The development of special education for mentally retarded children in the Newark Archdiocesan schools from 1930-1965

Mary Ramona Borkowski

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THE DEVELOPMENT OF SPECIAL EDUCATION FOR
MENTALLY RETARDED CHILDREN IN THE
NEWARK ARCHDIOCESAN SCHOOLS FROM
1930 - 1965

by

Sister Mary Ramona Borkowski, C.S.S.F.

A DISSERTATION
SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION
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Dr. Mary Theodore, O.S.F.
(Advisor)

(Reader)

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CHAPTER I

INTRODUCTION

Background

In American society there are about 5 million children who were born with a handicap or became handicapped after birth.

Every community has its exceptional children. It has been estimated that there are from four to five million such children in the United States.¹

These children entered the world of wide horizons and unbounded opportunities to find the field of their activity restricted not only by their handicap, but also by the attitudes of an efficient, busy, impatient society. Pope Pius XII, in discussing the problem, pronounced it "... a grave mistake as well as a sad lack of charity for society simply to discount their contribution."²

In this society the Church has a great influence. Much of what is accepted today as a humanitarian approach to the handicapped stems from religious ideals.

The education of exceptional children is further a reflection of the humanitarian ideals which are the integral part of a democratic society founded in a heritage of Christian and Jewish tradition. The personal worth of the individual, irrespective of


his personal abilities or disabilities is part of
the hard core of the teachings of the church and
the synagogue.¹

A study of history gives evidence that the concept of educating
each child to the optimum of his ability is relatively new. Society has
come a long way from the Spartans' practice of killing the deviant infant,
but the journey was slow. There were three definite stages in the develop-
ment of attitudes towards the handicapped child. First: during the
pre-Christian era, the handicapped were persecuted, neglected and mistreated.
Second: during the spread of Christianity they were protected and pitied.
Third: in recent years there has been a movement toward accepting the handi-
capped and integrating them into society to the fullest extent possible.
In education the term "integrating" denotes a trend toward educating the
handicapped child with his normal peers as much as possible.

For a Catholic educator the meaning of education is basically that
expressed by Pius XI:

The proper and immediate end of Christian education is
to cooperate with Divine Grace in forming the true and
perfect Christian... For precisely this reason Christian
education takes in the whole aggregate of human life,
physical and spiritual, intellectual and moral, individual
domestic and social, not with a view of reducing it in
any way but in order to elevate, regulate and perfect it
in accordance with the example and teaching of Christ.²

Special education must meet the peculiar needs of handicapped chil-
dren in an effort to bring them to the maximum of their developmental

¹William M. Cruickshank, Education of Exceptional Children and Youth,
²Pope Pius XI, Christian Education of Youth, (New York: American
potential.

In regard to the mentally retarded, Pius XII said that:

It is for the community to show a special interest in developing their limited abilities and, as far as possible, place them with dignity and uninhibited self confidence in the community so that they may gain a livelihood and share the joys of a normal human life. 1

In the Archdiocese of Newark interest in special education developed from the work of a Church-sponsored organization. This organization was the now well-established Mount Carmel Guild. Since the special education program has evolved from the Guild, the writer feels it necessary to give an outline of the history of this organization.

Statement of the Problem

The purpose of this investigation was to present a genetic study of the development and growth of the special education program in the Archdiocese of Newark, New Jersey, beginning with the formation of the Mount Carmel Guild in 1930.

Objectives

The objectives of this study were:

1. To present a reasonably complete and clear exposition of the problem of mental retardation in the Newark Archdiocese.

2. To survey the etiology, degree of retardation, and placement of the retarded in the Archdiocesan program.

1Ibid., p. 36.
3. To describe the manner in which the program has functioned.
4. To show the progress which has been accomplished.

Significance

Since the Catholic special education program for the mentally retarded in the Archdiocese of Newark has successfully developed and become permanently established, this dissertation was proposed:

1. To present the development of the Archdiocesan program through its early growth.
2. To give a synthesis of the services offered.
3. To predict future needs and probable developments.
4. To delineate a pattern of Catholic educational services for the mentally retarded which can be of value in setting up programs in other dioceses.

Scope

The scope included the history and development of the Mount Carmel Guild, establishment of Special Education within the Guild, establishment of special classes in the four counties in the diocese; the number and types of children treated and tested, clinical facilities available, vocational training for girls after completion of work in special classes and the training and number of professional personnel engaged in the program.

