapters was

²⁴⁷ Ibid., p. 11.

²⁴⁸ New York State is divided into sixty-two counties. Five of them are substantially merged with the city of New York and coincide with the five boroughs of the city. Each of the remaining fifty-seven counties occupying the rest of the state is organized into a county government.

²⁴⁹ Association for the Help of Retarded Children, Incorporated, "Direct to You", message from the Executive Director in Our Children's Voice, New York, New York, Vol. 4, No. 4, issue of December 1952, p. 7, col. 1.

²⁵⁰ Joseph T. Weingold, Conference of Directors and Teachers of the Association for the Help of Retarded Children's Schools, Association for the Help of Retarded Children, Incorporated, New York, New York, February 19, 1954, p. 1.

operating twenty-five schools. These twenty-five schools housed sixty-nine classes serving a total of 551 children. Three chapters were not operating schools. Table III presents the breakdown of the chapters and the schools along with the numbers of classes and children sponsored by the individual chapters as of January 1955.

Table III.-
Enrollment of Trainable Children in
Chapters and Schools
1955.

Chapters	Schools	Classes	Children
Broome	1 Binghamton	2	19
Capital District	2 Albany, Troy	9	46
Cayuga	1 Auburn	4	26
Chemung	1 Elmira	1	12
Erie-Niagara	2 Buffalo, Niagara Falls	6	60
Fulton	1 Gloversville	2	24
Monroe	1 Rochester	4	40
Nassau	2 Hempstead, Roslyn	3	24
New York City	3 Bronx, Brooklyn, Queens	9	84
Oneida-Herkimer	1 Washington Mills	2	16
Onondaga	1 Syracuse	6	70
Ontario	1 Geneva	1	8
Rockland	1 Ramona	1	7
Schenectady	1 Schenectady	4	20
Sullivan	1 Monticello	1	9
Upper-Hudson	1 Saratoga Springs	1	6
Westchester	4 Pelham Manor, Mt. Kisco Portchester, Yonkers	13	80
Totals	25	69	551

Data obtained from a review of chapter projects of
the Association for Retarded Children, Incorporated.

2. Locations of Schools.

The scope of the schools established and maintained by the seventeen chapters can easily be observed by examining the following map of New York State. The locations of the classes on the map correspond to the school locations noted on Table III showing that the Broome County Chapter's school was located in Binghamton. The other classes can be located in a similar manner.

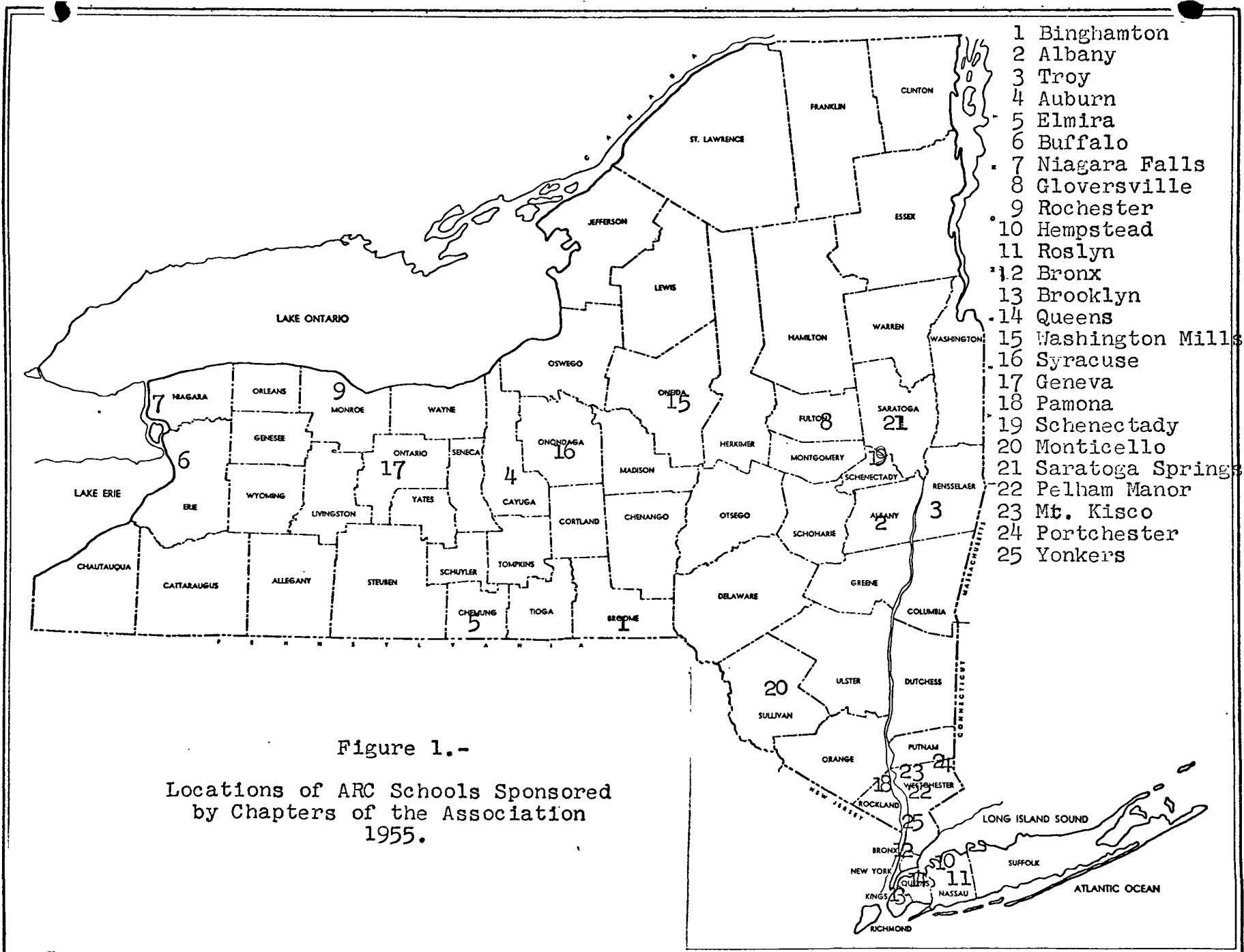


Figure 1.-

Locations of ARC Schools Sponsored
by Chapters of the Association
1955.

3. Westchester Chapter.

The Westchester Chapter was a direct outgrowth of the New York City Association. Founders of this Chapter attended the initial meeting organized by Mrs. Greenberg at the National Hospital for Speech Disorders on January 7, 1949.²⁵¹

On April 12, 1949²⁵² a meeting was called at the Mount Vernon Public Library in Westchester County under the chairmanship of Mr. Bernard Rosenberg. Forty people were in attendance at the first meeting.

Objectives of the Westchester AHRC School

The purpose of the Westchester AHRC School in 1951 was:

... to develop each child to his individual capacity so that he may share and contribute to a useful, worthwhile way of life.²⁵³

²⁵¹ Association for the Help of Retarded Children, Incorporated, "Westchester Chapter Organized", news item in Our Children's Voice, New York, New York, Vol. 1, No. 2, issue of April 20, 1949, p. 1, col. 2.

²⁵² Association for the Help of Retarded Children, Incorporated, "Westchester Branch Reports Progress", news item in Our Children's Voice, New York, New York, Vol. 1, No. 3, issue of May 25, 1949, p. 2, col. 1.

²⁵³ Bernard Schneider, "The Westchester AHRC School", in the Journal of the Westchester Chapter, Pelham Manor, New York, 1951, p. 24.

In 1952 Mr. Evald H. Gasstrom, President of the Westchester Chapter described the objectives as follows:

We are not primarily a service organization.
We are a militant organization to show the state
that Retarded Children Can Be Helped - and then
to make the State Help Retarded Children.²⁵⁴

The objectives of the school program in 1953²⁵⁵ were to give primary group training in reading and speech therapy on an intensive basis for the younger pupils. The program for the older pupils was essentially a social one designed to develop a degree of social adequacy and to facilitate adjustment in group participation. Further the objectives were to lead to more effective home and community living.

The aim of the school in 1954²⁵⁶ was an attempt to make each pupil a contributing member of the group to which he belonged either at home or in an institution, should he have to attend one at some future date. Emphasis was placed

²⁵⁴ Evald H. Gasstrom, "Horizons", in the Journal of the Westchester Chapter, Pelham Manor, New York, 1952, p. 7.

²⁵⁵ Joseph J. Endres, Chief, Bureau for Handicapped Children, New York State Education Department, Albany, New York, memorandum to Associate Commissioner Moffitt regarding the application for a provisional charter for the Westchester School for Retarded Children, June 19, 1953, p. 1.

²⁵⁶ Bernard Schneider, Director Westchester School for Retarded Children, Westchester School Report, Westchester AHRC School, Pelham Manor, New York, January 20, 1954, p. 3.

on aiding the pupil in working up to his potential and assisting in developing socially acceptable behavior.

On March 1955²⁵⁷ the objectives were to develop the pupils to their individual capacity so that they could share and contribute to a useful, worthwhile way of life. The basic aim of the program was to develop an integrated personality that would be, "capable of courteous, enjoyable living within his sphere of achievement".²⁵⁸

In summary the objectives of the Westchester AHRC School were to develop the child to his maximum potential so he could become a contributing member of the society to which he belonged.

Housing Facilities

During the April 1950²⁵⁹ meeting of the Westchester Chapter of the Association a decision was made to set up a cooperative day school for the retarded using the facilities of the Pelham School for Children in Pelham Manor

²⁵⁷ John P. Armstrong, "How Our Schools Educate Our Children", in Opening Doors, Vol. 5, Westchester Chapter, Association for the Help of Retarded Children, Incorporated, Pelham Manor, New York, 1955, p. 8.

²⁵⁸ Ibid., p. 8.

²⁵⁹ Association for the Help of Retarded Children, Incorporated, "Westchester Chapter Report", news item in Our Children's Voice, New York, New York, Vol. 2, No. 2, issue of April 1950, p. 8, col. 1.

that was up for sale. Full capacity of the school would permit a total enrollment of sixty pupils.

The report from Westchester in June 1950²⁶⁰ indicated:

The big news this time is the final conclusive fact that we are able to purchase the Pelham Cardiac Home for Children as a day school. Moving directly in the face of opposition of some unenlightened residents of Pelham Manor, the Board of the Pelham Home for Cardiac Children voted overwhelmingly in our favor. As suggested by Mrs. Samuel Greenberg, one of our members, our school will be called the Westchester AHHC (pronounced "ark"). Mr. Edgar Mathers, our able fund raising chairman, is working full time, and has done a magnificent job. We need to raise a great deal of money here in Westchester, and any suggestions in this direction will be gratefully accepted. As yet, our school program has not been developed. A school committee of professionals and parents will be set up soon for that purpose.²⁶¹

A contract for the purchase of the Pelham Home was signed by Mr. George Hirsch representing the Association on June 7, 1950.²⁶²

A law suit²⁶³ was brought by thirty property

²⁶⁰ Association for the Help of Retarded Children, Incorporated, "Westchester Report", news item in Our Children's Voice, New York, New York, Vol. 2, No. 3, issue of May-June 1950, p. 7, col. 1.

²⁶¹ Ibid., p. 7, col. 1.

²⁶² Joseph T. Weingold, Confidential Report on Activities from May 3, 1950 to June 12, 1950, Association for the Help of Retarded Children, Incorporated, New York, June 14, 1950, p. 1.

²⁶³ Association for the Help of Retarded Children, Incorporated, "Action to Enjoin AHRC Pelham School Tried", news item in Our Children's Voice, New York, New York, Vol. 4, No. 1, issue of March 1952, p. 2, col. 2.

owners in Pelham Manor to enjoin the Westchester Chapter of the Association from using the building as a school. Following a trial on February 6, 1952²⁶⁴ Supreme Court Justice Robert Doscher closed the school.²⁶⁵ However it re-opened by a temporary stay of the Appellate Division. On April 7, 1953,²⁶⁶ the Supreme Court, Appellate Division, held that:

The use of property sought to be enjoined was a continuation of prior nonconforming use and hence did not violate zoning ordinance. Judgement reversed on the law and the facts and complaint dismissed.²⁶⁷

Mr. Weingold²⁶⁸ indicated that this was a significant occurrence. The legal brief had been prepared by Mr. Russetto who was at that time President of the New York City Association, the parent of a mentally retarded child and an attorney with a law practice in New York City.

264 Ibid., p. 2, col. 2.

265 Association for the Help of Retarded Children, Incorporated, "Chapter News Westchester", news item in Our Children's Voice, New York, New York, Vol. 4, No. 3, Issue of September 1952, p. 6, col. 1.

266 New York Supplement, second series: Vol. 120, Cases Argued and Determined in the Court of Appeals, Appellate Division of the Supreme Court, as well as the Supreme Court and other lower Courts of Record, West Publishing Company, St. Paul, Minnesota, 1953, p. 329-330.

267 Ibid., p. 329.

268 Joseph T. Weingold, Annual Report, March 1, 1952 to February 28, 1953, Op. Cit., p. 5.

Reimbursement²⁶⁹ for the cost of appealing the judgement was allowed the Westchester Chapter of the Association and according to Mr. Weingold this "ended one of AHRC's major legal and psychological triumphs".²⁷⁰ On December 31, 1954²⁷¹ the case was upheld in the Court of Appeals in New York City.

The most detailed description of the Westchester School the writer was able to find was furnished by Mr. Bernard Schneider,²⁷² who at that time was Director of the Westchester School. Mr. Schneider described the school as a twelve room building serving as a school. All rooms varied in size but were adequately large, light and airy. The building consisted of two floors and was situated on a hill with basement partly above ground. Several toilets were located on each floor including the basement. An outdoor play space was available with swings, a slide, seesaws, a merry-go-round and a wading pool.

269 Association for the Help of Retarded Children, Incorporated, "Westchester Schools Win Court Decision", news item in Our Children's Voice, New York, New York, Vol. 5, No. 2, issue of June 1953, p. 6, col. 2.

270 Ibid., p. 5, col. 2.

271 North Eastern Reporter; Second Series, Vol. 123, Cases Argued and Determined in the Courts of Illinois, Indiana, Massachusetts, New York and Ohio, West Publishing Company, St. Paul, Minnesota, 1955, p. 311.

272 Bernard Schneider, Westchester School Report, Op. Cit., p. 1.

A summary of the housing facilities disclosed that the Westchester Chapter of the Association purchased a building that had been used as a home for cardiac children. Thirty property owners from the area took legal action to prevent the Association from conducting a school for retarded children on the premises. A trial was held on February 6, 1952 following which Supreme Court Justice Robert Dasher reserved decision, then ruled in favor of the thirty property owners in Pelham Manor. Through a temporary stay of the Appellate Division the school remained open. Arguing from a brief prepared by the President of the New York City Chapter of the Association who was not only a parent of a retarded child but an attorney as well, the Association won the case. This was a significant accomplishment for the Association for it not only established the fact that the mentally retarded could be provided schooling in community facilities legally but drew attention to the Association as the spokesman for this group of handicapped children.

Numbers of Children and Classes

On February 19, 1951 the Westchester Chapter of

the Association opened with three children in attendance.²⁷³
In March, the single class had expanded to three classes serving twenty-one pupils.

By August 1951²⁷⁴ there were five classes with thirty-four pupils in attendance. On May 12, 1952²⁷⁵ forty-four children were being served in five groups. By January 20, 1954²⁷⁶ a total of fifty-five children were in attendance in the Westchester School. A total of six classes was in operation.

On April 6, 1955²⁷⁷ the Westchester School for Retarded Children had an enrollment of sixty-one pupils.

273 Association for the Help of Retarded Children, Incorporated, "Westchester AHRC School Opens, First Annual Dinner-Dance Held", news item in Our Children's Voice, New York, New York, Vol. 3, No. 2, issue of March-April 1951, p. 6, col. 2.

274 Association for the Help of Retarded Children, Incorporated, "Chapter Reports - Westchester Chapter" news item in Our Children's Voice, New York, New York, Vol. 3, No. 3, issue of August 1951, p. 10, col. 1.

275 Bernard Schneider, Director AHRC School, Memorandum to the Westchester School Board on School Needs and Plans for Coming School Year, September 1952-July 1953, Pelham Manor, New York, May 12, 1952, p. 3.

276 Bernard Schneider, Director AHRC School, Westchester School Report, Op. Cit., p. 1.

277 John F. O'Connor, President, Westchester Report, Westchester Chapter, Association for the Help of Retarded Children, Incorporated, Pelham Manor, New York, April 6, 1955, p. 2.

In summary, from a feeble beginning of three children on February 19, 1951 the Westchester School had increased its enrollment until it reached a total of sixty-one pupils on April 6, 1955. The building had a capacity of sixty pupils, therefore, the school had expanded beyond its limit. This clearly illustrated the great need for services for the trainable that existed.

Staffing

On January 1951²⁷⁸ a psychologist-director and a teacher were hired.

In 1953,²⁷⁹ the staff consisted of a director who was also the school psychologist, two men teachers and two women teachers. One of the men teachers was also the speech correctionist.

In 1954²⁸⁰ there were five full time teachers and

²⁷⁸ Association for the Help of Retarded Children, Incorporated, "Westchester Chapter", news item in Our Children's Voice, New York, New York, Vol. 3, No. 1, issue of January-February 1951, p. 5, col. 1.

²⁷⁹ Joseph J. Endres, Application for Provisional Charter, Op. Cit., p. 2.

²⁸⁰ Bernard Schneider, Westchester School Report, Op. Cit., p. 1.

one part time teacher. All teachers had a minimum of a bachelor's degree. They had had previous teaching experience outside the field of special education. Salary ranges were comparable to those paid public school teachers. From a starting salary of \$3,000 the teachers salary went to \$4,500 in six steps. Assistant teachers were not a part of the program. However, four volunteers, consisting of a play therapist, ceramics instructor, sewing instructor and typist worked one day a week each.

As of March 15, 1955²⁸¹ the staff included a director-psychologist, five teachers and a speech therapist. The classes in avocational activities were staffed by volunteer specialists.

A summary of staff for the Westchester School shows how the staff had grown from a director-psychologist and teacher employed on January, 1951 to a director-psychologist, five teachers and a speech therapist on March 15, 1955.

Hours and Class Size

In 1951²⁸² three classes provided training for

281 John P. Armstrong, Op. Cit., p. 9.

282 Bernard Schneider, "The Westchester AHRC School", Op. Cit., p. 25.

children in three divisions, pre-kindergarten, primary and junior-senior. The three classes²⁸³ consisted of a full day class for ten young children; a morning class for six older children; and an afternoon class for five older pupils.

The following table shows how the six classes were organized in 1953:

²⁸³ Association for the Help of Retarded Children, Incorporated, "Westchester AHRC School Opens: First Annual Dinner-Dance Held", news item in Our Children's Voice, Op. Cit., p. 6.

Table IV.-

Group, Age and Time of Pupils Attending
Westchester AHRC School-1953.

Group	Age	Time
Group I	5-9	9-12 noon
Group II	9-12	1-4 P.M.
Group III	6-9	10-3 P.M.
Primary I	8-12	9-12 noon
Group IV	12-18	9-1 P.M.
Group V	12-18	12-4 P.M.

Data obtained from brochure describing the Westchester School Program, Association for the Help of Retarded Children, Incorporated, Pelham Manor, New York, 1953, p. 2.

Late in the school year of 1953²⁸⁴ an additional class was added consisting of five and six year old children. This brought the total number of classes to seven part or full time classes.

As of January 20, 1954²⁸⁵ a total of fifty-five children were in attendance in the Westchester School. These children were grouped according to chronological ages. Six groups, consisting of a nursery group, a primary group and classes for older pupils, were in the program. Five full time teachers including a speech correctionist and one part time teacher constituted the staff. The staff was under the immediate supervision of a full time director who was also a certificated school psychologist.

The school day consisted of a six hour day including lunch. However, not all children were in attendance for the full day since some children attended at various times during the day.

The criteria for admission indicated a child must be ambulatory, not blind or deaf. The mental age of the

284 Bernard Schneider, "The Westchester AHRC School Story", in the Journal of the Westchester Chapter, Pelham Manor, New York, 1953, p. 8.