Plan of Research

Significant personnel associated with the program were interviewed
including the assistant supervisor of special education, the heads of all the departments within the Guild, school psychologist and the teachers from all the centers. Additional data were gathered from the official files of the Mount Carmel Guild, office files of the special education testing center and files of each of the special classes. The writer then tabulated, synthesized, and analyzed all findings in order to draw conclusions from them.

Summary of Chapter I

The first chapter of this study gave a general picture of the need and importance of special education programs within the Catholic Church.

The main purpose of this study was to describe what has been accomplished for mentally retarded children within the Newark Archdiocese under Catholic auspices.
CHAPTER II

HISTORICAL REVIEW

Attitudes Toward Mental Retardation

There was no question in early days of educating the mentally retarded child. These children were confined to their homes or sent to institutions where they remained until they died. The majority of people, even those with some education, never really distinguished mental deficiency from insanity.

During the first three decades of the century there was a finality in the diagnosis and prognosis for the individual with an intellectual deficit of any degree. Children, youth, or adults who were pronounced mentally deficient or retarded were regarded generally as having mental limitations that precluded the possibility of treatment or education leading to social or occupational adequacy. There were individuals of doubtful social worth in the home or community. State institutions cared for many of them throughout life. In localities where public school administrators established special classes for the educable retarded, there was always the need on the part of the teachers to prove the social worth of the enrolled children. The concept of low mentality, inability to learn, and immature social behavior predicting social maladjustment was prevalent.¹

By 1895, most schools in America were organized and administered along the lines of the philosophy that all men are born equal. Therefore, the school curriculum was designed to offer all children an equal opportunity but an equal opportunity meant that all children of the same

chronological age were expected to perform the same tasks and acquire the same skills.

The masses of the people can hardly be blamed, however, for holding such an attitude when, up until the early years of this century, as Walter S. Monroe has pointed out, psychologists "gave relatively little attention to individual differences" in children's learning capacity. Educators of that time seemed equally unconcerned. Although there were, of course, exceptions, as, for example, Preston W. Search, who spoke up in 1895, during his tenure as superintendent of schools in Los Angeles, for "individualism in mass education", for the most part they tended to agree with E. E. White, who wrote in his *Art of Teaching* that "children are endowed with common powers and... face common interests and needs, those of the common civilization into which they are born." His implication was that children of approximate age should simply be lumped together in heterogeneous classes, and most of them would manage to get through somehow. The bright ones would manifest themselves readily and the dull ones would fall by the wayside—and rightly so, as they were not deemed worth the trouble of salvage.¹

The concept that all children should be taught in the same class and expected to develop and learn at the same rate was as unreasonable as to require that all children in a group wear the same size clothing. All men, regardless of abilities or limitations have the same basic needs, and most important among them is the need for achievement. According to Christine P. Ingram, special education is the only way of giving slow or retarded children an opportunity to fulfill this basic need, namely, to achieve at their own rate.

Objectives for the mentally retarded may be said to differ from all children only to the extent that they

are narrowed down to prepare the individual to fulfill special adjustments in a limited occupation and social sphere.¹

In 1900 it was pointed out that all men were not born equal when it came to capacity, intelligence and ability. Therefore, instruction should never be the same for all. It was at this time that educators began to utilize educational methods based on individual differences. Parents also began to notice that all children did not respond the same way to the "equal" opportunities.

Concepts of classification of handicapping conditions were beginning to make themselves felt in American educational circles around 1920 and 1930. Goddard brought the intelligence test which had been developed by Alfred Binet to this country in 1914, and its use has important ramifications in the development of a concept of individual differences. Residential school administrators themselves, particularly in schools or hospitals for retarded children, began to see how much easier and how much more appropriately a school could be operated if homogeneous grouping was obtained.²

Present Trends in Education of the Mentally Retarded

Trends in the fields of mental retardation are changing very rapidly. This is due to the fact that many parents are demanding that their children be given equal opportunities to learn and develop according to their individual needs within the schools and community.