285 Bernard Schneider, Westchester School Report, Op. Cit., p. 1.

child was to be sufficiently high enough to enable the ^{him} child to participate in a group setting. Further, sufficient social and emotional stability and maturity for group participation was ^{considered} necessary for admission.

In 1953²⁸⁶ seven classes were in operation. The children were grouped homogeneously according to chronological age, mental age, social maturity and emotional stability. The nursery group, a half day class, had a total enrollment of six, with children ranging in age from five to seven years. Two pre-school groups, containing twenty-three pupils, one a half day and the other a full day class contained pupils ranging in age from six to nine years. Another group with a total enrollment of five attended school one half day. The children ranged in age from nine to thirteen. Two primary groups were also in attendance. One was a half day and the other a full day class. Total enrollment was eleven and the chronological age range was eight to twelve. The oldest group contained children from age fourteen up. The class was a one half day class, consisting of nine pupils.

²⁸⁶ Bernard Schneider, "The School", in the Journal of the Westchester Chapter, Pelham Manor, New York, 1954, p. 16.

In 1955²⁸⁷ the number of classes in the Westchester AHRC School totaled ten with some pupils attending on a half day basis while other pupils attended on a full day basis.

Selection of Pupils

In 1951²⁸⁸ it was stated:

The Westchester AHRC School is entirely non-sectarian; pupils of any creed are welcome. It is co-educational and admits children of all ages. The ability to progress is the basis of the child's acceptance at this school²⁸⁹

In other words the school began with an open door policy in which any child was accepted.

Seventy children²⁹⁰ were tested by the State Department of Mental Hygiene at no cost to the Association.

By June 1953²⁹¹ the school was only serving those pupils between the ages of five to eighteen with I.Q.'s of fifty or below. An extensive medical questionnaire was required for all applicants for admission. In addition,

287 John P. Armstrong, Op. Cit., p. 9.

288 Bernard Schneider, "The Westchester AHRC School", Op.Cit., p. 24.

289 Ibid., p. 24.

290 William Weaver, "So You Want to Run a School", in the Journal of the Westchester Chapter, Pelham Manor, New York, p. 9.

291 Joseph J. Endres, Application for Provisional Charter, Op. Cit., p. 2.

a comprehensive questionnaire was required that included parental and personal histories of the children. These records were confidential and were kept in the school office along with the psychological testing results.

The criteria for admission in 1953²⁹² indicated a child must be ambulatory, not blind or deaf. The mental age of the child was to be sufficiently high enough to enable the child to participate in a group setting. Further sufficient social maturity and emotional stability for group participation was necessary for admission.

In summary, at first an open door policy was adopted whereby any child was accepted. Following testing by the Department of Mental Hygiene the school adopted an age limit of from five to eighteen and an I.Q. below fifty. This continued until 1953 when further restrictions were placed requiring a child to be ambulatory, not blind or deaf in order to be eligible. The child had to be able to participate in a group setting.

Financing the School Program

At the first annual dinner dance of the Westchester

²⁹² Bernard Schneider, "The Westchester AHRC School Story", Op. Cit., p. 8.

Chapter of the Association for the Help of Retarded Children, Incorporated held on February 10, 1951 an appeal for funds was made in the following remarks:

There are many Westchester families who have retarded children in their midst, who are desperately in need of the services that this school will provide, and are constantly praying for its success. However, unfortunately many of these families are unable to offer any great financial assistance to the program as planned. We expect, nevertheless, to establish regular tuition fees at the school; these will be partially or entirely waived upon the report of the Committee appointed to investigate each and every case after the pupil has been accepted for admission. In other words, those who are able will pay. This situation presents a tremendous financial problem for the School Finance Committee. It necessitates our appealing to the public at large for a portion of the support of this school. It is expected that as progress is made, and the school in operation for a period of time, State funds might be made available to us.²⁹³

A \$100,000 fund drive was begun in 1952. This fund drive was accompanied by news items including feature stories and editorials in local newspapers. Thirty-three²⁹⁴ large billboards carried the message that:

²⁹³ Bernard Schneider, "The Westchester AHRC School", Op. Cit., p. 25.

²⁹⁴ Association for the Help of Retarded Children, Incorporated, "Chapter News - Westchester", in Our Children's Voice, New York, New York, Vol. 4, No. 4, issue of December 1952, p. 6, col. 2.

The mayors of twelve cities and towns in the county have publicly endorsed the AHRC program and joined the Board of Sponsors and the Westchester Commuter Time Tables²⁹⁵ tell the story of the AHRC and the mentally retarded.²⁹⁶

In 1953²⁹⁷ the tuition was forty-five dollars a month for children between the ages of five to twelve attending school on a half day basis. The tuition was seventy-five dollars a month for those pupils who attended school a full day including lunch. Transportation to and from school was included in the tuition rates. The difference between the tuition charge and the total cost of operation was made up by the Westchester Chapter of the Association for the Help of Retarded Children, Incorporated.

In 1954²⁹⁸ eighty percent of the cost of the school

²⁹⁵ Time schedules of the commuter trains into New York City.

²⁹⁶ Association for the Help of Retarded Children, Incorporated, "Chapter News - Westchester", Op. Cit., Vol. 4, issue of December 1952, p. 6, col. 2.

²⁹⁷ Joseph J. Endres, Application for Provisional Charter, Op. Cit., p. 3.

²⁹⁸ Bernard Schneider, "The School", Op. Cit., p. 16.

was covered by tuitions. Some of the tuition for need families was paid by special donations from scholarship funds.

Legislation proposed by the Association in 1955²⁹⁹ was to relieve the parents of the Westchester School of tuition payments as evidenced in the following statements:

One of the AHRC proposed amendments to the State Education Law will relieve parents of the burden of tuition at the Westchester School for Retarded Children. It provides that if a school district does not itself, or by arrangement with another school district, furnish instruction for trainable children who have reached the age of five and the mental age of two, "then the board of education or the board of trustees shall contract with a suitable day school" to do so.

Counsel for the Department of Education recently ruled in reply to President Gagliano's request, that existing law does not allow school districts to do this for children with I.Q.'s under fifty. The proposed amendment will not only allow it, it will require it.

It is very urgent, therefore for us all to boost the new legislation in every way that we can. Descriptive pamphlets, which you can pass on to influential people, are available at the office. Get our local civic club to pass a resolution and put it in the newspaper.³⁰⁰

In summary, costs of the Westchester School were

²⁹⁹ John O'Connor, "Chapter President's Message", editorial in the Parents Post of the Westchester School for Retarded Children, Peiham Manor, New York, Vol. 1, No. 1, issue of January 1955, p. 1, col. 1.

³⁰⁰ Ibid., p. 1, col. 1.

borne by the parents who were assisted by donations. A School Finance Committee offered assistance for needy parents who were unable to pay tuition. A fund drive was begun in 1952. Political figures were beginning to lend support to the program. Tuition ran from forty-five dollars a month depending on the length of time the pupil was in attendance. In 1954, eighty percent of the cost of the school was covered by the tuition paid for by the parents or from funds from the Scholarship Committee. The legislation of 1955 was to relieve the parents of the cost of financing the school program by payment of tuition and require the local school district to assume the cost of schooling for these children in attendance.

Operation of the Westchester AHRC School

The operation of the Westchester AHRC School was clearly stated in the policy statement issued by the school board on August 16, 1950³⁰¹ prior to the opening of the Westchester AHRC. The school board adopted the following policy:

³⁰¹ Westchester School for Retarded Children, School Board, Policy of Operation, Westchester School for Retarded Children, Pelham Manor, New York, August 16, 1950, p. 1.

The policy of the School Board will follow the line of our slogan "Retarded Children Can Be Helped". To carry out this policy we will set up a program designed to help as many children as our facilities will permit.³⁰²

The school program in 1952³⁰³ consisted of self help skills, social skills, motor skills as well as academic skill areas such as language arts and numbers. Speech correction services were offered. Music and creative expression in the area of arts and crafts rounded out the curriculum.

Mr. Endres, Chief of the Bureau for Handicapped Children of the State Education Department, in 1953³⁰⁴ reported the curriculum was:

A combination between play therapy with some stress on attempted reading and some basic training in eating, toileting and other primary activities. As the children advance they are given some instruction in language skills, readiness, arithmetic, health and safety. For the older group the program includes arts and crafts and social studies.³⁰⁵

302 Ibid., p. 1.

303 Westchester School for Retarded Children, Cummulative Record, Westchester School for Retarded Children, Pelham Manor, New York, 1952, p. 2.

304 Joseph J. Endres, Application For Provisional Charter, Op. Cit., p. 2.

305 Ibid., p. 2.

In 1953 there was recognition of the success of the Westchester Chapter on a statewide level by two legislative members of the New York State legislature as reported by a high official in the New York State Education Department.

I would like to remark that in the first two meetings of the School Boards groups which I attended the first part of this week there were a number of assemblymen present, both in Westchester and in Nassau Counties, and it was of interest to me that in each instance they made some mention of the problem of the mentally retarded, upon learning that the Bureau for Handicapped Children was a part of this bureau. I do not believe that in any instance there is necessarily complete sympathy with the total program as proposed by Mr. Weingold's group, but I do feel sure that a definite impact of interest has been registered with the legislature.³⁰⁶

Recognition of the school program was given by Mr. Joseph Endres when concluding his report of the Westchester AHRC School he stated:

³⁰⁶ New York State Education Department, Document No. 7, memorandum from a high official in the New York State Education Department, Albany, New York to his superior, memorandum dated April 28, 1953, 1 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, State Education Department, Albany, New York.

In view of the fact that this school is one of the first in New York State which was set up to meet the needs of children with very low I.Q.'s and the fact that they have been operating since 1951, it would seem as if they had a good program and that the people in charge are all professionally competent to operate in the most effective way for this type of child. If the Board of Regents wish to grant a provisional charter for this type of institution, insofar as it lies within the power of my position I would recommend that approval be granted.³⁰⁷

Acting on Mr. Endres' recommendation the Board of Regents of the State of New York chartered the School on June 26, 1953.³⁰⁸

A brochure seeking funds in 1953³⁰⁹ described the special school in Westchester as:

The first school of its kind in New York State and has attracted nationwide attention. It is experimental, using the newest and best special teaching and training methods, and is an outstanding contribution toward the development of special education for children ineligible under existing state law for special classes in public school. Westchester AHRC hopes to establish another of these cooperative day schools in northern Westchester.³¹⁰

³⁰⁷ Joseph J. Endres, Application for Provisional Charter, Op. Cit., p. 4.

³⁰⁸ University of the State of New York, Journal of Meetings of the Board of Regents of the University of the State of New York, January 24-25, 1952, December 17-18, 1953, Vol. 28, p. 454.

³⁰⁹ Westchester AHRC School, brochure describing the Westchester AHRC School Program, Op. Cit. p. 1.

³¹⁰ Ibid., p. 3.

That there was need for a school in northern Westchester and that the Westchester Chapter of the Association had been active is made evident in the following remarks from a survey ³¹¹ completed in northern Westchester during the school year 1953-54.

Parents of mentally deficient children have become very active during the past eight years. There are many local groups, a New York State Association, and a National Association for parents of retarded children. Their primary objective has been to provide some type of educational or training program for their children. This they are doing through the organization of parent-supported classes and through state legislation they have sponsored. Several states, including New York, have now recognized the problem to the extent of providing state aid for locally organized classes or short-term, state supported, experimental classes either under the State Department of Public Instruction or the State Department of Mental Hygiene.

³¹¹ C.C. Dunsmoor and William M. Cruickshank, Survey of Exceptional Children, First Supervisor School District, Northern Westchester County and the School District of Pleasantville, New York, 1954, 121 p.

³¹² Ibid., p. 69.

The report continues:

While no active parent groups are now organized in Northern Westchester County, it behooves the local school administrations to be aware of a potential problem that probably will arise in the future. The administration should also follow the research being done by the State and anticipate future legislation so as to be ready to act on a cooperative basis with the state program and as the demand is felt. This area will require cooperative action in that the number of eligible mentally deficient children in the school districts now forming the Board of Cooperative Educational Services will probably be sufficient for a total of only two or three classes of ten or so children in each.³¹³

The survey disclosed six children who were recommended for careful examination to ascertain if they belonged in a special class for the mentally handicapped and should continue to be enrolled in the class. The report stated:

³¹³ Ibid., p. 70-71.

Clinical types and children with low I.Q.'s should be evaluated very carefully to determine whether or not they meet the basic requirements for enrollment in a special class for the mentally handicapped. Inclusion of these children tends to stigmatize the special classes and the other children attending them because of the physical characteristics of the clinical group as well as requiring a teacher to run a dual program, since the educational objectives differ for the educable and trainable groups. Where there is any question regarding the child's future ability to develop social and economic competence and independence, the child should be given a trial in the special class until his eligibility can definitely be determined. Then he should be retained or excluded as he would be from a regular class. Those that are excluded then would become eligible for a future class for the trainable, rather than the educable mentally retarded child.³¹⁴

On November 15, 1954³¹⁵ under the Westchester Chapter's guidance and direction a parent sponsored class for trainable pupils was opened in Portchester, New York. Seven children were taught by Mrs. Helen Powers in a room located in the Elks Club building.

A class opened in Mount Kisco on February 28, 1955.³¹⁶

This class was taught by Mrs. Geoffrey Steele and

³¹⁴ Ibid., p. 67-68.

³¹⁵ John F. O'Connor, Westchester Report, Op. Cit.,
p. 2.

³¹⁶ Ibid., p. 2.

was located in the Boys' Club. The class was operated on a full day basis, seven children were enrolled with chronological ages from nine to thirteen.

On March 14, 1955³¹⁷ another class organized by the Westchester Chapter was started in Yonkers, New York. Five children were enrolled with chronological ages from seven to thirteen. Mrs. Gertrude Oliver was the teacher and the class was located in a classroom in a public school in Yonkers.

In April 1955³¹⁸ a total of thirteen classes were serving eighty children in four different locations in Westchester County. All four centers were under the supervision and direction of the Director of Education of the Westchester School in Pelham Manor. Ten classes were housed at the Pelham School. The other classes were located at Port Chester, Mount Kisco and Yonkers.

To summarize, the Westchester Chapter of the Association purchased a building in Pelham Manor, New York to use as a school for retarded children. Residents of the community sought legal action to prevent the Association

317 Ibid., p. 2.

318 John P. Armstrong, Op Cit., p. 8-9.

from conducting a school program on the premises. After a trying period of court proceedings, the Appellate Division of the Supreme Court ruled in favor of the Association. Thus ended a major legal and psychological triumph for the Association to conduct a school program in a community school.

Starting with a psychologist-director and one teacher on January 1951, three children were admitted for school on February 19, 1951. The staff and children grew to a director-psychologist, five teachers and a speech therapist serving sixty-one pupils.

Costs of the Westchester School were paid by the parents, assisted by donations.

A survey completed in Northern Westchester County during the school year 1953-54 disclosed a few trainable mentally retarded children. These children and additional pupils from the Mount Kisco area resulted in a class for the trainable being organized in Mount Kisco on February 26, 1955. Prior to this a class had been established in Portchester, New York. An additional class was established in Yonkers, New York on March 14, 1955.

4. Onondaga Chapter

This section will give the various aspects regarding a description of the classes organized and operated by the Onondaga Chapter of the Association located in Syracuse, New York,

Within six months after organizing, this chapter concentrated all of its efforts on developing a school for retarded children.

After a brief introduction at which time the founding of the chapter will be presented, the remainder of this section will discuss the following: objectives of the school, housing facilities, numbers of children and classes, staffing, hours and class size, selection of pupils, financing the school program, operation of the classes and summary.

Development of the Onondaga Chapter

The Onondaga Chapter located in Syracuse, New York, did not happen by accident. This chapter was organized on instructions from the New York City office.³¹⁹ In fact, the formation of the group came about after months of effort on

³¹⁹ Association for the Help of Retarded Children, Incorporated, "Parents Group Organized in Syracuse", news item, in Our Children's Voice, New York, New York, Vol. 3, No. 4, issue of September-October, 1951, p. 4, col. 1.

the part of Mrs. Robert P. Abbott, who had been in "continuous correspondence"³²⁰ with the New York City office of the Association. Making use of one of the local newspapers, an announcement was placed in the Syracuse Post-Standard that read as follows:

Parents and friends of mentally retarded children who are interested in forming a Syracuse Chapter of the Association for the Help of Retarded Children, Inc. are asked to contact Mr. Robert P. Abbott of 1622 E. Fayette St. by mail or telephone.³²¹

Following the announcement in the paper and after numerous telephone calls and letters, twenty-four parents met on October 26, 1951³²² and voted to form a chapter of the Association. At a December meeting in 1951³²³ attended by over fifty persons, Frank C. McCarthy was elected President of the Onondaga Chapter of the Association.

An article which appeared in Redbook magazine was of tremendous help not only locally for publicity but nation wide attention was called to the chapter and school.

320 Ibid., p. 4, col. 1.

321 Syracuse Post-Standard, "Move Under Way to Help Mentally Retarded Children", announcement, issue of September 12, 1951, p. 11, col. 1.

322 Joseph P. Blank, "A Miracle Grew Out of Their hearts", in Redbook Magazine, issue of November 1953, p. 63.

323 Association for the Help of Retarded Children, Incorporated, "AHRC Profile of Frank C. McCarthy", news item in Our Children's Voice, New York, New York, Vol. 7, No. 3, issue of October 1955, p. 9, col. 2.

Mr. McCarthy was a lawyer and a motivating force in the Syracuse area and he was also influential in the development of additional chapters in the following counties; Broome, Chemung, Oneida-Herkimer, Ontario and Fulton counties.³²⁴ In fact when Mr. McCarthy spoke to the Oswego Association in Fulton County in January 1953³²⁵ over seventy-five people were in attendance and before the meeting was over, space to conduct a school was offered and five teachers volunteered their services.

Objectives

The Frank C. McCarthy School was organized in March 1952³²⁶ by the Onondaga County Chapter of the Association for the Help of Retarded Children, Incorporated.

In a feature article in the pictorial section of the November 29, 1953³²⁷ issue of the Syracuse Post-Standard

³²⁴ Association for the Help of Retarded Children, Incorporated, "Frank C. McCarthy Honored", news item in Our Children's Voice, New York, New York, Vol. 6, No. 2, issue of June-July 1954, p. 7, col. 2.

³²⁵ Frank C. McCarthy, "Oswego Association", news item in Onondaga Chapter Newsletter, Association for the Help of Retarded Children, Incorporated, Syracuse, New York, January 1953, p. 1, col. 1.

³²⁶ Association for the Help of Retarded Children, Incorporated, "AHRC Profile of Frank C. McCarthy", Op. Cit., p. 9, col. 2.

³²⁷ Don Gregory, "Bright Future", feature article in the pictorial section of the Syracuse Post-Standard, issue of November 29, 1953, p. 16, entire page.

newspaper, Mr. Don Gregory traced the history of the school founded by the Syracuse Chapter of the Association back to March 1952 at the Catholic Youth Organization building. With text and eight pictures he brought the history of the school up to the date of the article. Mr. Gregory indicated the organization of parents was concentrating all its efforts on the school for retarded children.

The objectives of the program from its very beginning in 1952 was to:

... train and educate the children, who couldn't get into the ungraded classes of the public schools because of low intelligence or behavior problems.³²⁸

The aims and goals in 1954³²⁹ were to furnish an enriched environment to develop the child's capabilities to the fullest extent.

On May 27, 1955³³⁰ the Regents of the State of New York approved a provisional charter incorporating the Frank

328 Joseph P. Blank, Op. Cit., p. 116, col. 3.

329 Grace Kaczynski, Director of Special Classes, Onondaga Chapter, School Report - Onondaga Chapter of the Association for the Help of Retarded Children, Incorporated, Syracuse, New York, February 10, 1954, p. 1.

330 University of the State of New York, Journal of Meetings of the Board of Regents of the University of the State of New York, January 28-29, 1954 - December 15-16, 1955, Vol. 29, p. 485.