Interest in and concern about the problems of mental retardation have increased rapidly throughout the country in recent years. The development of the National Association for Retarded Children, organized

in 1950, has, above all, reflected the determination of parents of mentally retarded children to face their problems more openly and to attempt to arrive at more satisfactory solutions. Efforts of this group have been directed toward suitable legislation, development of community facilities for education and recreation, improvement of institutional programs, better public understanding of the problems, and toward support of research and teacher-training programs. Educators, psychologists, and social workers have similarly been giving greater attention to the field of mental retardation. Meanwhile, medical advances have stirred renewed research endeavors to secure greater knowledge of causation and new attempts at prevention and treatment. In the recent period, legislation, appearing almost universally in this country, has given schools responsibility for providing special classes for the mentally retarded. Special classes for the "educable" group of mentally retarded children (generally defined in IQ terms as from 50 to 80 IQ) are not new; for about half a century the special educational needs of this group have been recognized, but the recent expansion of such classes reflects an increased determination to meet these needs more adequately.

The upsurge of interest in mental retardation has greatly intensified the demand for these classes. In Minnesota, the state legislature in its 1957 session made provision for special-class education mandatory for children classified as "educable." By 1956, legislation for education of "trainable" retarded children, defined in IQ terms as from 25 or 30 to 50 IQ, had been passed in nineteen states, including California, Illinois, Ohio, New York, Massachusetts, Tennessee and Wisconsin. Since 1956, several other states have followed this trend. Despite these expanded programs throughout the country, school responsibilities for the "trainable" is less clearly defined than is that for the "educable" child. There is more widespread acknowledgment however, that society has a responsibility to make some community provisions for this group of children, even though there is not yet full agreement as to what provisions are the most useful. Various patterns are being tested in many localities. One of the most common is the formation of special classes within the framework of the public school.  

Today there is a general awareness of the various needs of mentally retarded children in regard to their education and training. Great stress is now being placed upon proper means of identifying, testing and classifying these children so that they may be placed within an educational or training program wherein they can work and succeed according to their individual abilities.

Generally speaking, state programs today for the mentally retarded are on a progressive basis. In most states, trained and qualified leaders are responsible for setting up and providing services to the local communities. There is a great tendency on the part of many school systems to educate mentally retarded children in special programs beginning in the elementary division and continuing through secondary or vocational school. Educators are beginning to realize that special classes for mentally retarded children are important in meeting the very special needs of these individuals and should not be used as a refuge for problem children.

Children with varying intellectual and learning abilities and reflecting different environments have unique kinds of educational needs. Education is committed to helping each individual develop his abilities and his potentials to the utmost. Only in this way can he achieve the most valuable and satisfying position attainable as far as he is personally concerned. Only in this way will he be able to contribute effectively to the welfare of the greater society of which he is a part.1

Educational programs for mentally retarded children, curriculum development, financial provision, and federal legislation have advanced

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so rapidly in the past ten years that it is difficult to evaluate
the various advances that have taken place.

The two chapters on legislation and judicial decisions
did not mention mandatory and permissive legislation
for public school programs. Figures available in 1963
showed the following growth in public educational pro-
grams for the mentally retarded over the 1953-1963
period; an enrollment increase from 5,000 to 30,000 for
trainable retardates, and from 109,000 to 361,000 for
educable retardates. In 1963, less than 200,000 mentally
retarded of all ages and levels of retardation were in
public residential facilities. Today, during the 1965-
1966 school year, an extrapolation of the 1963 school
enrollment figures would yield a figure approximately
600,000 trainable and educable mentally retarded re-
ceiving educational programs and services under the aus-
pices of public schools.¹

There is a tremendous change in the attitudes of the school and
society toward the mentally retarded individual. He no longer is
tolerated for sentimental reasons but is considered a positive asset
with potentials that can be brought out so that he can contribute to
the general good of society.

In conclusion it may be stated that the educable mentally
retarded are able to adjust to society and lead a normal
life in the community if the social conditions of the
community are conducive to their adjustment. It is the
problem of schools and society to educate these chil-
dren and assist them in becoming self-supporting and
contributing members of society.²

In spite of the fact that in the past ten years programs for the
mentally retarded have grown rather rapidly throughout the United States,
nevertheless, there still exists a lack of teachers and special classes

¹Harry Best, "Public Provisions for the Mentally Retarded in the

²Samuel A. Kirk, Educating Exceptional Children, (Boston: Houghton
especially in the parochial school system.

In spite of the excellence of some services, at the present writing there is a definite lack of sufficient educational programs conducted under Catholic auspices to meet the needs of all Catholic children who are mentally retarded.¹

The Archdiocese of Newark has recognized this need and has set out to train and educate its mentally retarded children within its Archdiocesan program.