C. McCarthy School. The purpose of the school was as follows:

To establish, maintain and operate a school for the education and training of children and adults with retarded mental development, particularly for those children and adults who are so severely retarded that they are and have been unable to obtain admission to any public school in the school district in which they reside.³³¹

Housing Facilities

The Onondaga County Chapter opened a school at the Catholic Youth Organization building in Syracuse, New York on March 1952.³³² Two rooms were available, rent-free. The classrooms at the Catholic Youth Organization soon were inadequate for the needs of the children. One classroom was small and the other room was far too large for special class use.

In January 1953³³³ Reverend Robert L. Zoerheide, pastor of the May Memorial Unitarian Church offered five

331 Ibid., p. 485.

332 Joseph P. Blank, Op. Cit., p. 116, col. 3.

333 Frank C. McCarthy, "Great News", news item in Onondaga Chapter Newsletter, Association for the Help of Retarded Children, Incorporated, Syracuse, New York, issue of January 1953, p. 1. col. 1.

rooms in the parish house for use as a school for retarded children. The parish house was an excellent location for the school since it was centrally located and offered adequate room for discharging children from automobiles. On May 1, 1953³³⁴ the Onondaga County Chapter opened classes at the May Memorial Unitarian Church in Syracuse, New York.

As far back as December 1952³³⁵ a special effort *had been* made to convince the Board of Education to grant the chapter space for classes. At that time it was reported there was "no success so far, but the precedent of other communities might eventually do it".³³⁶ Public school space was available for the Association's classes in New York City and Albany.³³⁷

The efforts that had been put forth by the members of the Association to obtain public school space were

334 Joseph P. Blank, Op. Cit., p. 117, col. 2.

335 Association for the Help of Retarded Children, Incorporated, "Chapter News - Onondaga", news item in Our Children's Voice, Vol. 4, No. 4, issue of December 1952, p. 6, col. 2.

336 Association for the Help of Retarded Children, Incorporated, "Frank C. McCarthy Honored", Op. Cit., p. 7, col. 2.

337 Frederick C. Downing, "Classes Organized in Albany: Mentally Retarded Go to 'School'", news item with picture in the Albany Times Union, issue of October 9, 1952, p. 2, col. 1.

rewarded in 1954³³⁸ when a fully equipped school building containing six classrooms, auditorium and a gymnasium was turned over to the Syracuse Chapter of the Lyncourt School Board.

According to Mr. Weingold this was due to:

... continuing pressure being exerted on the communities to take responsibility for programs for the retarded, resulting in more and more classes, for example, going into public school space. Onondaga received the use of a whole school in one of the school districts - and, appropriately enough, the school was named in honor of Frank C. McCarthy, President.³³⁹

A difficulty with the law was overcome when the School Board granted the use of the building without a lease provided the Association assumed the maintenance and other operating costs. Under state law the School Board could not rent the premises.³⁴⁰ This was similar to the agreement that had been worked out for rooms for the Association's classes in New York City.

338 Joseph T. Weingold, Annual Report 1953-1954, Op. Cit., p. 11.

339 Ibid., p. 11.

340 Syracuse Post-Standard, "Retarded Children Aid Unit Acquires School Building", news item with picture, issue of April 20, 1954, p. 22, col. 1.

Numbers of Children and Classes

Mrs. Earl Fish³⁴¹ was a member of the Board of Directors of the Onondaga Chapter of the Association when the first class opened. Later she became assistant to the Director of the school when the classes were housed in the May Memorial Unitarian Church. She indicated five children comprised the first class consisting of four girls and one boy.

On December 1952,³⁴² thirty-six children were attending classes sponsored by the Onondaga Chapter.

On May 1953,³⁴³ forty pupils were in attendance at the May Memorial Unitarian Church. By November the enrollment had increased to fifty-four pupils.³⁴⁴

A further increase was noted in January 1954.³⁴⁵

³⁴¹ Personal Interview with Mrs. Fish, April 5, 1968, 1 p. Copy of interview on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, State Education Department, Albany, New York.

³⁴² Association for the Help of Retarded Children, Incorporated, "Chapter News - Onondaga", news item in Our Children's Voice, New York, New York, Vol. 4, No. 4, Issue of December 1952, p. 6, col. 2.

³⁴³ Joseph P. Blank, Op. Cit., p. 117.

³⁴⁴ Don Gregory, Op. Cit., p. 16.

³⁴⁵ Grace Kaczynski, School Report, Op. Cit., p. 1.

when fifty-five pupils were enrolled. In March, 1954³⁴⁶
a total of sixty children were served in five classes.
This was followed by another increase in September 1954³⁴⁷
when seventy pupils were in attendance in six classes.

Staffing

When the school first opened in 1952³⁴⁸ the Chapter
hired one professional teacher, who supervised the school and
also taught the children assisted by ten women. Three of the
ten were mothers of mentally retarded children.

One professional teacher proved to be inadequate.
Need for a full professional staff was noted. Volunteers
did not work out as well as was expected. Comparable to
the New York City program:

Mothers of retarded children didn't work
out too well as volunteers, for just one
reason: Their own children clung to them
and disrupted the class.³⁴⁹

³⁴⁶ Syracuse Post-Standard, "School for Retarded
Frees Children from Harmful Feeling of Rejection", news
item, issue of March 4, 1954, p. 16, col. 2.

³⁴⁷ Association for the Help of Retarded Children,
Incorporated, Onondaga County Chapter, School notice,
And Now - See How We've Grown Into, The Frank C. McCarthy
School, September 1954, 1 p.

³⁴⁸ Joseph P. Blank, Op. Cit., p. 116, col. 3.

³⁴⁹ Ibid., p. 117, col. 1.

On May 1, 1953³⁵⁰ a part time director, Dr. Grace Kaczynski, was in charge of the program. She had received her training at Harvard as a psychologist. Four teachers were employed along with ten selected volunteers. This time Mr. Blank states:

Ten carefully-selected volunteers, none of them the mother of a retarded child, worked under the supervision of the teachers.³⁵¹

On November 29, 1953³⁵² the school had a staff consisting of a director, four full time and three part time teachers. The staff also included twenty volunteers.

In January 1954³⁵³ four full time teachers, five part time teachers and two speech therapists were on the staff. Most of the teachers had college educations. The teachers were supervised by a full time director who was formerly a school psychologist and still functioned in this capacity.

350 Ibid., p. 117, col. 1.

351 Ibid., p. 117, col. 1.

352 Don Gregory, Op. Cit., p. 16.

353 Grace Kaczynski, School Report, Op. Cit., p. 2.

Hours and Class Size

In 1953³⁵⁴ the class sizes ranged from eight to ten pupils. The school day ran from ten A.M. to two P.M. but this made too long a day for the pupils. The school day was changed from nine to twelve eliminating the lunch hour. The school³⁵⁵ operated three days a week, Monday, Wednesday and Friday.

In 1954 the Onondaga County Chapter of the Association provided for fifty-five mentally retarded children in five sections organized in the following manner:

354 Joseph P. Blank, Op. Cit., p. 117.

355 Frank C. McCarthy, Form Letter, sent to members of the Onondaga Chapter, Association for the Help of Retarded Children, Incorporated, letter dated August 1953, 1 p.

Table V.-

Section, Number of Pupils and Chronological Age Range
of Pupils Attending the Onondaga County
AHRC School 1954.

Section	No. of Pupils	Chronological Age Range
A	9	5-6 to 9-6
B	11	5-4 to 9-4
C	11	7-4 to 24-2
D	12	7-1 to 23-2
E	12	7-5 to 32-1

Report, Data obtained from the Onondaga County AHRC School
Grace Kaczynski, Op. Cit., p. 1.

The school day consisted of three hours from nine A.M. to twelve P.M., four days a week.

On September, 1954³⁵⁶ the classes were in attendance five days a week.

Selection of Pupils

Children were selected for placement in 1952³⁵⁷ in the school if they were unable to get into the ungraded classes of the public schools because of low intelligence or if the children had behavioral problems.

In 1954³⁵⁸ the pupils were selected by using the Rosenzweig Scale. The teachers rated the students when they entered school on the following items: motor, emotional aesthetic, speech and toilet training.

The children were re-evaluated on these items at mid-year and at the end of the year. Academic areas were determined by grade level.

356 Association for the Help of Retarded Children, Incorporated, Onondaga County Chapter, School Notice, Op. Cit., 1 p.

357 Joseph P. Blank, Op. Cit., p. 116, col. 3.

358 Grace Kaczynski, School Report, Op. Cit., p. 3. The Rosenzweig Scale had been developed by Professor Rosenzweig, educational advisor, as a part of the screening procedure for the New York City Association's classes.

The criteria for admission required only that the child did not have a serious handicap, such as heart trouble that might make adjustment to the school program too dangerous for the child's total well being.

A minimum I.Q. was not set for attendance in the program. The only social barrier to admission was excessively aggressive behavior which could endanger the safety of others in the group and would make it difficult to handle the pupil in the classroom setting.

Financing the School Program

Financing the school was a problem. Many parents were financially unable to contribute very much to the support of the Chapter and the school. The Chapter members unabashedly went into fund-raising.³⁵⁹ The mothers ran two teas that netted \$1800. A coin can collection was undertaken with guidance offered from the New York City office,³⁶⁰ which resulted in the sum of \$2,000. Volunteers soliciting

359 Joseph P. Blank, Op. Cit., p. 117, col. 1.

360 Association for the Help of Retarded Children, Incorporated, "Chapter News - Onondaga", news item in Our Children's Voice, New York, New York, Vol. 4, No. 3, Issue of September 1952, p. 6, col. 1.

funds on the streets of Syracuse was reported as furnishing, "gratifying results monetarily and publicity-wise".

Tuition fees for the 1953-54³⁶¹ school year amounted to three dollars a week. Scholarships were available for need, families who could not afford the expense.

On March 4, 1955³⁶² Mr. Frank McCarthy arranged a meeting with members of the Board of Directors of the Onondaga Chapter and the five Republican Onondaga County legislators. Senator John H. Hughes and Senator Searles G. Shultz as well as Assemblymen Lawrence M. Rulison, Charles A. Schoeneck, Jr. and Philip R. Chase were at this meeting. A discussion was held regarding the proposed legislation to assist retarded children with I.Q.'s below fifty and the financial implications of the legislation.

The meeting proved successful because on April 2, 1955³⁶³ all five legislators from Onondaga County³⁶⁴ voted for the bill to permit public school systems to organize special classes for trainable children and get state aid

361 Joseph P. Blank, Op. Cit., p. 117, col. 1.

362 Syracuse Post-Standard, "Retarded Children Aid to be Studied", news item, issue of March 5, 1955, p. 19, col. 5.

363 New York Assembly Journal, Journal of the Assembly, Albany, New York, 1955, p. 3223.

364 New York Senate Journal, Journal of the Senate, Albany, New York, 1955, p. 2505.

for doing so.

Operation of the Classes

The school program in 1952³⁶⁵ consisted of having the pupils learn good social graces. They had to learn to take turns. Simple responsibilities such as taking off and hanging up their coats without assistance became a vital part of the program.

In 1953³⁶⁶ the kindergarten program was an introduction to the school program as well as an opportunity for group training and play. Handwork, reading, speech therapy and sensory training were incorporated into the program.

In 1953³⁶⁷ the program consisted of academic work such as arithmetic, writing and remedial reading as well as handicrafts, speech and music.

An advisory committee was organized in 1953³⁶⁸ to assist in program development. It included Dr. C.A. Sargent, Commissioner of Health, Dr. William E. Cruickshank, Director of Special Education, Syracuse University, Dr. John Ross,

365 Joseph P. Blank, Op. Cit., p. 116.

366 Ibid., p. 118.

367 Don Gregor, Op. Cit., p. 16.

368 Association for the Help of Retarded Children, Incorporated, "Chapter News - Onondaga", news item in Our Children's Voice, New York, New York, Vol. 5, No. 1, issue of March 1953, p. 3, col. 2.

Head of Onondaga County Child Guidance Clinic and Monsignor Joseph B. Toomey who had assisted in the development of materials for the mid-century White House Report.

In 1954³⁶⁹ the curriculum consisted of self help skills including toilet training when necessary. Social skills in the area of table manners were taught. Basic academic skills were stressed as well as motor skills and development of eye-hand coordination. Such topics as current events, safety, arts and crafts, music and rhythms rounded out the program. Speech correction services were also available.

In summary then, the Onondaga Chapter was a direct outgrowth of the New York City Chapter of the Association for the Help of Retarded Children, Incorporated. After the formation of the Chapter, concentration began on a school for retarded children. Sparked by Mr. Frank C. McCarthy, the Chapter grew in membership and started satellite chapters that began their own schools. The school program from its inception was designed to train and educate pupils who were ineligible for public school placement due to low intelligence or unacceptable behavior. The school received a provisional charter from the Regents of the

369 Grace Kaczynski, School Report, Op. Cit., p. 3.

University of the State of New York. The school program began at the Catholic Youth Organization in Syracuse, New York in March 1952. Two rooms were available which soon proved to be inadequate for special class purposes. On May 1, 1953 the Association began classes at the May Memorial Unitarian Church in Syracuse, New York where five rooms were available in a centrally located facility. The goal of obtaining placement of classes in a public school building was realized when through the efforts of members of the Chapter a fully equipped school building containing six classrooms, an auditorium and gymnasium was turned over to the Chapter by the Lynsourt School Board. In order to avoid difficulty with the law the School Board granted the use of the building without a lease with the understanding that the Chapter would provide insurance, pay for operating costs and maintain the school building.

Five children were enrolled in the first class. The enrollment gradually built up to thirty-six children as of December 1952. In May 1953 the enrollment had grown to forty pupils which increased to fifty-four pupils by November 1953. This was followed by the addition of another pupil by January 1954, making the total fifty-five pupils. By March 1954 the total number served had grown to

sixty pupils followed by an increase of ten pupils in September 1954 when a total of seventy pupils were in attendance in six classes.

A professional teacher was employed when the school was started. The teacher was employed as a teacher-supervisor who was assisted by ten women, three of whom were mothers of retarded children. The volunteer assistants proved to be unsatisfactory with only one professional teacher-supervisor. On May 1, 1953 the staff consisted of a part time director, four teachers and ten selected volunteers. On September 14, 1953 the part time director with a staff of four full time and three part time teachers. Twenty volunteers rounded out the staff. By January 1954 the school staff had grown to a full time director who also functioned as school psychologist, four full time teachers, five part time teachers and two speech therapists.

In 1953 the school was in operation three days a week and the class size ran from eight to ten pupils who attended school from ten A.M. to two P.M. A four hour day including lunch hour was carried on.

Five sections were providing for fifty-five children during the spring of 1954. The school day ran from nine to twelve four days a week. In September 1954 the school day consisted of three hours.

The selection of children in 1952 was based on the fact that they were unable to get into public school ungraded classes because of low intelligence or behavioral problems. The pupils were selected in 1954 by use of the Rosenzweig Scale which was also used for evaluating the progress of the pupils. Academic areas were determined by grade level. Criteria for admission excluded pupils with serious physical handicaps or excessive aggressive behavior which would endanger others in a group setting.

Financial problems were a cause of concern in operating the school so the Chapter members set out to raise their own funds. A coin can collection under guidance of the New York City office was supplemented by teas which raised additional funds. Tuition fees ran three dollars a week and scholarships were available for those families who were unable to meet the cost.

Shortly before the permissive legislation was passed, the President of the Onondaga Chapter of the Association, Mr. Frank C. McCarthy and members of the Board of Directors of the Association met with the five legislators from Onondaga County. The meeting was to explore the legislation being sponsored by the Association for the trainable. The five legislators from Onondaga County voted for the permissive legislation of 1955.

The school program in 1952 was basically one of early childhood education comparable to kindergarten activities with an emphasis on self-care. Academic subjects were limited. Handcrafts, speech and music were introduced in 1953. An advisory committee was organized to assist in program development.

5. Erie-Niagara Chapter.

Development of the Erie-Niagara Chapter

On May 25, 1949³⁷⁰ it was reported in Our Children's Voice that a chapter of the Association was in the making in Buffalo, New York. Publicity had evoked a response from Buffalo from a parent of a retarded child. On December 12, 1950³⁷¹ parents and friends of Erie-Niagara counties voted to organize as the Erie-Niagara Chapter of the Association. This Chapter was organized under the leadership of Mrs. Robert M. Schuyler.

370 Association for the Help of Retarded Children, Incorporated, "Buffalo Chapter of AHRC in the Making", news item in Our Children's Voice, New York, New York, Vol.1, No. 3, issue of May 25, 1949, p. 1, col. 1 and 2.

371 Association for the Help of Retarded Children, Incorporated, "New AHRC Chapter Formed Upstate", news item in Our Children's Voice, New York, New York, Vol. 3, No. 1, issue of January-February 1951, p. 1, col. 2.

In the fall of 1952³⁷² two different groups of parents opened two different day training centers. One was the Parents Council for Retarded Children, Buffalo District which was a member of the Buffalo Nursery School. The President was Mrs. Robert M. Schuyler. The center was holding classes in the Pilgrim Lutheran Church in Kenmore, New York. The other center was operated by the Association for the Help of Retarded Children, Incorporated.

These two groups working in behalf of the mentally retarded had originally been one organization but due to differences of opinion³⁷³ went their separate ways. Since this study covers only the Association for Retarded Children, Incorporated and its efforts regarding schooling for the retarded, only the classes under the Erie-Niagara Chapter of the Association will be considered.

Both groups continued to conduct programs for the retarded. However, Mr. Weingold indicated that the Erie-Niagara Chapter of the Association was "recognized as the sole agency speaking for the mentally retarded in that

372 Margaret Fess, "Parents of Retarded Children Get Busy on Problem", third in a series of five articles on mentally retarded children in the Buffalo Courier-Express, issue of September 29, 1953, p. 15, col. 3-6.

373 Association for the Help of Retarded Children, Incorporated, Erie-Niagara Chapter, Report of the Erie-Niagara Chapter, Buffalo, New York, 1953, p. 1.

area".³⁷⁴

That there was a need for services is evidenced by the following comment from an article³⁷⁵ on the mentally retarded from the Buffalo area. This article not only furnished information about the chapter's classes but the public school program as well. In the part of the series about the public schools the article noted:

So far this year 203 children have been granted certificates of school exemption because they do not meet the I.Q. requirements of the special classes.³⁷⁶

Objectives of the Classes

The Erie-Niagara Chapter of the Association for the Help of Retarded Children, Incorporated, in cooperation with the Division of Education for Exceptional Children of the State University of New York, College for Teachers at Buffalo, New York, established a pilot project during the

³⁷⁴ Joseph T. Weingold, Annual Report, March 1, 1953-June 1, 1954, Op. Cit., p. 11.

³⁷⁵ Margaret Fess, "Fair Chance Sought for Mentally Retarded Children", first in a series of five articles on mentally retarded children in the Buffalo Courier-Express, issue of September 27, 1953, p. 1 B, col. 3.

³⁷⁶ Ibid., p. 1 B, col. 3.

spring of 1952.³⁷⁷ The purpose of the pilot project, "was to determine the framework for a permanent program".³⁷⁸ Not only was it to lead to a permanent program but the program was to be established and maintained by a professional staff.³⁷⁹ The program was to be "for those children who had been excluded from public school programs because of mental deficiency".³⁸⁰

In September 1953³⁸¹ the objectives of the program were three-fold: firstly, to help the children function to the upper limit of their abilities; secondly, to assist the parents in making an adjustment to the problem of mental retardation and thirdly, to attempt to remove the stigma attached to the retarded child.

³⁷⁷ Ellen Akins Thiel, Report on Pilot Project for Mentally Deficient Children, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, in cooperation with the Division of Education for Exceptional Children, State University of New York, College for Teachers, Buffalo, New York, August 24, 1952, 20 p.

³⁷⁸ Ibid., p. 1.

³⁷⁹ Ibid., p. 1.

³⁸⁰ Ibid., p. 3.

³⁸¹ Margaret Fess, "Parents of Retarded Children Get Busy on Problem", Op. Cit., p. 15, col. 3.

In 1954³⁸² the aims of the school program were to offer the pupil opportunities for learning to live and work happily together. Further, the staff attempted to teach the pupils to do things which they could do in and outside of the home to assist their families and for their own satisfaction.