**HISTORY OF THE MOUNT CARMEL GUILD**

The Mount Carmel Guild was founded in 1930 by the late Archbishop Thomas J. Walsh as a social service agency of the Archdiocese with units in various parishes. Aside from the establishment of recreational and religious centers for the deaf and blind, physical relief was the Guild's principal concern.

Since want and hardship knew no sectarian lines, the Guild distributed food, clothing and medicine among the needy without regard to their religious affiliation. As the economy of the nation became stronger there was less need for volunteers to continue in the original work of the Guild. The Archbishop decided to employ the Guild members in other areas where there was a different need. He established a program for the deaf followed by a program for the blind. These programs were organized to take care of spiritual, physical, and social needs of these handicapped groups. To strengthen the program for the deaf, he introduced Dactylogy

into the curriculum of the diocesan seminary. It was the first time in the United States that "sign language" became a required course for men studying for the priesthood.

The work among the deaf adults pointed to the need for a religious instruction program for the children who were attending public schools for the deaf. Religious education was begun but because the priest used the sign language there was no cooperation from the parents and the school authorities who were strong advocates of the oral method.

In 1953 a program of religious instruction based on the oral method was begun and the favorable responses of the parents and educators were immediate.

In 1955 similar programs were established for the blind, and in 1957 for the retarded. The publicity given to all these programs created an atmosphere in the Archdiocese whereby the spiritual leaders and people became "special education conscious." On April 18, 1959, Archbishop Thomas A. Boland established in the Guild a department of special education as a part of the parochial school system.

In preparation for this program the three priests who were working in the Guild's Cathechetical Program for the deaf, blind and retarded, had been enrolled at Fordham and Columbia Universities to study for degrees in special education in these three areas.

The Social Service Program of the Guild now includes professional services to the mentally retarded, blind and deaf, as well as Guidance Clinics for emotionally disturbed children and adults. In 48 locations within the Archdiocese, 300 volunteers and 150 skilled professionals carry these programs forward. The services the Guild offers are many and
varied, each one making the Guild what the late Pope Pius XII called
"A model Catholic Action movement." By helping handicapped members
of the community, the Guild is helping build a better community.

Essentially the Mount Carmel Guild is an organization founded
upon the Christian principle of "Love Thy Neighbor." This organization
has activities ranging from Americanization services for prospective
citizens to therapy for those with speech difficulties.

Special Education for the Blind

More than 1,000 blind persons in the Archdiocese of Newark are
aided directly or indirectly each year by the Mount Carmel Guild. The
vast program for the blind is headed by Rev. Msgr. Richard McGuinness.
Msgr. McGuinness received the degree of Licentiate in Sacred Theology
at the Catholic University of America in 1951. He has headed the
Guild's Apostolate for the blind since 1954 and has been president of
the American Federation of Catholic Workers for the Blind since 1958.
In 1960, the year the Guild launched its comprehensive and professional
education program, he received his Master of Arts in special education
from Columbia University.

In May 1960, Archbishop Boland announced that the Sisters of St.
Joseph and the Mount Carmel Guild Special Education Department for the
Blind were going to combine their efforts to provide a wider selection
of educational services for the blind children of the Archdiocese of
Newark. At that time there were approximately 45 Catholic children,
most of them in residence, attending St. Joseph's School for the Blind.
A small number of resident students (3 or 4) attended class with sighted children but only on high school level.

The reason for combining the educational services was to make it possible for blind children to live at home with their parents and to attend their local parochial schools. These efforts were designed to enable the greatest number of blind children to enjoy the advantages of integrated educational experiences with sighted children. Thus, it was hoped these blind children would be better prepared to live in a visual world. It was further hoped that by enabling blind children to live at home with their families, residential facilities would become available for those blind children who were most in need of them; namely, multiply handicapped children. Therefore special classes were established for blind children who were mentally retarded or emotionally disturbed.

The variety of educational settings available under this cooperative plan make it possible for the individual needs of the blind child to determine his placement in that program which would help him achieve his maximum development. The plan consists of three definite programs.

Itinerant Teacher Program

Under this program the child is able to live at home and attend the local Catholic School together with his sighted brothers and sisters. His books are identical to those used by his classmates, except that they are prepared in Braille, or in recorded form. He learns the ordinary subjects from the regular classroom teacher and submits his written assignments in typed form. A specially trained sister travels from one school
to another where there are blind students and teaches these children skills, typing and other subjects necessary for a blind child. The Itinerant teacher counsels parents and regular classroom teachers with regard to problems of an educational nature.