Housing Facilities

The Pilot Project of 1952³⁸³ was housed in the Trinity Methodist Church located at Masten and Northland Avenues in Buffalo, New York. Two classrooms or workrooms as they were called were available on the first floor along with two bathrooms. The second floor contained a gymnasium and kitchen privileges. Outdoor play space was also available. This area was enclosed with open mesh fencing.

In May 1953³⁸⁴ the classes were housed in a nine room house located at 253 Humboldt Parkway, Buffalo, New York. The school consisted of one large classroom

382 Natalie Perry, Educational Director, Erie-Niagara Chapter, School Report, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, January 29, 1954, p. 4.

383 Ellen Akins Thiel, Report on Pilot Project, Op. Cit., p. 4.

384 Natalie Perry, Educational Director, Erie-Niagara Chapter, Outline of Training Programs, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, May 15, 1953, p. 1.

(thirteen by thirty feet), a small classroom that could be divided into two small rooms, three bathrooms, a kitchen and a basement playroom. Additional rooms were available for use as offices, storage and waiting rooms. An outdoor yard on three sides of the house were available as play areas. The back and one side yard were fenced in.

Numbers of Children and Classes

Eighteen children³⁸⁵ were enrolled in two classes in the Pilot Project of 1952. Of the eighteen pupils there were eight boys and ten girls. The chronological age range of the pupils was from four years-two months to fifteen years-three months.

The handwritten notes³⁸⁶ of the school director showed fourteen children enrolled as of September 1952. Sixteen children enrolled as of January, 1953 and twenty-four enrolled as of January 1954.

In June 1954 the Erie-Niagara Chapter continued to

385 Ibid., p. 5.

386 Natalie Perry, Educational Director, Erie-Niagara Chapter, Growth of School Program, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, February 15, 1954, p. 1.

conduct classes in the center at 253 Humboldt Parkway in Buffalo, New York. Thirty children were in attendance in five groups. The groups were organized on a chronological basis consisting of the following:

Table VI.-

Group and Chronological Age Span of Pupils
Enrolled in the Erie-Niagara
AHRC School 1954.

Group	Age
Group I	four through seven
Group II	five through ten
Group III	six through eight
Group IV	eleven through seventeen
Group V	seventeen and older

Data taken from the Report of Erie-Niagara School
Program, Natalie Perry, Op. Cit., p. 1.

Staffing

During the spring of 1952³⁸⁷ Mrs. Norman Thilk and Mrs. E. Bradford Hollingsworth of the Erie-Niagara Chapter of the Association contacted Dr. Maurice Fouracre, the Director of the Division for Exceptional Children of the State University of New York College for Teachers at Buffalo, New York. Dr. Fouracre suggested the pilot project and the use of students enrolled in the Division for Exceptional Children of the college to staff the project. Further, he recommended that Mrs. Ellen A. Thiel, a faculty member of the Division for Exceptional Children assist in the organization and supervision of the program. The Association agreed with this plan. Four seniors were selected to serve as teachers in the project.

In 1953³⁸⁸ Miss Natalie Perry directed the program and had two teachers on the staff, Mrs. Thomas Hussey and Mrs. P. Louise Price.

The two teachers employed by the Erie-Niagara Chapter of the Association in 1953 consisted³⁸⁹ of one

³⁸⁷ Ellen Akins Thiel, Report on Pilot Project, 1952, Op. Cit., p. 1.

³⁸⁸ Margaret Fess, "Parents of Retarded Children Get Busy on Problem", Op. Cit., p. 15, col. 4.

³⁸⁹ Natalie Perry, Outline of Training Program, Op. Cit., p. 1.

teacher with a background in teaching all ages,^{both} in groups and on a tutorial basis. She also had twenty years teaching experience with both regular school pupils and cerebral palsied children. The other teacher had two years of nursery school experience. The volunteer help consisted of an experienced social worker in charge of scholarships, a secretary for the director's confidential records, a registered nurse, an office coordinator and helpers, as well as a school maintenance worker who also volunteered his time and skills.

In 1954³⁹⁰ two full time teachers under the supervision of a full time director made up the teaching staff.

On January 16, 1955³⁹¹ the School Committee recommended and the Board of Directors approved, the employment of a part time social worker for two to three days per week with a salary prorated from a base salary of \$4,000 per year full time. On March 13, 1955³⁹² Mrs. Brown was

390 Natalie Perry, School Report, Op. Cit., p. 1.

391 Chairman of the School Committee, Memorandum to Miss Perry, Educational Director, Erie-Niagara Chapter, Association for the help of Retarded Children, Incorporated, Buffalo, New York, memorandum dated January 16, 1955, 1 p.

392 Chairman of the School Committee, Memorandum to Miss Perry, Educational Director, Erie-Niagara Chapter, Association for the help of Retarded Children, Incorporated, Buffalo, New York, memorandum dated March 13, 1955, 1 p.

hired as a social worker. She was hired for ten hours per week at \$3.00 per hour. The social worker's relation to the school program director was a collateral arrangement since the social worker was responsible only to the Board of Directors.

Hours and Class Size

In 1952³⁹³ the demonstration project consisted of two classes. The nursery class contained eight children. Ten children were registered in the older group. Both groups met daily Monday through Friday from nine A.M. to one P.M.

In 1953³⁹⁴ the class sessions were from one to two hours per day on a five day per week basis. As of June 1953³⁹⁵ twenty pupils were grouped as follows: Group A consisted of five pupils who attended school Monday from 1:30 to 2:30, Group B contained three pupils who attended school Tuesdays from 11:15 to 12:00, Group C had eight pupils who were in attendance Thursdays from 1:30 to 3:30, and the older group consisted of four pupils who

³⁹³ Ellen Akins Thiel, Report on Pilot Project, Op. Cit., p. 4.

³⁹⁴ Natalie Perry, Outline of Training Programs, Op. Cit., p. 2.

³⁹⁵ Natalie Perry, Educational Director, Erie-Niagara Chapter, Class Grouping, Association for the help of Retarded Children, Incorporated, Buffalo, New York, June 1953, 1 p.

were in attendance from 9:00 to 11:00 four days a week, Monday, Tuesday, Wednesday and Friday.

As of February 15, 1954³⁹⁶ twenty-four pupils were attending daily school programs as follows: nine were attending on a one hour basis, ten were attending a one and one-half hour class and five children were attending a two hour class.

On October 31, 1954³⁹⁷ the School Committee approved a three hour program.

On April 17, 1955³⁹⁸ the School Committee requested and was granted a five hour program for the duration of the school year with no change in tuition.

Selection of Pupils

In 1952³⁹⁹ children were eligible for admission in the pilot project if they had been excluded from public

396 Natalie Perry, Growth of School Program, Op. Cit., p. 1.

397 Chairman of the School Committee, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, memorandum to Miss Perry, Educational Director, October 31, 1954, 1 p.

398 Chairman of the School Committee, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, memorandum to Miss Perry, Education Director, April 17, 1955, 1 p.

399 Ellen Akins Thiel, Report on Pilot Project, Op. Cit., p. 4.

school or would be excluded when they reached school age. Children were also included who were on vacation from public school special class, or those mentally retarded pupils who would be eligible for special class placement when they attained school age.

In 1953⁴⁰⁰ the children in the program had I.Q.'s ranging from untestable to sixty and were chronologically from four to twenty years of age. During a conversation⁴⁰¹ with Miss Perry who is now Mrs. Gruen, she indicated that those children who were admitted were primarily school exclusions.

In May 1953⁴⁰² the criteria for admission included an observation of the child in the home or at the center by the director. If a vacancy existed in a particular group, preference was given to the child whose parents had been working for the chapter for the longest period of time. Recent psychological tests were required

400 Natalie Perry, Outline of Training Programs, Op. Cit., p. 2.

401 Mrs. Walter Gruen, Personal conversation with the writer, conversation took place on October 13, 1967, 1 p. Copy of points covered on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, State Education Department, Albany, New York.

402 Natalie Perry, Outline of Training Programs, Op. Cit., p. 1-2.

as well as a physician's report stating the child was able to attend school.

In January 1954⁴⁰³ the criteria for admission included an approval by a physician stating that the child was well enough to participate in group activities. A psychological test was not required. The child was not to be disturbed by being in a group or be too disturbing to the group. Nevertheless, a trial period was recommended to fully determine the functioning level of the child.

Financing the School Program

At the June 1952⁴⁰⁴ meeting of the Association, a tuition fee of six dollars a week was established for the pilot program. Six families paid fifty-four dollars for the full term. Families of twelve children paid full tuition covering the number of days each of the twelve children was in attendance. The full cost of the program was \$1074.02.⁴⁰⁵ Tuition accounted for \$639.75 of the income.

403 Natalie Perry, School Report, Op. Cit., p. 3.

404 Ellen Akins Thiel, Report on Pilot Project, Op. Cit., p. 4.

405 Ibid., p. 16.

The balance of the expenses or \$434.27 was subsidized by the Association.

In December 1952⁴⁰⁶ over \$7,000 was raised by the membership of the Erie-Niagara Chapter of the Association during a fund raising project for a school for retarded children named Happiness House. The Erie County Bank granted a mortgage.

In March 1953 members of the Erie Niagara⁴⁰⁷ Chapter of the Association enlisted the aid of the western New York Taxpayers Association. The western New York taxpayers group wrote letters to state senators and assemblymen urging passage of two bills for state aid to mentally retarded children. Further, the taxpayers association contacted legislators from ten counties around the western part of the state indicating the desirability of passage of the legislation. According to Mr. Bernard J. Bunny, Chairman of the Erie-Niagara Chapter's legislative committee other chapters throughout the state were conducting similar

⁴⁰⁶ Association for the Help of Retarded Children, Incorporated, "Chapter News, Erie-Niagara Chapter", in Our Children's Voice, New York, New York, Vol. 4, No. 4, issue of December 1952, p. 6, col. 1.

⁴⁰⁷ Buffalo Courier-Express, "Taxpayers Group Urges More Help for Retarded Children", issue of March 15, 1953, p. 10 C, col. 7-8. (words in parenthesis are writer's).

campaigns. Mrs. James Cuffe, president of the Western New York Taxpayers Association said the wording (of the law regarding the mentally retarded) was contrary to the State Constitution which guaranteed free public education for all children.

By 1953⁴⁰⁸ financing the center was a constant struggle. School fees and dues of the Association's 125 members took care of about one-half the cost. The balance was met by gifts and donations.

In speaking about financial implications, Senator Brydges stated:

I will reintroduce the bill (bill calling for children with I.Q.'s below fifty) this year (1954) said Se. Brydges. We're going to put up a real fight. The Public is becoming more and more conscious of this problem. The bill got nowhere last year because of the cost.

Most agencies seem to feel that their responsibility ends with the diagnosis of retardation. Parents are frustrated at lack (sic) of facilities. These children are as much the responsibility of society as the aged, the financially dependent, or the mentally ill. Parents and their organizations are doing a wonderful job. But they must have assistance through public funds and programs.⁴⁰⁹

408 Margaret Fess, "Parents of Retarded Children Get Busy on Problem", Op. Cit., p. 15, col. 5.

409 Margaret Fess, "Guidance from Infancy is Goal for Mentally Retarded", fifth in the series of five articles on mentally retarded children, in the Buffalo Courier-Express, Issue of October 1, 1953, p. 27, col. 4-5. (words in parenthesis are writer's).

In 1954 it was concluded more funds were needed to make the:

Demonstration school more effective if teachers' salaries and teaching load and types of children could stimulate conditions that public school classes of this sort should have. ⁴¹⁰

The director of the school made an attempt to put the parent sponsored classes on an equal basis with public school classes.

Operation of the Classes

The Pilot Project⁴¹¹ opened on June 16, 1952 and closed August 15, 1952. The first day consisted of registration and interviews. A total of forty daily group sessions was held. The available data on each child furnished the basic foundation for each child's individual program. This data including medical and psychological records, progress reports from previously attended group experiences and information from parents were assembled when the child entered the program. Teachers daily observations of the childrens' performance supplemented the

⁴¹⁰ Natalie Perry, Educational Director, Erie-Niagara Chapter, Long-Term Program - AMRC, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, June 1953, p. 11.

⁴¹¹ Ellen Akins Thiel, Report on Pilot Project, Op. Cit., p. 5-6.

reports.

Two inventories were gradually compiled. The first consisted of those areas that appeared to interfere with the child's performance, such as familial and environmental factors in intelligence, emotional disturbances and social maladjustment, systemic impairment, speech problems and neurological impairments. These areas were carefully classified.

The second inventory included a record of the child's performance in the daily program. Such areas as concepts, abilities and interests were noted. These inventories were used as the basis for individual programs. In this manner it was possible to provide for the differences among the children in rate, stage and potentiality of development.

Conferences were held each week for a three hour staff conference. At this time the performance and progress of the children were discussed and plans were formulated for future procedures. Written reports were kept on each child.

The curriculum was based on family life and was designed to motivate each child to develop self-expression, self-care, and social adjustment. Activities such as rhythm band, marching, singing, creative play with paint,

clay, sand and blocks, stories and records, play with educational toys, toilet training, dressing, eating, rest, family life play, simple group games and field trips to stores and a restaurant comprised the basic activities.

The pilot project was:

... so successful that more than twenty children were enrolled in the fall tutoring group that was to start on September 10, 1952 at the Jewish Center of Buffalo.⁴¹²

The article went on to state⁴¹³ that all the children did very well, two were ready for first-grade work and one child was ready to go from special class to a regular class as a result of the pilot project.

In 1953⁴¹⁴ the general aims of the class taught by Mrs. Price were largely nursery education experiences including: bead stringing, cutting, simple games, buttoning, telephone conversations, speech games, puzzle board activities, use of outdoor play apparatus, singing games and field trips. This was supplemented by music

⁴¹² Association for the Help of Retarded Children, Incorporated, "Chapter Reports, Erie-Niagara Chapter", in Our Children's Voice, New York, New York, Vol. 3, No. 4, issue of September-October 1951, p. 6, col. 1.

⁴¹³ Ibid., p. 6, col. 1.

⁴¹⁴ Louise Price, General Aims of the Class, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, 1953, 1 p.

activities.

The director and staff with the help of the parents were attempting to operate a professionally operated school in 1953. They enlisted the aid of prominent authorities in the areas of medicine, social work and education. The advisory group consisted of:

Sister M. Benedict, teacher at Mount Saint Joseph Teachers College; Miss Anne Hogan, psychologist, Niagara Falls Board of Education; Mrs. Anna Smerka, teacher and John Avery, principal of the Occupational Education School, Lackawanna, New York and Dr. A. Kalinowski,⁴¹⁵ consulting Pediatrician at St. Rita's Home.

Margaret Fess reported:

Three children profited so much from the program the year before that they were able to attend special classes in the public school.⁴¹⁶

The Association was becoming effective as Margaret Fess stated:

It (the Association) is constantly gaining more support from powerful groups, such as the medical profession, universities and social work groups.⁴¹⁷

⁴¹⁵ Margaret Fess, "Parents of Retarded Children Get Busy on Problem", Op. Cit., p. 15, col. 4.

⁴¹⁶ Ibid., p. 15, col. 3.

⁴¹⁷ Ibid., p. 15, col. 6.

In 1954⁴¹⁸ the pupils were evaluated by the teachers on report blanks noting changes that occurred within the year. The teachers were also required to write additional reports regarding the childrens' progress. Determination of progress was also handled by having them re-evaluated by community agencies.

Basically the school program as viewed by the School Director was to be three phases. Miss Perry stated:

418 Natalie Perry, School Report, Op. Cit., p. 3.

Most of our children will belong to training groups. While the aims will vary slightly from group to group, the general aims for all the training groups can be outlined as follows:

1. Helping the child to help himself (toiletting, feeding, dressing).
2. Helping him to get along with others.
3. Helping the child to understand language and to express his wants and feelings through language.
4. Help the child to get along in home and community.
5. Improve his physical coordination.
6. Develop ability to use his senses as effectively as possible.
7. Develop manual skills.
8. Broaden interests and knowledge of his environment.

A few of the children in the training groups may in time be ready for pre-academic training. Such training will be provided when they are ready.

Many of our children are not yet ready for the training groups. These are the children about whom least is known. It will be our aim:

1. To work with groups of these children and try to help them to become more aware of the people and things in their environment.
2. To observe the children carefully in order that we may learn more about them in an attempt to help them more fully.

A few of our children are not able to be part of a group. For these we should provide a home training program. A qualified person is needed to go into the home to spend time with the child and to help the parents to care for the child. There are a very few special cases of children who have enough ability to be in public school classes, but for various reasons they did not adjust. Our aim for these children is to help them learn to work and play in a group.⁴¹⁹

419 Ibid., p. 5.

In June 1954⁴²⁰ because of the problems of transportation into Buffalo the Niagara County members of the Association started their own class for trainable pupils.

In summary, the Erie-Niagara Chapter of the Association for the Help of Retarded Children, Incorporated cooperatively established a pilot project in the spring of 1952 for mentally retarded children who were excluded from public school programs. The Director of the New York State College for Teachers at Buffalo recommended staff and students from his division to supervise and carry out the program. The project was a summer project that was to point the way to a permanent program.

The need for assistance was evident in that 203 children were exempt from attendance in public school programs. From early objectives of determining the framework for a program the objectives took three dimensions. Two pertained to the child, in that the program was to assist in helping the child function on as high a level as possible and remove the stigma of mental retardation. The third was designed to assist the parents in making an adjustment to the problem of mental retardation. The aims

⁴²⁰ Natalie Perry, Educational Director, Erie-Niagara Chapter, Report of Erie-Niagara School Program, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, June 20, 1954, p. 2.

of the school program in 1954 were along social lines stressing utilitarian values.

The pilot project began in the Trinity Methodist Church. Two classrooms and two bathrooms were used by the classes. When the project went on a permanent basis, a nine room residence was converted to a school.

This project enrolled eighteen pupils in two classes. The children ranged in age from four years-two months to fifteen years-three months. During the school year 1952 fourteen pupils were served, in 1953 sixteen and in 1954 there were twenty-four. By June 1954 the center was providing for thirty children in five age groups.

The project began with a director who was a specialist in exceptional children, and four college seniors specializing in work with exceptional children. Following the pilot project a director and two teachers were employed for the school program. Both teachers were experienced one having taught regular grade pupils and children with cerebral palsy. The other teacher had two years nursery school experience. Volunteer assistance was made up of an experienced social worker, a secretary, a registered nurse, an office coordinator and helpers. There was also a school maintenance worker.

As a result of the pilot project during the summer of 1952, inventories of the children were compiled.

Staff conferences were held each week to discuss the children and the program. The curriculum was basically experimental in nature and contained many features of a nursery education or early childhood program. The pilot program was successful in that twenty children were to be continued in the fall. Two children did so well they were ready for first-grade work, one child was ready for regular class as a result of the pilot project. There were also three pupils who went on to special classes in the public school. An advisory group was enlisted to assist in program development. This group was made up of educators, a medical person, an administrator and a psychologist.

Evaluations of pupils were carefully conducted in the school and community agencies assisted in re-evaluations.

Gradually a curriculum for the trainable had evolved. In June 1954 the Niagara County members began their own class thus decentralizing the center in Buffalo. This was done because of transportation problems.

The summary and conclusions of this study will now follow.

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the effects of the organization of parents of mentally retarded children into the Association for Retarded Children, Incorporated and the schools which they started on the legalizing of education of the trainable retarded in New York State.

The research steps were firstly, to trace the origin and development of the Association for Retarded Children, Incorporated. Secondly, a survey was undertaken of the seventeen chapters and the twenty-five schools being operated by the chapters at that time. Only those chapters and schools were surveyed that were in operation prior to the permissive legislation of 1955. This legislation legalized the operation of special classes for the trainable within the public schools of New York State. Further, it provided also, financial assistance should a school district organize a class or classes. Regulations accompanied the law, thereby insuring regulatory provisions for the organization and operation of these classes.

Noting the strong similarity in evolution in the seventeen chapters and their schools, it was decided to concentrate first on the New York City organization of parents and schools. For this was the beginning of the Association of parents who were to provide the aggressive

leadership resulting in the formation of concomitant chapters of the association throughout the state, which in turn was to provide a cumulative effect. Further concentrated effort was devoted to three up-State chapters of the association and their schools. This offered a state-wide panoramic view in that the chapters and schools covered the main arterial line of state travel and consequently encompassed a large population within geographical areas studied.