The Resource Room Program

Under this program the blind child attends St. Joseph's Parish School, Jersey City, with sighted children. The child may live at home or may board at St. Joseph's School for the Blind. In either case, the blind child is a member of a regular sighted class and participates in all class activities.

Since there are a number of blind children enrolled the special teacher need not travel but uses an extra room within the school as a resource room for the teaching of Braille.

The Specialized School

Many blind children, because of home conditions, lack of local school facilities, the recency of onset of blindness, or some other situation, do not attend classes with sighted children. St. Joseph's School furnishes blind children education which offers many advantages. Dedicated house-mothers attempt to create homelike conditions for the young students.

In addition to the regular class work and Braille instruction, St. Joseph's School for the Blind offers swimming instructions, music lessons, fencing instructions, physical therapy and mobility training.
Attendance at daily Mass and other spiritual exercises is optional. Non-Catholic students are excused from these exercises at their parents' request.

A special reading room with Braille books and recordings and a wealth of tactile materials helps build study habits during formative years. A resident nurse and dietician are in constant attendance.

Special Education for the Deaf

In organizing the program for hearing and speech a definite order of development was established. The first phase required the employment of the services of consultants who, because of their experience and knowledge in the field, could advise the department as the plans became operational. The second was the recruitment of personnel who would have the necessary qualifications to initiate, direct and supervise programs that would be an innovation in the parochial school system. The third phase was a period of indoctrination wherein, by workshops for teachers, talks at principals' meetings, and a visit to each school, the importance of this program for the students was stressed. The fourth stage was the screening of schools and the evaluation of children referred by the teachers. The final stage was the establishment of special classes.

The functions of the Hearing and Speech Services Department are as follows:

1. To diagnose and evaluate pupils with hearing or speech problems who are referred by the principals of the respective parochial schools within the Archdiocese.
2. To screen elementary and secondary schools in order to detect problems.

3. To sponsor and supervise classes for children with difficulties.

A diagnostic and treatment center operates at 31 Clinton Street, Newark. Four therapy centers are located in Elizabeth, Jersey City, Ridgefield Park and South Orange.

In the schools of the Newark Archdiocese, hearing tests are administered annually. A summer school is conducted for children with speech impediments.

The exact evaluation and prescribed treatment of a problem is made at Newark, the main center of the operation. Here a child is interviewed and tested by the staff psychologist, Dr. Raymond Levee, who may at times discover that an emotional problem is the cause of a speech defect.

Audiometric testing is conducted under the supervision of the audiological director, Mr. Donald Markle or Miss Annette Zaner, supervisor of speech and hearing services.

The patient is also examined by Dr. Rafael Gordon, Director of Medical Services, to determine whether there is an organic reason for hearing or speech difficulty which may at times be corrected by surgery. The physician also gives a general medical and neurological examination of the patient.

The findings of each specialist are noted, and every case which is seen during the week is studied by the entire staff at a meeting each Friday. When a conclusion is reached, a patient may be referred for
treatment to the Guild Center nearest his home. A child with a mild speech defect waits for enrollment in the summer school classes for speech correction.

As in the Guild’s other programs for the handicapped, much attention is focused upon the young deaf child. At the Newark Center, training sessions are conducted for children between ages of one to five by Mrs. Martha Rubin, a former teacher of the deaf at Lexington School, New York City. Her principal objective is to train pre-schoolers to use what hearing they have. Mrs. Rubin takes a child for a 45 minute period during which she stimulates him to talk, teaches him to listen, and encourages him to read. Periodically the child is tested with different aids to discover how he responds and the amount of help derived. When the most-effective hearing aid is found, it is recommended for the child.

For children enrolled in the Catholic Schools, a special program is available under the direction of Mr. Vincent Keane, chief speech pathologist for the Guild’s school programs. With two part-time, qualified assistants, Mr. Keane conducts a screening test in schools through the Archdiocese. When speech therapy is indicated, specific recommendations are made to the students’ parents and a complete report is sent to the school.

Department for Emotionally Disturbed

The Guild operates four Guidance Centers in Bergen, Essex and Hudson Counties, for Catholic and non-Catholic residents, for children
attending both parochial and public schools.

Each center is staffed by highly qualified personnel with rich background in the field. Seven psychiatrists work 20 hours a week, along with five psychologists and five full-time psychiatric social workers.

A unique feature of the Guild's Mental Health Clinics is that there is no waiting list. A patient receives attention within 24 hours after making application. This attention consists of a counseling session with a psychiatric social worker who reviews with parents and child the complete medical, family and social history of the applicant. The social worker then recommends the area of the service which is most needed and evaluation tests are administered.

The Mount Carmel Guild Guidance Institute works in a preventive frame of referral, tries to determine factors causing mental illness, and then attempts remediation for it.

If the child remains for therapy at the Mount Carmel Guild, the psychiatrist will see him on the average of one hour per week. More time is devoted to patients in greater need of therapy. Some times it is necessary for the Guild to make referrals to other agencies.

Most of the patients whom the Mount Carmel Guild Guidance Center receives have been referred by priests, school principals, private psychiatrists, physicians or parents themselves. All referrals must have the knowledge and support of the parents.

*Special Education of the Mentally Retarded*

The Archdiocesan special education program has been in operation
since 1959 to provide education for children with retarded intellectual functioning. The office of psychological services and the special education program are under the direction of the assistant superintendent of schools for special education namely, Rev. Francis LoBianco. Father LoBianco holds the degree of M.A. in special education from Seton Hall University, Newark, N.J., and a Ph.D. in educational psychology from Fordham University, New York, N.Y. He is qualified to administer psychological tests along with professional psychologists in the diagnostic program. Complete description of the program is given in the next chapter.

Summary of Chapter II

"The history of the organization of the Mount Carmel Guild was presented in this chapter. Each of the departments of this organization was also reviewed to provide a complete background.

The department for the deaf was organized in 1953 with the purpose of offering religious instruction. Similar programs were initiated for the blind in 1955 and for the mentally retarded in 1957. These were followed by the organization of the special education department in 1959 within the Mount Carmel Guild."
CHAPTER III

DIAGNOSTIC PROCEDURES

The special education department, under the auspices of the Mount Carmel Guild and its director, Rt. Rev. Msgr. Joseph A. Dooling, functions with the dual purpose of supplying psychological services for children attending, or planning to attend a Catholic elementary, secondary or special school within the Archdiocese; and administering the Archdiocesan special education program for educable retarded children.

The psychological services of the office of special education are set up to investigate, by means of psychological evaluation, the adaptive behavior of any child who is showing some academic and/or emotional problem and to make recommendations on the basis of this investigation. This office works with the school in relying on teachers to detect, observe and refer the child with the problem. and after evaluation, in supplying the school with information and recommendations geared to facilitate the child's adjustment in school. The main office is staffed by four psychologists and is located at 1180 Raymond Boulevard, Newark. A branch office, staffed by one psychologist, is located at 234 Williamson Street, Elizabeth, New Jersey.
Clinical Procedures

The interview and testing are usually the basis for the psychological evaluation. Carried on between the psychologist and one or both parents, the purpose of the interview is to gather information pertinent to the child's immediate presenting problems. A brief physical, developmental and social history is taken as well as some notes on the parents' own impressions of their child's problem. Supplementing the interview, there is usually an information sheet from the child's school summarizing his grades and general behavior. Occasionally, with the consent of the parent, other records pertaining to the child's history will be requested from agencies and physicians.

A more scientific phase of the general evaluation is entered into with the testing of the child. Valid and reliable standardized tests are used and his performance can usually be measured against the performance of other children of the same age or grade. The usual procedure is to have the psychologist administer, in the first session, a battery of intelligence tests and if a further investigation would seem profitable, another session is used to administer one or more personality tests. In a diagnostic center, such as the office of psychological services, all testing is done individually by the psychologists and the tasks involve both verbal and performance items. Intelligence and personality are basic areas of investigation but other areas such as achievement and perception may also be examined as circumstances indicate.
Recommendations are usually made in a counseling session involving the psychologist and the parents. The results of the testing are interpreted to the parents, their reaction elicited, and recommendations and suggestions given according to specific needs. Supplementary programs for a gifted youngster, special education for a slow child, psychotherapy, referral to a family agency or a program toward increased parental insight into child-rearing are all proper recommendations to be discussed during the counseling.

The types of school behavior for which a child might usually be referred to the special education department would include: (1) bizarre conduct; (2) excessive distractibility; (3) poor interpersonal relations.