A survey of the literature revealed a dearth of information concerning similar movements of parent groups. Historical antecedents were presented to trace the developments leading to the formation of the Association.

Chapter two described the role of the Association's development. This was done to indicate the need served by the Association; especially to note its position regarding pilot or demonstration classes. In constant communication with members of the various chapters being established throughout the state, the New York City office through its able representatives, primarily Mr. Joseph T. Weingold, carried out activities common to any central office. These activities consisted of instructing and reinforcing chapter offices throughout the length and breadth of New York State. This cumulative effect of increasing numbers of chapters and schools nourished and vitalized the New York City

office, thereby accentuating the increased demands for service.

An association thrives on issues and this was indeed a worthwhile issue. The parents had nothing to lose for they had limited service. (Thirty-one classes were in operation in New York City and had been operating since 1929. Ironically, these classes were being operated outside the law. Seldom if ever was so much done for so many illegally. One can only imagine the great number of retarded children and their parents who were assisted over the years and had no knowledge that they were in effect breaking the law. The New York City school system was in turn guilty of aiding and abetting. Two classes were also being operated illegally in public schools on Long Island at Hauppauge and Garden City.)

For purposes of clarity and ease in presentation the classes were studied with respect to the following areas: 1) Objectives of the Pilot Classes; 2) Housing Facilities; 3) Numbers of children and classes; 4) Staffing; 5) Hours and Class Size; 6) Selection of Pupils; 7) Financing the School Program; 8) Operation of the Pilot Classes.

Chapter four described and reported on the three representative up-State chapters and schools using the same procedure as that for the New York City effort. This

offered an opportunity to compare the four chapters (New York City, Westchester, Onondaga and Erie-Niagara) and their resultant schools. From this data it was then possible to draw a historical synthesis inductively. This is presented as the Summary and Conclusions.

The Development of the Association

Originating out of sheer desperation over the lack of services for her child, one parent, Mrs. Arthur Greenberg, had the courage to step forth and admit to being the parent of a mentally retarded child. This was not an easy task due to the ignorance that existed regarding mental retardation and mental illness. Out of this determination and aggressive desire to do something for her child, Mrs. Greenberg originated an association which championed the welfare of the mentally retarded. This association developed from an unknown organization of parents and friends of the retarded to a known and powerful spokesman for the trainable.

The place of birth of the association, New York City, saw a movement that grew from a feeble beginning in 1949 and gradually spread out until it encompassed the state in 1955. Chapter offices were organized usually on a county or multi-county basis and each added strength to the central headquarters in New York City.

Important within this developing association were the aspects of leadership. The organizers were educated, affluent lawyers, advertising and management consultants, as well as prominent business men. Some were also medical men who like the others were either parents of retarded children or friends of the retarded and their families.

This was an emotional cause as it struck at the very fiber of family and home life. In none of the documents or any published material was any voice ever raised to deny services to these unfortunate children and their parents. The question concerned which governmental body was to provide the service rather than any denial of service per se. Two large governmental bodies were directly involved and both offered service to the mentally retarded. The first was the Department of Mental Hygiene. Information available indicated that this was an unacceptable solution. Parents were reluctant to place their children in institutions. For those parents who would consent there were lack of proper facilities and long waiting lists. Further, many parents had expressed an interest in keeping their children at home. In fact, the thirty-one classes organized in the public schools in New York City and the two established on Long Island were performing this very function. It seemed with the precedent already set that the efforts put forth by the Association would be to

extend services within the public schools. This is exactly what happened.

The power that the Association was able to develop and which resulted in change is noteworthy. The example set by the Association has been emulated by subsequent associations. The Association for Brain Injured Children and the recent trend toward providing services for the multiple handicapped are two such examples.

Monolithic, bureaucratic plants are not easily susceptible to change. Indeed, the present problems related to change and change agents are deeply rooted in the lack of flexibility of large institutional organizations to adapt to change. We have no way of knowing just how long it would have taken to effect the changes that were greatly accelerated by the Association but we can be sure it never would have transpired as rapidly as it did unless pressure techniques were used. Although the pressure was carefully disguised in a sedate, reasonable, frequently friendly atmosphere, the intentions of the Association to change the pattern of providing services for the trainable are clearly evident.

Following the initial growing pains when organizational matters were essentially predominant the officers of the Association, with guidance from educational consultants embarked on various projects that were specifically designed

to offer service. Recognizing early that they had neither the time, funds or professional knowledge to offer a multiplicity of services for the mentally retarded, the leadership devoted themselves to one particular aspect of the entire problem of services for the mentally retarded, namely, public school classes for the trainable. These classes which the Association would establish were to prove that the trainable children of school age could be provided for on the local level.

In summary, a series of factors affecting educational provisions for the trainable are brought into perspective. These clarify the import of the development of the Association and its efforts. 1) Certainly, the factor of leadership is evident throughout the entire organizational process of the Association. 2) A political factor can be observed from examining the political pressure that the members of the Association brought to bear on the legislators. 3) A very important social factor is demonstrated by the influence of the public on governmental action. 4) An economic factor is observable due to the pressure of the members of the New York City Chapter to demand schooling for their children within the public schools of the New York City System. 5) A general educational factor can be noted by the wealth of publicity which caused some degree of enlightenment regarding the

non-educable which led to more refined definitions of categories of mental retardation (custodial, trainable and educable). This decreased the stigma attached to those in the trainable category. 6) A success factor arising out of the noticeable pride of accomplishment of those chapters that wanted to retain their own schools with financial aid from the State is observable also.

Selection of Pupils

One of the first major decisions that had to be made by the Association concerned the type of pupil who would be provided for in the classes. The first school operated by the Association was established by the Westchester Chapter. The school board began with an open door policy but gradually drew up criteria for selection of the trainable. Although the Westchester school was the first demonstration school and continued to develop a full blown program of services for the trainable, the basic selection criteria adopted by all Chapters came out of New York City. Again the leadership factor is evident for it was the staff of the New York City office who drew on experiences from the Westchester Chapter and the classes for the trainable in operation in the public schools of New York City, along with the information obtained from two very productive meetings in New York to hammer out the selection criteria.

The psychologists who examined the children, the psychologist-director from the Westchester School, educational advisors and staff of the Association met to develop the criteria that would determine eligibility for the classes. Care was exercised in involving professionals thereby avoiding comments that would detract from the major effort.

These criteria then became policy and as such were spelled out carefully in the Projects Manual distributed to each Chapter so that schools would have the necessary information on hand, thereby assuring a uniform selection procedure in order to prevent jeopardizing the entire movement. This development of criteria for selection was most successful. In fact the points raised by the Association regarding the term trainable rather than severely retarded were written into the Regulations of the Commissioner of Education exactly as the Association wished. This was proof of the ability of the staff of the Association to influence the Education Department.

The Erie-Niagara Chapter's school was instrumental in seeing that a trial period was recommended to determine functioning level. A trial period appeared in the Regulations again on the insistence of the Association reemphasizing the effect that the Association had in making changes in the Regulations of the Commissioner of Education.

In order to involve the New York City school system in the evaluation of pupils and insure the constant influence of the parents of the retarded (thereby making them more cognizant of the lack of services) a pupil could not be accepted for placement in the parent operated classes unless he were first rejected by the New York City system.

The Association's experiences had alerted them to the frailties of the evaluation procedures undertaken by staff of the public schools in New York City. Therefore, the Association required the parents first to register their children with the public school authorities.

The final criteria adopted by the Association covered the physical, mental and social areas of development leading to a clearer understanding of this category of mental retardation.

The selection of pupils had been so successful that Teachers College of Columbia University used the pupils from the pilot project in a summer session workshop for teachers in 1954.

In summary, three important factors appear in selecting pupils for the pilot classes. Firstly, the leadership factor is again evident. Secondly, a professionalism factor that permeates the entire selection procedure is readily observable. The guidelines of selection of all children for special class placement in schools for

the trainable operated by the parents as well as those operated by the public schools following the permissive legislation of 1955 can be traced to the criteria set by the New York City office of the Association. Finally, an educative factor is observed that resulted in the success of the classes and a continuance of the definition of the type of pupil deemed trainable which has withstood the test of time.

Financing the Schools

Once the decision was made concerning the type of pupil to be served the question of funding the schools became a matter of paramount importance.

All chapters required tuition from the parents whose pupils were attending the pilot classes. While this created hardships for the parents (fees varied from six dollars a month for the pilot project at Erie-Niagara to seventy-five dollars a month at the Westchester School) it accentuated the need for parents to continue to strive for public school education for their children.

Scholarship committees were organized by each chapter, again on advice from the New York City office. The latter not only defined the scholarship criteria but prepared an itemized budget for use of the chapters in setting up classes.

Acting on instructions from the New York City office members of chapters raised money through various fund raising activities, which in turn assisted in bringing the efforts of the Association to the attention of the public. This created a cumulative effect by pointing out the inability of governmental agencies to provide needed services for these unfortunate children. Efforts of the staff of the Association to get support from the Education Department proved futile as far as obtaining funds was concerned. However, this only strengthened the determination of the Association to keep pressing the Education Department with demands for service. Thus they placed the onus of responsibility on the Education Department where it was due to remain until the legislation was passed.

Philanthropic organizations contributed to the efforts of the Association to raise funds. The Western New York Taxpayers Association, the Board of Governors of the Association of New York State Young Republican Clubs, Incorporated, legislators from Onondaga County, and Senator Brydges (at that time, Chairman of the Education Committee and who submitted the bill) supported the legislation for funding the classes.

The cumulative effect of the chapters is made very evident by the Executive Director's telegram to the Governor urging passage of the legislation on behalf of twenty-one

chapters of the Association and pointing out the financial savings of classes in the communities over costs of institutional care. After this was shown the issue was no longer in doubt. The classes would receive funds.

In summary, we can observe the following factors in financing the schools. The factor of publicity attached to the fund raising enterprises. This eliminated the possibility of education under other governmental agencies. An economic factor can be seen in that the Association by determining the actual costs of education for the trainable under parent operated classes and comparing this with the cost of institutionalization, showed the saving that would accrue to the State. The leadership factor can also be observed in that criteria were established for scholarships by the central office and also in that political support was forthcoming due to efforts of the New York City office and chapter offices throughout the State.

Staffing the Schools

The Association's Westchester School Board exerted leadership in establishing the first school under parent auspices. Further, when the school board employed a psychologist-director and teacher they laid the groundwork for an educational program.

From this established program, teachers and educational directors (rather than medical personnel) would staff the pilot schools throughout the State, accentuating the need for education to assume the onus of responsibility.

The Executive Director of the Association, Mr. Weingold, drew on the experiences of the Westchester School in establishing classes in New York City and from these cumulative experiences evolved the Projects Manual. The manual specified the need for teachers, speech correctionalists, social workers and other staff members. Teachers with early childhood education experiences were found to work exceedingly well with the trainable; so well in fact that this was one of the major changes recommended by the staff of the Association when asked to react to the Regulations of the Commissioner of Education. Consequently, the entire area of teacher training in the field of the mentally retarded was changed to comply with the suggestion of the Association. The Education Department carried this one step further and gave dual certification to both the teachers of the trainable and the educable.

The teachers employed by the Association's pilot schools generally held degrees and salaries were comparable to those of regular teachers in public school positions.

In summary, an educational factor is noted with four main effects. Firstly, an early need for ancillary

personnel was observed and included in staffing recommendations by the staff of the Association. Secondly, the qualifications for teachers to staff the classes were set down based on experiences proven effective by the Association. Thirdly, an equality of benefits in keeping with the demands of public school salary schedules was maintained by the Association, thereby, equating the parent operated classes with the public school classes. Finally, through the efforts of the Association the foundation program of teacher training was changed to include teachers of early childhood education and, further, teachers of the trainable and of the educable received dual certification thus placing the teachers of the trainable on an equal certification level with the latter.

Housing

The availability of adequate facilities continually plagued the Association. In New York City the noticeable lack of suitable quarters in which to conduct classes stand out as one of the major obstacles to good, sound program development. Nevertheless, the classes did get started and gradually more suitable quarters were located. The New York City demonstration project was one of the most if not the most successful of all of the Chapter pilot classes. Firstly, it covered a large highly populated

area. Secondly, it offered classes both within public school buildings and in a residential building equipped as a school. Thirdly, the classes were some of the first established and therefore served as a model for other chapters that were developing pilot classes. The legal suit won by the Westchester Chapter and the victory in obtaining public school space in the public schools in New York City were psychological triumphs for the members. This reinforced the determined efforts of both chapters to continue to press further for services for their children. Greater emphasis for public school placement of classes in the Bronx would have transpired had not a philanthropic group, the Joshua Orphan Aid, donated a building for the Association's classes.

Again the Projects Manual developed by the New York office based on their experiences furnished guidelines for other chapters of the Association throughout the state. These guidelines on housing furnished concrete, proven evidence to the chapters of how pilot classes could be set up and the necessary housing for such classes. This cut immeasurably the time involved in exploring un-tenable solutions to housing pilot classes and thereby cutting the risk of failure in their efforts to establish a pilot class or classes.

Not only does this show the leadership exerted from the New York office but the legal brief that won the suit for the Westchester Chapter had been prepared by the President of the Association. He was a member of the New York City Chapter, a prominent lawyer and a parent of a trainable child. Thus the central office provided a protective function as well as a consultant role in chapter activities.

The inclusion of classes for the trainable under public school auspices in New York City since 1929 made the movement into public schools easier in New York City than in other locations throughout the state. While resistance is noted in New York City the efforts to place classes in public schools was successful. The other three chapters did not succeed in placing classes in public schools with regular grade children. However, the Onondaga Chapter successfully obtained a complete school building for school use. The communities were not ready for special classes for the trainable within the public schools.

The experiences concerning housing reflect in the regulations that were drawn up by the New York State Education Department with suggestions from leadership personnel of the Association. This was an unresolved issue and significantly the question of housing the classes for the trainable did not appear in the Regulations of the Commissioner of Education although classes for the educable

pupils were required to be placed in regular school buildings housing pupils of comparable school age.

In summary, not only did the leadership factor affect and determine future guidelines for housing of classes, but the legal effect of the Westchester case prevented any further attempts to prevent the members of the Association from operating classes.

Objectives and Operation of the Pilot Classes

Once administrative matters such as the basic selection of pupils had been completed, financing and staffing the classes had been arranged and housing was secured, the actual operation of the classes began.

The initial objectives of the Westchester School of developing each child to his maximum potential was broadened considerably by the New York City office so as to include objectives concerning the parents, school and Association as well as the child. This demonstrates the long range, broad view imposed by the central office that would sift down to each chapter enhancing the over-all efforts of the chapters to develop into significant working members of the Association. The initial impetus of both the Westchester School and the New York City Schools was simply to show the state and New York City that retarded children can be helped and thus make the State and City provide assistance. While

this major objective was continually in evidence and the experiment was successful in that the state did finally accept the responsibility and assign the task to the Education Department, the state also profited considerably. Through the operation of the classes a curriculum was developed, evaluation forms were perfected, a parent training program became an ongoing part of the schools, transportation routes were established and a cooperative venture was established between the Association and the public schools especially in New York City where nine pupils were accepted into public school classes from the classes maintained by the Association.

A steady, firm growth is noted in the schools established by the four chapters. In fact, once a school was established it continued to enlarge both in the numbers of classes in operation and enrolments. This serves to indicate the need for classes on the local level. The hours during which school was in session and class size show a similar trend in that the schools gradually moved from a minimum of one-hour for some pupils to one-half day up to a full five-hour day five days a week. Erie-Niagara and the Onondaga School were the last of the four chapters to adopt a five-hour program on a five day week. As the tolerance level of the pupils increased the school day was increased accordingly. The classes operated by the

Association in Brooklyn and Queens were placed on the same schedule as the public school classes indicating the co-operative arrangements that had been made between the public school system and the Association.

Enrolment in the classes was limited to ten pupils based on the experiences of the classes operated by the Association. This enrolment figure carried over into the Regulations of the Commissioner of Education as recommended by the Association written into them without change.

The tremendous growth observed by Professor Rosenzweig bolstered the staff and parents confirming the results as successful and lead to greater aspirations on the part of all concerned. Now the Association had visible proof of the gains made by the children and used this information to good advantage by emphasizing at every available opportunity the success of the pilot classes.

In summary, a major education factor has been observed that has two significant aspects as it applies to the objectives and operation of the pilot classes.

Firstly, not only was the objective of the pilot classes to demonstrate the feasibility of education in the community so that the state would assume the responsibility, but other objectives were also identified. These were child centered, parent centered and association centered.

Secondly, the operation of the pilot classes had succeeded to the extent that pupils were gradually acclimated to the routine of a regular day of school; experiences had shown that the maximum number of pupils per class should not exceed ten; a curriculum had been developed; evaluation forms were perfected; a parent training program was an accomplished fact; transportation routes were established; and finally a viable cooperative working relationship had been effected with the public school system.

In conclusion, there were several significant factors evolving from the Association for Retarded Children, Incorporated and its successful organization and operation of classes for the trainable. These factors not only influenced the legislation of 1955, but also determined the future education of the trainable in New York State. They can be summarized as follows:

1. A leadership factor stands out clearly in both the organization and operation of the Association, its chapters and its schools. There is a unity in purpose that created an esprit de corps, which under expert leadership developed into a viable hard working Association dedicated to secure needed services for the trainable mentally retarded. Their success

has been demonstrated in that classes for the trainable were established under the law largely due to the efforts of the Association. The Association conducted themselves on a high professional level.

2. A political factor has been identified that shows the results achieved by the Association's members to change the viewpoint of the legislators so that they would support the necessary legislation creating public school classes for the trainable.
3. A very important social factor is demonstrated by noting the influence of the public on governmental action. The support that was given this movement forced the recognition by government officials of a need for services and they in turn sought appropriate action.
4. An economic factor with implications for the parents, chapters of the Association, public schools and legislative members is observable. In setting up the pilot classes and publishing the costs commensurate with those necessary for institutionalization, the staff of the Association showed the tremendous savings to the State that would occur if trainable children could be provided for in the public schools of their own communities. This increased saving alone was a substantial inducement for public school classes.

5. A general educational factor is identifiable when one notes the increasing emphasis placed on the problems concerning mental retardation. This emphasis was stimulated by parental concern. The wealth of publicity led to some degree of enlightenment resulting in proper definitions for the various categories of mental retardation. This in turn led to a greater understanding of the condition and its various levels of performance. A decreasing stigma attached to the condition created increased opportunities for parents and their retarded children to engage in greater interpersonal activities in the community and the public schools. The contributions of the Association to the Regulations of the Commissioner of Education and accepted by the Education Department clearly show the accumulation of knowledge acquired and shared by the Association. This resulted in suitable educational opportunities throughout the state.
6. A special educational factor can be observed that resulted in strengthening the entire core of education for the trainable. The achievements recorded and published by the staff of the pilot classes furnished a solid, firm foundation on which to build subsequent classes within desirable limitations under public school auspices. The careful, methodical organization

and operation of the pilot classes could now be duplicated in the public schools with a minimum amount of effort.

7. A success factor permeates the entire efforts of the parents to establish the pilot classes. From the earliest class organized and operated by the Westchester School through and including the New York City Schools, Onondaga School and the Erie-Niagara School, the efforts of the parents to create suitable educational opportunities for their children resulted in facilities, staff and program that increased the prestige and elevated the Association into an enviable position. Now that they had the power to create services, what would the future hold for this influential group of parents? There is a need for continued research, not only into this one type of parent group, but all parent groups of other disadvantaged children, to investigate the relationships between change agents and the success or failure of these agents.

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Association for the Help of Retarded Children, Incorporated, Our Children's Voice, New York, New York, Vol. 1, issue of March 18, 1949, 3 p.

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This edition and the many issues that followed furnished much of the raw data used for this report. The newspaper was invaluable for source material.

-----, "A Message from Our President", Vol. 1, No. 1, issue of March 18, 1949, p. 3, col. 2.

A news item in the Association's newspaper from the Association's President in which he offers guidance to the members of the Association.

Used to show the growth of the Association during the formative years.

-----, "Westchester Chapter Organized", Vol. 1, No. 2, issue of April 20, 1949, p. 1, col. 2.

A news item in the Association's newspaper regarding the organization of the Westchester Chapter of the Association.

Used to gather information on the founding of the Westchester Chapter.

-----, "Westchester Branch Reports Progress", Vol. 1, No. 3, issue of May 25, 1949, p. 2, col. 1.

A news item in the Association's newspaper reporting on the progress of the Westchester Chapter.

Used to furnish information on the beginnings of the Westchester Chapter of the Association.

-----, "Buffalo Chapter of AHRC in the Making", Vol. 1, No. 3, issue of May 25, 1949, p. 1, col. 1 and 2.

A news item in the Association's newspaper regarding the beginnings of the Erie-Niagara Chapter of the Association.

Used to supply information on the beginnings of the Erie-Niagara Chapter.

-----, "Westchester Chapter Report", Vol. 2, No. 2, issue of April 1950, p. 8, col. 1.

A news item in the Association's newspaper on a report of the progress of the Westchester Chapter.

Used to furnish information on the beginnings of the school program under the Westchester Chapter of the Association.

-----, "Westchester Report", Vol. 2, No. 3, issue of May-June 1950, p. 7, col. 1.

A news item in the Association's newspaper on the organization of the Westchester School for Retarded Children.

Used to furnish information on the school organized by the Westchester Chapter of the Association.

-----, "Plans Progress for Cooperative Classes", Vol. 2, No. 4, issue of August-September 1950, p. 2, col. 2.

A news item in the Association's newspaper regarding the plans for classes for the trainable.

Used to furnish information on the financial aspects of the school program.

-----, "New AHRC Chapter Formed Upstate", Vol. 3, No. 1, issue of January-February 1951, p. 1, col. 2, and p. 2, col. 1.

A news item in the Association's newspaper regarding the formation of the Erie-Niagara Chapter of the Association.

Used to supply information on the founding of the Erie-Niagara Chapter.

-----, "Westchester Chapter", Vol. 3, No. 1, issue of January-February 1951, p. 5, col. 1.

A news item in the Association's newspaper reporting the opening of the Westchester School for Retarded Children.

Used to furnish information on the school program.

-----, "Westchester AHRC School Opens; First Annual Dinner-Dance Held", Vol. 3, No. 2, issue of March-April 1951, p. 6, col. 2.

A news item in the Association's newspaper concerning the opening of the Westchester School and the dance conducted by the Westchester Chapter of the Association.

Used to furnish information on the school program.

-----, "Chapter Reports - Westchester Chapter", Vol. 3, No. 3, issue of August 1951, p. 10, col. 1.

A news item in the Association's newspaper reporting on the opening of the school operated by the Westchester Chapter of the Association.

Used to furnish information on the school program.

-----, "Classes for Retarded to be Started Soon", Vol. 3, No. 3, issue of August 1951, p. 2, col. 1.

A news item in the Association's newspaper about the parent operated classes to be started in New York City.

Used to furnish information on the school program.

-----, "AHRC Classes Open!", Vol. 3, No. 4, issue of September-October 1951, p. 1, col. 2, p. 2, col. 1.

A news item in the Association's newspaper about the opening of the parent operated classes in New York City.

Used to furnish information on the school program.

-----, "Chapter Reports, Erie-Niagara Chapter", Vol. 3, No. 4, issue of September-October, 1951, p. 6, col. 1.

A news item of the news of the chapters of the Association.

Used to obtain information on the school program.

-----, "Direct to You", Vol. 3, No. 4, issue of September-October 1951, p. 7, col. 1.

An editorial by Mr. Joseph T. Weingold, Executive Director, Association for the Help of Retarded Children, Incorporated, depicting the status of the trainable.

Used to show the aim of the classes sponsored by the Association as viewed by the executive director.

-----, "Parents Group Organized in Syracuse",
Vol. 3, No. 4, issue of September-October, 1951, p. 4,
col. 1.

A news item in the Association's newspaper re-
garding the formation of the Onondaga Chapter of the Associa-
tion.

Used to furnish information on the founding of
the Onondaga Chapter.

-----, "Joshua School Opened", Vol. 3, No. 5,
issue of November-December, 1951, p. 3, col. 2.

A news item in the Association's newspaper about
the expansion of the parent operated program in New York City.

Used to furnish information on the school program.

-----, "Action to Enjoin AHRC Pelham School
Tried", Vol. 4, No. 1, issue of March 1952, p. 2, col. 2.

A news item in the Association's newspaper re-
porting on the legal suit to close down the Westchester
School for Retarded Children.

Used to furnish information on the difficulty with
the law experienced by the Westchester Chapter.

-----, "Projects for the Retarded Operated or
Sponsored by AHRC", center section, Vol. 4, No. 1, issue of
March 1952, p. 6-7.

A center section in the Association's newspaper
describing projects operated or sponsored by the Association.

Used to provide information on the school program.

-----, "Statewide Fund Raising Projects Planned",
Vol. 4, No. 1, issue of March 1952, p. 11, col. 2.

A news item describing projects planned and the
need for funds.

Used to show the need for funds for the school
program.

-----, "AHRC Classes Re-open", Vol. 4, No. 3,
issue of September 1952, p. 7, col. 2.

A news item in the Association's newspaper about
the re-opening of the parent operated classes in the fall
of 1952.

Used to furnish information on the school program.

-----, "Appointed Director of AHRC Schools", Vol. 4, No. 3, issue of September 1952, p. 1, col. 2.

A news item in the Association's newspaper about the employment of the director of the New York City parent operated classes.

Used to furnish information on the school program.

-----, "Chapter News, Onondaga", Vol. 4, No. 3, issue of September 1952, p. 6, col. 1.

A news item in the Association's newspaper about the Onondaga Chapter of the Association.

Used to furnish information on financing the chapter's school project.

-----, "Chapter News, Westchester", Vol. 4, No. 3, issue of September 1952, p. 6, col. 1.

A news item in the Association's newspaper reporting news of the Westchester Chapter.

Used to furnish information on the progress of the legal suit.

-----, "President's Message", Vol. 4, No. 3, issue of September 1952, p. 2, col. 1.

A news item in the Association's newspaper from the Association's President in which he outlines the aims of the Association.

Used to show the aims of the Association, stresses the pilot projects.

-----, "Chapter News, Erie-Niagara Chapter", Vol. 4, No. 4, issue of December 1952, p. 6, col. 1.

A news item in the newspaper of the Association.

Used to obtain information on the school program.

-----, "Chapter News-Onondaga", Vol. 4, No. 4, issue of December 1952, p. 6, col. 2.

A news item in the Association's newspaper about the activities of the Onondaga Chapter.

Used to furnish information on the school program.

-----, "Chapter News-Westchester", Vol. 4, No. 4, issue of December 1952, p. 6, col. 2.

A news item in the Association's newspaper concerning the financing of the chapter projects.

Used to furnish information on the financial aspects of the Westchester Chapter's projects including the school program.

-----, "Direct to You", Vol. 4, No. 4, issue of December 1952, p. 7, col. 1.

A message from the Executive Director in the Association's newspaper discussing the projects undertaken by the various chapters of the Association.

Used to show the need for classes for the trainable.

-----, "Chapter News-Onondaga", Vol. 5, No. 1, issue of March 1953, p. 8, col. 2.

A news item in the Association's newspaper regarding the activities of the Onondaga Chapter.

Used to furnish information on the school program.

-----, "State Convention Successful", Vol. 5, No. 3, issue of June 1953, p. 3, col. 1.

A news item in the Association's newspaper reporting on the Association's convention held in New York City. A report is included by Professor Rosenzweig in which he discusses long range planning of the Association.

Used to support the aim of the pilot classes as demonstration centers.

-----, "Westchester Schools Win Court Decision", Vol. 5, No. 2, issue of June 1953, p. 6, col. 2.

A news item in the Association's newspaper regarding the legal suit involving the Westchester Chapter of the Association.

Used to furnish information on the outcome of the legal case regarding the Westchester School for Retarded Children.

-----, "Parents of 'Normal' Children Protest Use of Public School Space by AHAC Classes", Vol. 5, No. 4, issue of December 1953, p. 2, col. 2.

A news item in the Association's newspaper about the difficulties faced regarding housing for the parent operated classes.

Used to furnish information on the school program.

-----, "Frank C. McCarthy Honored", Vol. 6, No. 2, issue of June-July 1954, p. 7, col. 2.

A news item in the Association's newspaper about the activities of Mr. McCarthy.

Used to show the efforts put forth by Mr. McCarthy in the development of the school and chapter activities.

-----, "Public School Spaces Asked for AHRC Queens Classes", Vol. 6, No. 2, issue of June-July 1954, p. 6, col. 1.

A news item in the Association's newspaper regarding housing in the public schools for the parent operated classes.

Used to furnish information on the school program.

-----, "AHRC Projects - Staff Changes", Vol. 6, No. 3, issue of September-October, 1954, p. 10, col. 1.

A news item in the Association's newspaper about the staff changes in the Association's projects.

Used to furnish information on the school program.

-----, "Nine 'Graduate' from AHRC Classes", Vol. 6, No. 3, issue of September-October 1954, p. 10, col. 2.

A news item in the Association's newspaper pertaining to nine students who were accepted in the public school special class program in New York City after attending the parent operated classes.

Used as evidence of the success of the Association's classes.

-----, "Planks for Mentally Retarded Included in Platforms", Vol. 6, No. 3, issue of September-October 1954, p. 8, col. 2.

A news item in the Association's newspaper discussing the legislative efforts of the Association.

Used to show the involvement of members of the Association in legislative matters.

-----, "AHRC Classes Open in Queens", Vol. 7, No. 1, issue of March-April 1955, p. 2, col. 2.

A news item in the Association's newspaper citing the opening of parent operated classes in one of the boroughs of New York City.

Used to furnish information on the school program.

-----, "AHRC Profile of Frank C. McCarthy", Vol. 7, No. 3, issue of September-October 1955, p. 9, col. 2.

A news item in the Association's newspaper about Mr. Frank C. McCarthy who was instrumental in developing the Onondaga Chapter and its school.

Used to furnish information on the school program.

Association for the Help of Retarded Children, Incorporated, Erie-Niagara Chapter, Report of the Erie-Niagara Chapter, Buffalo, New York, 1953, 1 p.

A general information, one page, announcement of the activities of the Erie-Niagara Chapter.

Used to furnish information on the school program.

Association for the Help of Retarded Children, Incorporated, Onondaga Chapter, School Notice, and How-See How We've Grown Into, The Frank C. McCarthy School, September 1954, 1 p.

A one page flyer describing the school program being operated by the Onondaga Chapter of the Association and plans for the future.

Used to furnish information on the school program.

Association of New York State Young Republican Clubs, Incorporated, Resolution Adopted by the Board of Governors of the Association of New York State Young Republican Clubs, Incorporated, New York, New York, at a meeting held in Albany, New York on January 22, 1955 at the Dewitt Clinton Hotel in Albany, New York 1 p.

A resolution stressing the need for additional provisions for the mentally retarded including the trainable introduced by the State Affairs Committee and unanimously adopted.

Used to furnish information on the support the demonstration project was receiving.

Bingham, Jonathan B., Secretary to Governor Harriman, Executive Chambers, Albany, New York, Correspondence with Louis E. Rosensweig, letter dated March 3, 1955, 1 p.

A letter to Professor Rosensweig in reply to Professor Rosensweig's letter of February 28, 1955.

Used to show the effect that Professor Rosensweig's letter had on Secretary Bingham.

Blank, Joseph P., "A Miracle Grew Out of Their Hearts", in Redbook Magazine, issue of November 1953, p. 62-63, 116-120.

An article about the beginnings of the Onondaga Chapter of the Association for the Help of Retarded Children, Incorporated.

Used to obtain information about the Onondaga Chapter and school project.

Brind, Charles A., Legal Counsel, Legal Division, New York State Education Department, Albany, New York, Personal Correspondence with Dr. Frank J. O'Brien, Associate Superintendent of Schools, Board of Education, City of New York, letter dated October 22, 1953, 2 p.

A letter from Dr. Brind in which he indicates a board of education cannot carry on instruction for children who have I.Q.'s below fifty and that the Legal Counsel speaking for the New York State Education Department would oppose legislation for the trainable.

Used to show the attitude of the Education Department regarding the trainable.

Buffalo Courier-Express, "Taxpayers' Group Urges More Help for Retarded Children", issue of March 15, 1953, p. 10 C, col. 7-8.

A news item in the Buffalo Courier-Express newspaper concerning the support of legislation for the mentally retarded by the Western New York Taxpayers Association.

Used to show the attempt that the Erie-Niagara Chapter of the Association was making to receive state assistance for the school program.

Campbell, Harold G., Thirty-Ninth Annual Report of the Superintendent of Schools, Board of Education, City of New York, February 15, 1938, p. 44-52.

A report of the progress of the special education program from 1936-1937.

Used as evidence to support the growth of special classes for the trainable.

-----, Fortieth Annual Report of the Superintendent of Schools, Board of Education, City of New York, March 1939, p. 50-58.

A report of the progress of the special education program from 1937-1938.

Used as evidence to support the growth of special classes for the trainable.

Chairman of the School Committee, Memorandum to Miss Perry, Educational Director, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, memorandum dated October 31, 1954, 1 p.

A memorandum advising Miss Perry that the school committee approved a three hour program.

Used to furnish information on the school program.

-----, Memorandum to Miss Perry, Educational Director, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, memorandum dated January 16, 1955, 1 p.

A one page memorandum advising Miss Perry of the approval of the employment of a part time social worker.

Used to furnish information on the school program.

-----, Memorandum to Miss Perry, Educational Director, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, memorandum dated March 13, 1955, 1 p.

A one page memorandum advising Miss Perry of the approval of a social worker, a substitute teacher and changes in contracts.

Used to furnish information on the school program.

-----, Memorandum to Miss Perry, Educational Director, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, memorandum dated April 17, 1955, 1 p.

A memorandum advising Miss Perry that the school committee approved a five hour program.

Used to furnish information on the school program.

Cleverden, Dorothy and Louis E. Rosenzweig, "A Work-Play Program for the Trainable Mental Deficient", in the American Journal of Mental Deficiency, Vol. 60, No. 1, issue of July 1955, p. 56-70.

A report of a general description of the program developed by the play schools association including the suggested curriculum, suggested list of equipment and supplies as well as a suggested daily program.

Used to show the progress realized by the Association's pilot project in New York City.

Cornell, W.B. and Eleanor A. Gray, Syllabus for the Examination and Census of Mentally Retarded Subnormal or Atypical Pupils, Bulletin No. 674, University of the State of New York, Albany, New York, November 1, 1918, 22 p.

Describes the essential provisions of the law of 1917. Offers suggestions for conducting a survey and organizing special classes.

Used to show the early interest of the New York State Education Department in the area of mental retardation.

Cothran, George W., Editor, The Revised Statutes of the State of New York, Edition of 1875, Vol. II, part 2, 1169 p.

Contains the revised statutes as altered by subsequent legislation as well as the unrepealed statutory provisions of a general nature.

Used to trace the provisions made for the mentally retarded in New York State.

Coxe, Warren W., Organization of Special Classes for Subnormal Children, Bulletin No. 819, University of the State of New York, Albany, New York, January 1, 1925, 16 p.

Contains information pertaining to the purposes of special classes along with the legal provisions and equipment needed for special classrooms.

Used to show the major effort was in the direction of ungraded classes.

Davies, Stanley P., Social Control of the Mentally Deficient, Thomas Y. Crowell Company, New York, New York, 1930, XIX-389 p.

A sociological view of the problem of the mentally retarded.

Used as historical background material.

-----, The Mentally Retarded - A New York State Study with Recommendations, State Charities Aid Association, New York, New York, 1939, 67 p.

A review of the progress of providing programs for the mentally retarded in New York State with recommendations for the future.

Used to show the ineffectiveness of the institutions.

Dowling, Lee C., Director, Joint Legislative Committee, Personal Correspondence, with Dr. Francis Daly, Director, Division of Pupil Personnel Services, State Education Department, Albany, New York, letter dated September 29, 1955, attached to Report of Information for Joint Legislative Committee on Mental Retardation, 8 p.

An eight page report attached to letter furnishing information on mentally retarded services of the New York State Education Department.

Used to report on school exemptions from 1951-52 to 1954-55.

Downing, Frederick C., "Classes Organized in Albany: Mentally Retarded Go to School", news item with picture in the Albany Times Union, issue of October 9, 1952, p. 9, col. 1.

A news item concerning the school program conducted by the Capital District Chapter of the Association.

Used as evidence to support the fact that classes of the Association were in public school buildings.

Dunsmoor, C. C. and William M. Cruickshank, Survey of Exceptional Children, First Supervisory School District, Northern Westchester County and the School District of Pleasantville, New York, 1954, 121 p.

A report of a survey conducted in the above named area. Used to furnish information on the Westchester program.

Endres, Joseph J., Chief, Bureau for Handicapped Children, New York State Education Department, Albany, New York, Memorandum to Associate Commissioner Moffitt regarding the application for a provisional charter for the Westchester School for Retarded Children, June 19, 1953, 4 p.

This memorandum contains a report of the status of the Westchester School as of June 19, 1953.

Used for information on the school program.

Farrell, Elizabeth E., "Report on Ungraded Classes", in the Thirty-Second Annual Report of the Superintendent of Schools 1929-1930, Board of Education, City of New York, May 1, 1931, p. 79-80 and 294-302.

Gives statistical data on the number of special classes and furnishes information on the organization of the newly organized classes for children with low I.Q.'s.

Used to present the viewpoint of the Supervisor in charge of the program.

Foss, Margaret, "Fair Chance Sought for Mentally Retarded Children", first in a series of five articles on mentally retarded children in the Buffalo Courier-Express, issue of September 27, 1953, p. 1 B, col. 2, 3, 4, 5 and p. 2 B, col. 6, 7 and 8.

First in a series of five articles on the mentally retarded in the Buffalo area.

Used to obtain information on the mentally retarded from the Buffalo area.

-----, "Guidance from Infancy is Goal for Mentally Retarded", fifth in the series of five articles on mentally retarded children, in the Buffalo Courier-Express, issue of October 1, 1953, p. 27, col. 4-5.

Final article in a series of five on the mentally retarded from the Buffalo area.

Used to obtain information on the legislative aspects of the bill for the trainable and the involvement of Senator Brydges from the Buffalo area.

-----, "Parents of Retarded Children Get Busy on Problem", third in a series of five articles on mentally retarded children in the Buffalo Courier-Express, issue of September 29, 1953, p. 15, col. 3-6.

One of a series of five articles on the mentally retarded in the Buffalo area.

Used to obtain information regarding the Erie-Niagara Chapter of the Association.

Fish, Earl, Mrs., Syracuse, New York, Personal interview with the writer on April 5, 1968. Copy of interview on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, State Education Department, Albany, New York,

The interview took place in the office of the Onondaga Chapter in Syracuse, New York. The interview was primarily set up to obtain information on the development of the school program.

Used to obtain information on the school program.

Fournere, Maurice H., A Survey of Educational Programs for Children with Mental Retardation in New York State, New York State Mental Health Commission, Albany, New York, 1953, 103 p.

A study of the types of special education programs and facilities provided by the state and local communities for the education and care of children with mental retardation.

Used as evidence of the location and number of classes for the trainable in New York State.

Gasstrom, Evald H., "Horizons", in the Journal of the Westchester Chapter, Pelham Manor, New York, 1952, p. 7.

A report of the president of the Westchester Chapter outlining the gains made in Chapter activities and the plans for the future.

Used to show the objectives of the Westchester Chapter of the Association.

Goddard, Henry H., Report on Educational Aspects of the Public School System of the City of New York, 1911-1912, Subdivision I, Part II, Elementary Schools, Section E, Ungraded Classes, City of New York, New York, February 3, 1913, IV-23 p.

A survey of the ungraded program in New York City during the school year 1911-1912.

Evidence used to show trainable pupils were being served in ungraded classes.