Children of either sex attending or planning to attend a parochial school in any of the four counties of the Archdiocese of Newark, i.e. Bergen, Essex, Hudson and Union Counties, are eligible for service. Before a child is seen, a standard referral issued by the special education department must have been received from the school. If the original request is from the parent, the school will be notified by the special education department and a complete referral form requested from the school. If the original request is from the school, the same referral form must be received from the school with an indication in writing that the parent has consented to have the child evaluated and will cooperate with the department. Only after the standard referral form completed by the school has been received, and parents intention to cooperate established, will an appointment be scheduled for the evaluation of the child.
Information gathered during the general evaluation will be supplied to the school insofar as, and to the extent that, the special education department judges this information useful to personnel in facilitating the child's school adjustment. Special outside sources are contacted in cases where a child must be institutionalized or must receive a service which is not offered by the Archdiocese.

**Clinical Data**

The first clinical procedures at the Archdiocesan Psychological Service Office of special education began June 1, 1960. From June, 1960 to June, 1961 a total of 283 children had been tested. Of this total number, 93 were placed in classes within the special education program.

From June, 1961 to June, 1962 a total of 340 children had been evaluated and of these 145 were placed in the Archdiocesan special education program.

From June, 1962 to June, 1963 a total of 395 children had been referred and evaluated and of these, 170 were placed within the special education program.

The period from June, 1963 to June, 1964 showed a total of 406 referrals; 194 of them were placed in the Archdiocesan special education program.

From June, 1964 to June, 1965 a total of 425 children were referred, tested and evaluated and of this number 207 were placed in the special education program.
During the five years that the Archdiocesan program has been in effect, a total of 1,849 children have been referred and evaluated. Of this number a total of 809 have been placed in the Archdiocesan special education program.

Table 1 shows the number of boys and girls evaluated and placed in the special education program within the first five years.

### Table 1

**MENTALLY RETARDED CHILDREN PLACED IN SPECIAL CLASSES - 1960 - 1965**

<table>
<thead>
<tr>
<th>Years</th>
<th>Boys</th>
<th>%</th>
<th>Girls</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960 - 1961</td>
<td>44</td>
<td>47.3</td>
<td>49</td>
<td>52.7</td>
<td>93</td>
</tr>
<tr>
<td>1961 - 1962</td>
<td>83</td>
<td>57.2</td>
<td>62</td>
<td>42.8</td>
<td>145</td>
</tr>
<tr>
<td>1962 - 1963</td>
<td>98</td>
<td>57.6</td>
<td>72</td>
<td>42.4</td>
<td>170</td>
</tr>
<tr>
<td>1963 - 1964</td>
<td>118</td>
<td>60.8</td>
<td>76</td>
<td>39.2</td>
<td>194</td>
</tr>
<tr>
<td>1964 - 1965</td>
<td>130</td>
<td>62.8</td>
<td>77</td>
<td>37.2</td>
<td>207</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>473</td>
<td>57.1</td>
<td>356</td>
<td>42.8</td>
<td>809</td>
</tr>
</tbody>
</table>

**NOTE:** Taken from the files at Special Education Department
With the exception of year 1960 - 1961, there was a greater number of boys than girls in the program. Each year showed increases in placement.

Since many of the children referred and evaluated needed care which could not be provided within the program, while others were too old chronologically for this early stage of the special education program, the assistant superintendent and the psychological staff decided to set up certain limits in accepting the children for this specialized program. The minimal chronological age for class placement is 7-0; the usual maximum chronological age is 18-0. Intellectually the child must be educable according to psychological standards. Ordinarily the intelligence quotient range for admission extends between 45 and 85.

Table 2 shows the distribution of the Stanford-Binet I.Q.'s of 200 children within the program from year 1964-1965.

### TABLE 2

**DISTRIBUTION OF STANFORD-BINET I.Q.'S OF 200 CHILDREN, 1964-1965**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borderline 75 - above</td>
<td>40</td>
<td>34</td>
<td>72</td>
</tr>
<tr>
<td>Mildly Retarded 50 - 75</td>
<td>58</td>
<td>36</td>
<td>94</td>
</tr>
<tr>
<td>Moderately Retarded 25 - 50</td>
<td>20</td>
<td>12</td>
<td>32</td>
</tr>
</tbody>
</table>

Note: Taken from special class files
These frequencies are distributed according to the different degrees of mental retardation. The largest group of children have I.Q.'s in the mildly retarded classification.