Gramm, Eugene J., Public Relations Director, Association for the Help of Retarded Children, Incorporated, letter dated October 19, 1949, appeared in the October 28, 1949 issue of the New York Times, p. 22, col. 6-7.

The letter from Mr. Gramm presents an overview of the Association's proposed plan to implement services for the mentally handicapped.

Used to furnish information on the proposed plans of the Association.

Greenberg, Ann, Secretary at meeting, Minutes of Meeting on AHRC Classes for Retarded Children, Association for the Help of Retarded Children, Incorporated, New York, New York, August 2, 1951, 5 p.

A report of the minutes of the meeting attended by members of the staff of the Association and their advisors to select pupils for the demonstration classes.

Used to furnish information on the selection of pupils for the parent operated classes.

-----, Secretary at meeting, Minutes of Second Meeting of Psychologists and Educational Advisors on AHRC Classes, Association for the Help of Retarded Children, Incorporated, New York, New York, August 8, 1951, 6 p.

A report of the minutes of the second meeting of the staff of the Association and their advisors to select pupils for the demonstration classes.

Used to furnish information on the selection of pupils for the parent operated classes.

Greenberg, Arthur Mrs., founder of the Association for the Help of Retarded Children, Incorporated, personal interview with the writer, held in the city of New York on October 17, 1967. Notes from the interview on file in file No. 1, folder No. 1., in the Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York.

The interview was concerned with the early formation of the Association.

Used for background information on the development of the Association.

Gregory, Don, "Bright Future", feature article in the pictorial section of the Syracuse Post-Standard, issue of November 29, 1953, p. 16, entire p.

A feature article with pictures describing the school program operated by the Onondaga Chapter of the Association.

Used to furnish information on the school program.

Gruen, Walter Mrs., formerly Miss Natalie Perry, Educational Director, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, Personal conversation with the writer, on October 13, 1967, 1 p. Copy of points covered on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, State Education Department, Albany, New York.

A discussion took place regarding the school program directed by Mrs. Gruen in Buffalo. Particular information regarding the selection of children was furnished by Mrs. Gruen.

Used to supply information on selection of children.

Haran, B., Department of State, Albany, New York, March 7, 1962, Consolidation Papers, records on file in the office of the Secretary of State, Albany, New York, 13 p.

Consolidation papers filed to consolidate the New York City office and the various chapters throughout the state.

Used to furnish information on the development of the Association in New York City.

Henderson, Algo D., Associate Commissioner of Education, New York State Education Department, Albany, New York, Memorandum to Governor Dewey, dated April 6, 1950 1 p., copy on file as Document No. 13, in the Bill Jacket Chapter 796, Laws of 1950, Legislative Reference Library, New York State Library, Albany, New York.

A memorandum prepared by the Associate Commissioner of Education for use by the Governor in which Dr. Henderson recommends that Senate Bill Introductory No. 477, Print No. 484 (Mr. Griffith) be approved.

Used to show that Chapter 796 of the Laws of 1950 was sponsored by the New York State Education Department.

Jacobs, Augustus, Chairman of Legal and Legislative Committee, Association for the Help of Retarded Children, Incorporated, New York, New York, Correspondence with the Executive Director, mimeographed letter dated January 6, 1954, 7 p.

A review of the laws and legal decisions handed down from other states and countries in support of retaining trainable pupils in public school.

Used as evidence to show the care that was taken in disputing the Regents of the State of New York by the Legal and Legislative Committee of the Association for the Help of Retarded Children, Incorporated.

Johnson, G. Orville and Rudolph J. Copobianco, Confidential Research Report on Research Project on Severely Retarded Children, New York State Interdepartmental Health Resources Board, Albany, New York, 1957, 7 p.

The initial report prepared by Dr. Johnson and Dr. Copobianco for presentation to the New York State Interdepartmental Health Resources Board.

Used to show the location of the experimental classes authorized by the legislation of 1954 and the fact that candidates for these classes were required.

Kaszyński, Grace, Director of Special Classes, Onondaga Chapter, School Report, Onondaga Chapter, Association for the Help of Retarded Children, Incorporated, Syracuse, New York, February 10, 1934, 4 p.

A report of the Onondaga Chapter school project.
Used to furnish information on the school program.

Laws of the State of New York, Laws of 1801, p. 512-524.

Laws passed during the twenty-fourth session of the legislature of the state of New York, Chapter 184 related to the poor.

Used to trace the provisions made for the mentally retarded in New York State.

-----, Laws of 1896, p. 136-179.

Laws passed during the 119th session of the legislature of the state of New York.

Used to trace the provisions made for the mentally retarded in New York State.

-----, Laws of 1914, Vol. 2, p. 772-773.

Laws passed during the 137th session of the legislature of the state of New York. Chapter 272 of the Laws of 1914 called for the creation of the first investigative commission into the problems of the mentally retarded.

Used to furnish information on the legislation approving the commission to investigate provisions for the mentally deficient.

-----, Laws of 1917, Vol. 2, p. 1594-1595.

A record of the act to amend the education law by providing for the education of children with retarded mental development.

Used to cite the beginning of legislation for the mentally handicapped.

-----, Laws of 1923, p. 633-634.

Laws passed during the 146th session of the legislature of the state of New York.

Used to furnish information on the financing of special classes for the mentally retarded and to support the stimulation of special classes.

-----, Laws of 1950, p. 2199.

Laws passed during the 173rd session, chapter 796 redefined the mentally retarded and set up tuition and transportation reimbursement.

Used to show how the definition of 1950 eliminated the trainable.

Lebron, Gale, Notary Public, State of New York, Bronx County, January 19, 1949. Incorporation Papers records on file in the office of the Association for the Help of Retarded Children, Incorporated, New York, New York, 2 p.

First incorporation papers prepared by officers of the Association.

Used to furnish information on the development of the Association in New York City.

Levy, Joseph H., Parents Groups and Social Agencies, published master's thesis, the University of Chicago Press, Chicago, Illinois, 1951, XII-100 p.

Describes the various parent groups in and about the city of Chicago.

Used to compare with the activities of the Association for the Help of Retarded Children, Incorporated in New York City.

Maxwell, William, Fifteenth Annual Report of the City Superintendent of Schools, Board of Education, City of New York, December 10, 1913, 79 p.

A pamphlet containing reports on defective children in the New York City Public Schools.

Used to show that the institutions were unable to cope with the problem of the trainable.

McCarthy, Frank C., Form Letter, sent to members of the Onondaga Chapter, Association for the Help of Retarded Children, Incorporated, Syracuse, New York, letter dated August 1953, 1 p.

A form letter from Mr. McCarthy to the members and friends of the Association announcing changes in the school program.

Used to furnish information on the school program.

-----, "Great News", news item in Onondaga Chapter Newsletter, Association for the Help of Retarded Children, Incorporated, Syracuse, New York, issue of January 1953, p. 1, col. 1 and 2.

A news item in the Onondaga Chapter's newsletter about the school program.

Used to furnish information on the school program.

-----, "Oswego Association", news item in Onondaga Chapter Newsletter, Association for the Help of Retarded Children, Incorporated, Syracuse, New York, issue of January 1953, p. 1, col. 1.

A news item in the Onondaga Chapter's newsletter about the activities of Mr. McCarthy.

Used to show the increasing interest in the trainable mentally retarded.

Milbank, Samuel R., Chairman, The Four Millions: Report of the New York State Citizens Committee of One Hundred for Children and Youth, State of New York, Albany, New York, 1951, xxx-225 p.

A report of the New York State Citizens Committee of one hundred for children and youth appointed by the Governor to study the needs of the children and youth in New York State and make suggestions as well as recommendations for improvements.

Used to show the recognition received by the Association as it was emerging as the spokesman for the parents and friends of the retarded.

Minor, Ruth M., Deputy Secretary of the State, from Certificate of Incorporation Papers filed January 31, 1949. Records on file in the office of the Secretary of State, Albany, New York, 6 p.

Incorporation papers filed with the office of the Secretary of State.

Used to furnish information on the development of the Association in New York City.

New York Assembly Journal, Journal of the Assembly, Albany, New York, 1955, 3268 p.

The daily proceedings of the Assembly of New York State during the 1955 legislative session.

Used to show how the assemblymen from Onondaga County voted on the issue of special classes for the trainable.

New York City Board of Education, Journal of the Board of Education, Vol. 2, covering the meetings of July 16, 1953 through December 23, 1953, 3859 p.

Minutes of the meetings of the Board of Education of the City of New York.

Used to furnish information on the problem of housing for the classes sponsored by the Association.

-----, Journal of the Board of Education, Vol. 1, covering the meetings of January 21, 1954 through June 30, 1954, 2387 p.

Minutes of the meetings of the Board of Education of the City of New York.

Used to furnish information on the problem of housing for the classes sponsored by the Association.

New York Post Home News, announcement in the "want ad" section of the New York Post Home News, New York, New York, issue of July 9, 1948, p. 35, col. 1.

An appeal by Mrs. Arthur Greenberg to mothers of retarded children interested in starting a nursery school for the retarded.

Used as evidence of the part Mrs. Greenberg played in the early stages of the development of the Association.

New York Senate Journal, Journal of the Senate, Albany, New York, 1955, 2535 p.

The daily proceedings of the Senate of New York State during the 1955 legislative session.

Used to show how the senators from Onondaga County voted on the issue of special classes for the trainable.

New York State Education Department, Chapter 795, Albany, New York, April 28, 1955, 1 p.

A copy of Chapter 795, an act to amend the education law, in relation to the training of certain children with severely retarded mental development and the apportionment of state aid.

Placed in the Appendix to furnish complete information on the amendment to the education law.

-----, Document No. 1, memorandum dated February 16, 1955, 2 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York.

A memorandum from a staff member of the New York State Education Department, Albany, New York tracing the development of special classes for the trainable in New York City during the period 1929-1944.

Used to show the reason for the loss in classes in 1944.

-----, Document No. 2, file copy of a memorandum from a high official in the New York State Education Department describing a conference with Mr. Joseph T. Weingold, Executive Director, Association for the Help of Retarded Children, Incorporated. Memorandum dated June 14, 1951, 1 p. Copy on file in file No. 1 folder No. 1, Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York.

A memorandum describing the points raised during the meeting between Mr. _____ and Mr. Weingold.

Used to show Mr. Weingold's dissatisfaction with the existing law.

-----, Document No. 3, memorandum from a high official in the New York State Education Department dated January 25, 1952, 2 p. Copy on file in file No. 1, folder No. 1. Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York.

A memorandum describing a meeting of the enlarged advisory council on the physically handicapped.

Used to show that Superintendent O'Brien and Superintendent Patton did not want classes for children with I.Q.'s below fifty in the public schools.

-----, Document No. 4, memorandum from a high official in the New York State Education Department, Albany, New York, to his superior. Memorandum dated January 3, 1952, 2 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York.

A memorandum regarding a meeting held with Mr. Weingold by the high official and a member of his staff on December 28, 1951.

Used to furnish information on the stress placed on the trainable by the Association.

-----, Document No. 5, letter from a member of the staff of a high official in the New York State Education Department, Albany, New York to Mr. Joseph T. Weingold. Letter dated May 4, 1955, 1 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York.

A letter asking for suggestions in framing the regulations from Mr. Weingold.

Used to show that Mr. Weingold was knowledgeable in the area of the trainable.

-----, Document No. 6, memorandum from a high official in the New York State Education Department, Albany, New York to the Commissioner of Education. Memorandum dated May 11, 1955, 1 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York.

A memorandum furnishing the Commissioner of Education with information regarding the status of the Regulations pertaining to the trainable.

Used to show that the Association made a contribution in designing the regulations.

-----, Document No. 7, memorandum from a high official in the New York State Education Department, Albany, New York, to his superior. Memorandum dated April 28, 1953, 1 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York.

A memorandum regarding the reactions of the study of mental retardation being conducted by the New York State Department of Mental Hygiene.

Used to indicate the support being received by the Westchester Chapter demonstration project.

-----, Regulations of the Commissioner of Education, Albany New York, May 27, 1955, mimeographed, 1 p. Amendments and additions to the Regulations of the Commissioner of Education added or amended on May 27, 1955.

Used in the Appendix to more fully explain the Regulations of the Commissioner of Education and show the part the Regulations play in combination with the law.

New York Supplement, Second Series, Vol. 120, Cases Argued and Determined in the Court of Appeals, Appellate Division of the Supreme Court as well as the Supreme Court and other Lower Courts of Record. West Publishing Company, St. Paul, Minnesota, 1953, p. 329-330.

As the name implies this is a report of the cases argued and determined in the above named courts.

Used to furnish information on the legal suit regarding housing of the Westchester School for Retarded Children.

New York Times, "Mentally Retarded Children", letter printed in the New York Times, issue of October 28, 1949, p. 22, col. 7.

A letter from Mr. Eugene J. Gramm, Director of Public Relations, Association for the Help of Retarded Children, Incorporated, outlining the plans of the Association.

Used to furnish information on the plans of the Association to implement services.

New York Times, "Training the Atypical", editorial in the New York Times newspaper, issue of March 5, 1932, p. 14, col. 4.

An editorial paying tribute to Miss Elizabeth Farrell and the New York City School System for pioneering in the area of service to the mentally retarded.

Used to supply information on the first classes for the mentally retarded in New York City.

North Eastern Reporter, Second Series, Vol. 123: Cases Argued and Determined in the Courts of Illinois, Indiana, Massachusetts, New York, Ohio. West Publishing Company, St. Paul, Minnesota, 1955, p. 806-811.

As the name implies this is a report of cases argued and determined in the courts of the five states.

Used to furnish information on the legal suit regarding housing of the Westchester School for Retarded Children.

O'Connor, John, "Chapter President's Message", editorial in the Parents Post of the Westchester School for Retarded Children, Pelham Manor, New York, Vol. 1, No. 1, issue of January 1955, p. 1, col. 1.

An editorial by Mr. O'Connor reporting and commenting on the proposed legislative program.

Used to furnish information on the efforts made by the Westchester Chapter to get the permissive legislation passed.

-----, President, Westchester Report, Westchester Chapter, Association for the Help of Retarded Children, Incorporated, Pelham Manor, New York, April 6, 1955, 5 p.

A report of the news items related to the Westchester Chapter of the Association from October 2, 1954 to April 6, 1955.

Used to obtain information on the school program.

O'Shea, William J., Progress of the Public Schools, 1924-1929, Board of Education of the City of New York, December 1, 1929, XIX-168 p.

A special report of the history and most important accomplishments in the New York City Schools over a four year period.

Used as evidence to show the growth of classes for the trainable.

-----, Thirty-Fourth Annual Report of the Superintendent of Schools, Board of Education, City of New York, February 28, 1933, p. 195-203.

An annual report by the Superintendent of Schools containing information on the progress of elementary and secondary education in New York City as well as the administrative aspects of special classes for mentally retarded pupils in New York City during the school year 1931-32.

Used as evidence to show that the New York City Board of Education and the Board of Superintendents approved these classes.

-----, Thirty-Fifth Annual Report of the Superintendent of Schools, Board of Education, City of New York, December 15, 1933, p. 78-80 and 195-203.

An annual report by the Superintendent of Schools containing information regarding the total educational program in New York City including a section on the mentally retarded.

Used to show the concern of the parents regarding provisions for the trainable.

Patterson, Jane, Director of Special Classes, Association for the Help of Retarded Children, Incorporated, Report of P.S. 84, Brooklyn and Joshua School, Bronx, New York, February 1954, 5 p.

A report on the two centers operated by the Association for the Help of Retarded Children, Incorporated. Describes the physical plant, enrollments in each class, staffing, length of school day, criteria for admission, curriculum as well as aims and goals of the school.

An invaluable aid in tracing the development of the school program in 1954.

Pense, Arthur W., Chairman, December Meeting of Advisory Committee on the Study of Mental Deficiency, Buckley Reporting Service, Albany, New York, December 2, 1953, 79 p.

The stenographic minutes of the December 2, 1953 meeting of the Advisory Committee on the study of mental retardation.

Used to show the development of the question of illegality regarding the public school classes for the trainable.

Perry, Natalie, Educational Director, Erie-Niagara Chapter, Class Grouping, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, June 1953, 1 p.

A listing of the four groups of mentally retarded children attending the Erie-Niagara Chapter's School.

Used for information on the school program.

-----, Educational Director, Erie-Niagara Chapter, Growth of School Program, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, February 15, 1954, 7 p.

A report of the growth of the school program over a three year period.

Used to show growth of the school program.

-----, Educational Director, Erie-Niagara Chapter, Long-Term Program - AHRC, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, June 1953, 12 p.

A report of a program and plans for the expansion of the present program.

Used for information on the school program.

-----, Educational Director, Erie-Niagara Chapter, Report of Erie-Niagara School Program, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, June 20, 1954, 2 p.

A report of the Erie-Niagara School Program as of June 20, 1954.

Used to show the growth of the school program.

-----, Educational Director, Erie-Niagara Chapter, School Report, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, January 29, 1954, 5 p.

A report of the Erie-Niagara Chapter's School project.

Used to furnish information on the school program.

-----, Educational Director, Erie-Niagara Chapter, Outline of Training Programs, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, May 15, 1953, 5 p.

A report of the physical plant, personnel, general admission procedures and facts about the existing program.

Used for information on the school program.

Price, Louise, General Aims of the Class, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, Buffalo, New York, 1953, 1 p.

A one page typewritten report of the general class aims as viewed by the teacher of the class.

Used for information on the classroom program at the Erie-Niagara Chapter's school.

Robinson, Robert C., Notary Public, State of New York, City of New York, Certificate of Incorporation Papers, records on file in the office of the Secretary of State,

Certificate of Incorporation papers filed to change the name of the Association.

Used to furnish information on the development of the Association in New York City.

Rosenzweig, Louis E., Deputy Chairman, Department of Education, Brooklyn College, Brooklyn, New York, Correspondence with Governor Harriman and Secretary Bingham, both letters dated February 28, 1955, 2 p. each.

Identical letters sent to the above state officials explaining the benefits derived from classes for the trainable.

Used to show how Professor Rosenzweig pressed for legislation for the trainable.

-----, Report of a School Program for Trainable Mentally Retarded Children, October 1951-June 1952, Association for the Help of Retarded Children, Incorporated, New York, New York, August 1952, mimeographed, 8 p.

A report of the nine month operation of the pilot classes operated by the Association in New York City.

Used to indicate the success of the pilot classes operated by the Association for the Help of Retarded Children.

Saenger, Gerhart, The Adjustment of Severely Retarded Adults in the Community: A Study of Former Pupils of Low I.Q. Classes Held by the Board of Education of the City of New York, 1929-1956, Interdepartmental Health Resources Board, Albany, New York, 1957, XVII-57 p.

A study of the trainable pupils from New York City who had attended classes.

Used to furnish information on the number of classes for the trainable pupils in operation in New York City.

Schneider, Bernard, "The Westchester AHRC School", in the Journal of the Westchester Chapter, Pelham Manor, New York, 1951, p. 24-25.

The first annual report by the director of the Westchester School for Retarded Children.

Used to obtain information regarding the school program.

-----, "The Westchester AHRC School Story", in the Journal of the Westchester Chapter, Pelham Manor, New York, 1953, p. 8-9.

The 1953 annual report of the Westchester School for Retarded Children by the director of the school.

Used to obtain information regarding the school program.

-----, "The School", in the Journal of the Westchester Chapter, Pelham Manor, New York, 1954, p. 16-18.

The annual report of the Westchester Chapter's school program.

Used for information regarding the school program.

-----, Director, AHRC School, Memorandum to the Westchester School Board on School Needs and Plans for Coming School Year, September 1952-July 1953, Pelham Manor, New York, May 12, 1952, 5 p.

A report from the director of the existing school program and plans for the school year 1952-1953.

Used to furnish information on the school program.

-----, Westchester School Report, Westchester AHRC School, Pelham Manor, New York, January 20, 1954, 3 p.

A report of the Westchester AHRC School program as of January 20, 1954.

Used for information on the school program.

Silver, Charles M., President, Board of Education, City of New York, Personal Correspondence with Governor Harriman, letter dated April 15, 1955, 1 p. Copy on file in File No. 1, folder No. 1, Bureau for Mentally Handicapped Children, State Education Department, Albany, New York.

A letter from Mr. Silver in which he questions the advisability of community provisions for the trainable mentally retarded.

Used to show that the Board of Education of the City of New York was opposed to retaining the trainable mentally retarded in the community.

Spencer, John C., et.al., First Annual Report of the Trustees of the New York State Asylum for Idiots, State of New York, Albany, New York, January 28, 1852, 6 p.

The first annual report to the legislature of the state of New York on the first institutional school for the retarded at Albany, New York.

Used to show the approach tried to solve the problem of how to provide for the retarded at that time.

State of New York, Department of Mental Hygiene, Annual Report, July 1, 1931 - June 30, 1932, Legislative Document, Albany, New York, 1933, 357 p.

The forty-fourth annual report of the Department of Mental Hygiene furnishing information on events occurring throughout the year in schools and institutions.

Used to furnish information of numbers of state school patients.

-----, Department of Mental Hygiene, Annual Report, April 1, 1957 - March 31, 1958, Legislative Document, Albany, New York, 1959, 227 p.

A review of the year's activities of the various schools and institutions of the Department of Mental Hygiene.

Used to furnish information on the number of resident patients over a twenty-three year period.

-----, Eighth Annual Report - State Commission for Mental Defectives, July 1, 1925 to June 30, 1926, Legislative Document No. 92, Albany, New York, 1927, 32 p.

The eighth and last annual report of the Commission furnishing information on the status of mental retardation in the state.

Used to point out the change that took place when the Commission went out of existence and the powers and duties of the Commission were transferred to the Department of Mental Hygiene.

-----, Report of the Commission to Investigate Provisions for the Mentally Deficient, 1915, 628 p.

The first report of the Commission to investigate the provisions for the mentally retarded in New York State. The report contains information on the care, custody, treatment and training of the mentally retarded.

Used to furnish information on the services being offered the mentally retarded in New York City prior to 1915 and as of 1915.

-----, Seventh Annual Report - State Commission for Mental Defectives, July 1, 1924 to June 30, 1925, Legislative Document No. 61, Albany, New York, 1926, 33 p.

The seventh annual report of the Commission describing the findings of the Commission.

Used to indicate the need that existed for community facilities for the trainable at that time.

-----, Public Papers of Thomas E. Dewey, Albany, New York, 1954, 1060 p.

Documents recording the events of the twelfth year of Governor Dewey's administration in New York State.

Used to furnish information on Chapter 373 of the Laws of 1954 providing for experimental classes for the trainable.

Syracuse Post Standard, "Move Under Way to Help Mentally Retarded Children", announcement, issue of September 12, 1951, p. 11, col. 1.

An announcement furnishing plans under way for the organization of a chapter of the Association in Syracuse, New York.

Used to provide information on the early development of the Onondaga Chapter of the Association.

-----, "Retarded Children Aid to be Studied", news item, issue of March 5, 1955, p. 19, col. 5.

A news item describing a meeting with Mr. McCarthy and members of the Board of Directors of the Onondaga Chapter of the Association with the legislators from Onondaga County.

Used to furnish information on the efforts put forth by the Onondaga Chapter to get favorable legislation passed.

-----, "Retarded Children Aid Unit Acquires School Building", news item with picture, issue of April 20, 1954, p. 22, col. 1.

A news item depicting the furnishing of a building to house the classes operated by the Onondaga Chapter of the Association.

Used to furnish information on the school program.

-----, "School for Retarded Frees Children from Harmful Feeling of Rejection", news item, issue of March 4, 1954, p. 16, col. 2.

A news item describing the school program.

Used for information on the school.

Thiel, Ellen Akins, Report on Pilot Project for Mentally Deficient Children, Erie-Niagara Chapter, Association for the Help of Retarded Children, Incorporated, in cooperation with the Division of Education for Exceptional Children, State University of New York, College for Teachers, Buffalo, New York, August 24, 1952, 20 p.

A report on the summer pilot project for trainable children in Buffalo, New York.

Used for information on the pilot project for the trainable.

University of the State of New York, Journal of Meetings of the Board of Regents of the University of the State of New York, January 24-25, 1952 - December 17-18, 1953, Vol 28, 690 p.

Minutes of the meetings of the Regents of the State of New York.

Used to show that the Westchester School for Retarded Children was granted a provisional charter.

-----, Journal of Meetings of the Board of Regents of the University of the State of New York, January 28-29, 1954 - December 15-16, 1955, Vol. 29, 744 p.

Minutes of the meetings of the Regents of the State of New York.

Used to obtain information regarding the school program.

-----, Organization of Special Classes for Subnormal Children, Bulletin No. 940, New York State Education Department, Albany, New York, January 15, 1930, 9 p.

A bulletin from the New York State Education Department discussing the organization and operation of special classes for the mentally retarded.

Used to specify the I.Q. range recommended by the Commissioner of Education.

Weaver, William, "So You Want to Run a School", in the Journal of the Westchester Chapter, Pelham Manor, New York, 1952, p. 8-12.

A report by the President of the AHRC School Board of the difficulties encountered in operating a parent sponsored school.

Used to obtain information regarding the school program.

Weet, H. S., "The Importance and Necessity of a State Program", in Ungraded, Vol. 4, No. 5, February 1919, p. 107-115.

An appeal for financial aid for the newly enacted legislation of 1917.

Used to show that the need for funds for program development was necessary.

Weingold, Joseph T., Annual Report from Executive Director on Activities and Projects of the AHAC from February 1, 1951 to March 1, 1952, Association for the Help of Retarded Children, Incorporated, New York, New York, 13 p.

The annual report of the executive director in which he furnishes information on the yearly activities of the Association.

An invaluable aid to the yearly activities of the Association.

-----, Annual Report On Activities and Projects of the Association for the Help of Retarded Children, Incorporated, March 1, 1952 to February 28, 1953, Association for the Help of Retarded Children, Incorporated, New York, New York, 23 p.

The annual report of the executive director in which he describes the activities conducted by the Association for the year.

An invaluable report for information on the Association and its school projects.

-----, Annual Report - Activities and Projects of Association for the Help of Retarded Children, Incorporated, March 1, 1953 - June 1, 1954, Association for the Help of Retarded Children, Incorporated, New York, New York, 17 p.

The annual report of the executive director in which he furnishes information on the yearly activities of the Association.

An invaluable aid to the yearly activities of the Association.

-----, Annual Report - Activities and Projects of the Association for the Help of Retarded Children, Incorporated, June 1, 1954 - May 31, 1955, Association for the Help of Retarded Children, Incorporated, New York, New York, 20 p.

The annual report from the executive director in which he furnishes a report on the year's activities and indicates the future endeavors of the Association.

Used to show the activities the members of the Association were engaged in.

-----, Conference of Directors and Teachers of the Association for the Help of Retarded Childrens Schools, Association for the Help of Retarded Children, Incorporated, New York, New York, February 19, 1954, 8 p.

A report of the school projects operated by chapters of the Association through out New York State.

Used to obtain information on the total number of schools in operation in 1954.

-----, Confidential Report on Activities from May 3, 1950 to June 12, 1950, Association for the Help of Retarded Children, Incorporated, New York, New York, June 14, 1950, 2 p.

A confidential memorandum in which Mr. Weingold reports on projects and activities conducted by the Association in New York City and throughout the state.

Used for information on the Westchester School for Retarded Children.

-----, Give Them a Fair Chance, Association for the Help of Retarded Children, Incorporated, New York, New York, 1955, 8 p..

A brochure prepared by the Association for the Help of Retarded Children outlining briefly the program for the mentally retarded recommended by the Association.

Used to furnish information regarding the definition of the trainable as viewed by the Association.

-----, Information On Services and Activities, Association for the Help of Retarded Children, Incorporated, New York, New York, 1955, 4 p.

A brochure describing projects operated by the Association.

Used to furnish information on the school program.

-----, Memorandum in Support of the Proposed Amendments to the Education and Mental Hygiene Laws with Respect to the Mentally Retarded, Association for the Help of Retarded Children, Incorporated, New York, New York, 1955, 13 p.

A memorandum submitted to the legislators and agency personnel furnishing information on the expressed need of legislation for the mentally retarded.

Used to furnish information on the mentally retarded as viewed by the Association.

-----, Parents Groups and the Problem of Mental Retardation, Association for the Help of Retarded Children, Incorporated, New York, New York, 1950, 8 p.

Copy of speech delivered by Mr. Weingold at the May 1950 American Association on Mental Deficiency meeting at Columbus, Ohio.

The speech in which Mr. Weingold explained the formation of parents' groups and the essential features of a community program for the mentally retarded and what the parents groups could do to bring this about.

A valuable source since it was the first composite report of the accomplishments and plans for the future.

-----, Executive Director, Association for the Help of Retarded Children, Incorporated, Personal Correspondence, with Dr. Francis J. Daly, Acting Director, Division of Pupil Personnel Services, State Education Department, Albany, New York, letter dated November 30, 1951, 1 p. Copy on file in file No. 1, folder No. 1. Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York.

A one page letter from Mr. Weingold to Dr. Daly pointing out the increasing pressures regarding the Association's involvement with the mentally retarded.

Used to show that pressures were increasing.

-----, Executive Director, Association for the Help of Retarded Children, Incorporated, Personal Correspondence, with Dr. Lewis Wilson, Commissioner of Education, New York State Education Department, Albany, New York, letter dated November 30, 1951, 1 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York.

A letter from Mr. Weingold in which he proposed a high level meeting between representatives of the New York State Education Department and the Department of Mental Hygiene to discuss enlarging community facilities for training the retarded.

Used to show the initiative of the Executive Director of the Association in trying to develop services.

-----, Executive Director, Association for the Help of Retarded Children, Incorporated, Personal Correspondence, with Dr. Lewis Wilson, Commissioner of Education, New York State Education Department, Albany, New York, letter dated May 3, 1955, 1 p.

A letter from Mr. Weingold in which he inquires about the Regulations of the Commissioner and offers the assistance of the Association to help in framing these regulations.

Used to show the effort put forth by the Association to assist in drafting the regulations.

-----, Executive Director, Association for the Help of Retarded Children, Incorporated, Personal Correspondence, with a high official of the New York State Education Department, Albany, New York, letter dated May 16, 1955, 3 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, State Education Department, Albany, New York.

A letter from Mr. Weingold reacting to the Regulations of the Commissioner of Education related to mentally retarded children.

Used to indicate that the Association was involved in designing the Regulations of the Commissioner of Education as they relate to the trainable. The classes then became state controlled classes.

-----, Projects Manual, Association for the Help of Retarded Children, Incorporated, New York, New York, 1952, Revised 1953, 67 p.

A manual for assisting in projects development. Outlines in detail procedure, costs and the general philosophy of the Association.

Used to obtain information regarding the housing suggested for classes sponsored by the Association.

-----, Report from Executive Director to the Board of Directors From March 6, 1950 to February 1, 1951, Association for the Help of Retarded Children, Incorporated, New York, New York, 13 p.

The annual report of the executive director in which he furnishes information on the yearly activities of the Association.

Used to indicate the large number of requests made by parents regarding schooling.

-----, Executive Director, Association for the Help of Retarded Children, Incorporated, Western Union Telegram, to Governor Harriman, Albany, New York, dated March 19, 1955, 1 p. Copy on file in file No. 1, folder No. 1, Bureau for Mentally Handicapped Children, New York State Education Department, Albany, New York.

Telegram to Governor Harriman from Mr. Weingold spelling out the implications of the financial savings possible if community facilities were available for the trainable.

Used to show the financial savings that would occur if facilities were set up in the community for the trainable mentally retarded.

Westchester AHRC School, Brochure describing the Westchester AHRC School program, Association for the Help of Retarded Children, Incorporated, Pelham Manor, New York, 1953, 4 p.

A brochure describing the school program and providing information on the classes, fees and transportation provided.

Used to furnish information on the school program.

Westchester School for Retarded Children, Cumulative Record, Westchester School for Retarded Children, Pelham Manor, New York, 1952, 4 p.

The cumulative record used by staff of the Westchester School for Retarded Children in 1952 to compile information concerning the children.

Used to obtain information on the school program.

-----, School Board, Policy of Operation, Westchester School for Retarded Children, Pelham Manor, New York, August 16, 1950, 2 p.

The policy statement of the school board as adopted on August 16, 1950.

Used to show the policy of the Westchester School for Retarded Children during the formative years.

Wilber, Harvey B., Fourth Annual Report of the Trustees of the New York State Asylum for Idiots, State of New York, Albany, New York, January 23, 1855, 61 p.

The fourth annual report to the legislature of the state of New York on the first permanent facility at Syracuse, New York.

Used to indicate the concern shown for the retarded.

Wilson, L.A., Commissioner of Education, New York State Education Department, Albany, New York, Correspondence with Joseph T. Weingold, letter dated May 4, 1955, 1 p.

A letter to Mr. Weingold indicating he would be consulted regarding the regulations for the trainable.

Used to show that the Association's executive director was considered knowledgeable in the area of the trainable.

World Health Organization, Manual of the International Statistical Classification of Diseases, Injuries and Causes of Death, Vol. 1, Geneva, 1957, 393 p.

As the title implies this is a statistical classification based on recommendations of the revision conference of 1955.

Used in defining the trainable mentally retarded.

Wortis, Joseph, How to Set Up a Retardation Clinic, Association for the Help of Retarded Children, Incorporated, New York, New York, 1953, 9 p.

A plan for setting up a retardation clinic in a community based on the experiences gathered in setting one up in New York City under parent auspices.

Used to furnish information on exclusions in New York City.

APPENDIX 1

Chapter 795

APPENDIX 1

THE STATE EDUCATION DEPARTMENT ALBANY

CHAPTER 795

An act to amend the education law, in relation to the training of certain children with severely retarded mental development and the apportionment of state aid therefor

Became a law April 28, 1955, with the approval of the Governor.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Article eighty-nine of the education law is hereby amended by adding thereto a new section to be section forty-four hundred eight, to read as follows:

§ 4408. Notwithstanding any other provision of law the board of education, trustee or trustees of any school district shall have power in their discretion to maintain special training classes for children having intelligence quotients of less than fifty and mental ages of at least three years. Such board of education, trustee and trustees shall also have power in their discretion to contract for the training of such children in classes maintained by another school district or by a board of cooperative educational services.

§ 2. Sub-paragraph three of paragraph a of subdivision two of section thirty-six hundred three of the education law as last amended by chapter five hundred ninety-four of the laws of nineteen hundred forty-nine, is hereby amended to read as follows:

(3) The sum of eight hundred dollars for each approved special class with average registration of ten or more organized under sections forty-four hundred three, forty-four hundred six, forty-four hundred seven and forty-four hundred eight of this chapter; and where the average registration in such a class is less than ten, the district shall be entitled to a pro rata amount.

§ 3. Sub-paragraph three of paragraph a of subdivision two of section thirty-six hundred three -a of the education law, as last amended by chapter seven hundred fifty-eight of the laws of nineteen hundred fifty-one, is hereby amended to read as follows:

(3) The sum of eight hundred dollars for each approved special class with average registration of ten or more organized under sections forty-four hundred three, forty-four hundred six, forty-four hundred seven and forty-four hundred eight of this chapter; and where the average registration in such class is less than ten, the district shall be entitled to a pro rata amount.

§ 4. This act shall take effect immediately.

APPENDIX 2
REGULATIONS OF THE COMMISSIONER OF EDUCATION

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REGULATIONS OF THE COMMISSIONER OF EDUCATION

ARTICLE XXIII

SPECIAL CLASSES FOR MENTALLY RETARDED CHILDREN

§ 186. Trainable mentally retarded children

1. Classes

a. The total number enrolled at any one time shall not exceed 10.

b. Adequate classroom facilities and equipment shall be provided for each class.

2. Pupils

a. When special classes are organized in public schools, children shall be eligible if they have intelligence quotients of less than 50 and mental ages of at least three years, as determined by individual intelligence tests competently administered by an approved psychologist or psychiatrist.

b. No pupil shall be a member of these classes if it is determined after careful study, which may include a reasonable opportunity to be observed in the classroom, that said pupil cannot benefit from the training offered by such classes, or that his conduct is such as to (1) endanger the health or safety of himself or other pupils, or (2) be so seriously disruptive of class activities as to prevent other pupils from benefiting therefrom.

ARTICLE XV

TEACHERS CERTIFICATES

§ 131. Certificates valid for teaching common branch subjects

2. Validation of certificate for teaching special classes* and other subjects

a. Validation for teaching State-subsidized classes of mentally handicapped children and children with severely retarded mental development. The validity of a certificate for teaching the common branch subjects, issued upon four years of approved preparation, shall be extended by the Commissioner of Education to include the teaching of State-subsidized classes of mentally handicapped children or children with severely retarded mental development on evidence that the holder thereof has completed 12 semester hours in professional courses approved for teachers of mentally handicapped children.

b. Validation for teaching State-subsidized classes of children with severely retarded mental development. The validity of a certificate for teaching early childhood education, issued upon four years of approved preparation, shall be extended by the Commissioner of Education to include the teaching of State-subsidized classes of children with severely retarded mental development on evidence that the holder thereof has completed 12 semester hours in professional courses approved for teachers of mentally handicapped children.

Paragraph a as amended May 27, 1955.

Paragraph b new paragraph added May 27, 1955.

Former paragraphs b through g of subdivision 2 of this section relettered to be paragraphs c through h, respectively, May 27, 1955.

*Teachers of classes of children with severely retarded mental development shall be eligible under either a or b.

APPENDIX 3

Factors Influencing the Legislation for Public School Education of the Trainable Retarded in New York State

APPENDIX 3

ABSTRACT OF

Factors Influencing the Legislation for Public School Education of the Trainable Retarded in New York State¹

The purpose of this study was to determine the effects of the organization of parents of mentally retarded children into the Association for Retarded Children, Incorporated and the schools which they started on the legalizing of education of the trainable retarded in New York State.

The working hypothesis that the Association for Retarded Children, Incorporated and its successful organization and operation of classes for the trainable influenced the legislation of 1955 was divided into three component parts. Therefore, the study examined firstly, the effect of the Association's organization and establishment of chapters throughout the state. Secondly, the effect of the Association's organization and operation of Demonstration Classes in growing numbers throughout the state and finally, the success of the classes with their resulting influence on the legislation of 1955.

¹ John P. Armstrong, doctoral thesis presented to the Faculty of Education of the University of Ottawa, Ontario, January 1969, xvi-263.

The procedures of the study included: 1) A survey of the literature and tracing the historical antecedents that led up to the formation of the Association. 2) Visits were made to the New York City office of the Association and the seventeen chapters of the Association conducting classes for the trainable prior to 1955. 3) A survey was made of the original documents consisting of letters, reports and minutes of meetings as well as legislative records, chapter newsletters and newspaper accounts of all chapter activities. 4) Noting the strong similarity in evolution in the seventeen chapters and their schools, a representative selection was made of the New York City office and schools as well as three up-State chapters and their schools.

The data were described and evaluated using the recommended historical methodology under the general headings of objectives of the pilot classes, housing facilities, numbers of children and classes, staffing, hours and class size, selection of pupils, financing the school program and operation of the pilot classes.

The findings revealed that there were several significant factors evolving from the Association for Retarded Children, Incorporated and its successful organization and operation of classes for the trainable. 1) A leadership factor stood out clearly in both the organization and operation of the Association, its chapters and its schools.

2) A political factor was identified which showed that the results achieved by the Association influenced legislative change. 3) A very important social factor was noted that demonstrated the influence of the public on governmental action. 4) An economic factor was found, the result of which was a considerable savings for the State when classes were organized in public schools. 5) A general educational factor that resulted in increasing understanding regarding the condition known as mental retardation was observed. 6) A special educational factor that had far reaching implications for the area of service concerning the trainable was evident and finally 7) a distinct success factor permeated the entire operation of the parent operated classes, and showed that education of the trainable under public auspices was not only feasible but desirable.

The seven factors noted not only influenced the legislation of 1955, but also determined the future education of the trainable in New York State. The study revealed a need for continued research into all parent movements to investigate the relationships between change agents and the success or failure of these agents.