The continual increase in placement of the educable retarded children in the Archdiocesan special education program as indicated was due to the opening of additional classes from year to year. There was always a large waiting list of children eligible for the program but not placed due to lack of teachers and classes in the program. The need for this special education program has become more evident from year to year.

Summary of Chapter III

The Psychological Services of the office of special education are set up to investigate and test the behavior of any child who is showing some academic or emotional problem. Recommendations are made through the schools or by the parents of a child. After complete evaluation, if a child is found to be educably retarded and is functioning on an I.Q. level of 45 to 85, he is then placed in one of the classes in the program.

Within the first five years of operation the office of Psychological Services has tested and evaluated a total of 1,849 children and of this number has placed 809 children in classes within the Archdiocesan special education program. Some children have been referred to other schools or programs.
The minimal chronological age for class placement is 7-0; the usual maximum chronological age is 18-0. Intellectually the child must be educable according to psychological standards. Ordinarily the intelligence quotient range, for admission, extends between 45 and 85.

The annual increase of students and the waiting list points to the need for an increase of classes in this special education program within the Newark Archdiocese.
CHAPTER IV

SCHOOL PROGRAM

The aim in a school program for educable mentally retarded children is to contribute to their development into self-sufficient citizens. To help accomplish this general aim, situations must be provided for them to establish good work habits through training based on experiences designed to promote emotional stability and self-confidence. The training should also help the children realize their abilities and recognize limitations.

The education of the mentally handicapped differs from the education of the average child in the lack of emphasis placed upon academic achievement, and the emphasis placed upon the development of personality and adequacy in the occupational and social areas. Mentally handicapped children cannot achieve the skills and degrees of knowledge in the academic areas of reading, writing, arithmetic, science, or social studies attained by the average child. They can, however, learn to adjust to society and to show accomplishment in an unskilled or semiskilled job.¹

The school program organized for the purpose of educating mentally retarded children in the Archdiocese of Newark is responsible for educating these children according to the four major goals as outlined and explained by the Educational Policies Commission.

Four General Objectives

1. Self-Realization
The mentally retarded child may achieve self-realization in so far as he is capable. A child may be slow in achieving academically, but he can learn to understand his abilities and disabilities through the development of the capacities he does possess. He will attain satisfaction academically, physically, and vocationally.

2. Social Competence
The educable mentally retarded child can learn how to take care of his personal hygiene and how to appear well groomed in order to be socially acceptable. He can learn how to behave adequately at social gatherings and in other public places. He can be trained to know how to meet ordinary situations in life. The teacher should strive to instill the ideals, attitudes, and emotional control necessary for social adjustment. She should try to help this child cultivate an interest in life about him, good friends, nature, sports, art, music, politics and religion.

3. Economic Efficiency
The educable mentally retarded child can be trained to complete a job, to learn some skills, and to develop good work habits, good attitudes, and a pleasing personality. He can be taught the value of money and of planning, through establishing habits of thrift. He should learn where to go for counseling concerning family affairs. He should learn the value of securing legal and medical advice from professional sources. The educable mentally retarded child must be adequately trained to know how to apply for a job, and to know what he must do to keep the job so that he may become economically self-sufficient.

4. Civic Responsibility
The teacher should help the educable mentally retarded child to prepare to assume civic responsibility. He should learn something about the laws of town, the state, and the nation in which he lives. He should respect property, both public and private. He should develop the desire to be of service to his fellow man, to know how to vote, to know what he is voting about, and then to go and cast his ballot.1

In addition to the above, the first and most important goal for the children in the program is the spiritual goal. To give glory to Almighty God through the fullest development of their entire personality and also to strive to live a good life so as to attain complete eternal happiness after death.

Religion is a way of life that directs all activities toward God. Never should religion be regarded as a mere series of devotions or prohibitions. It is difficult to evaluate a program which has its greatest effects in eternity rather than in time. However, we are aware that religious atmosphere and training create a spirit which is quite remarkable among mentally handicapped children. A religion program centered about the two great commandments, love of God and neighbor, prepares the child to live among men with a supernatural outlook and to realize, according to his capacity, that whatever happens to him is known and justly permitted by his Heavenly Father who loves and cares for him.¹

Organization and Location of Classes

The Archdiocesan special education program was organized with the purpose of training and educating the boys and girls located within its four counties. Figure 1 depicts the four counties that comprise the Archdiocese of Newark.

In September, 1960, the first classes were organized. Essex County opened four classes at St. Philip Neri School in Newark and Hudson County opened two classes at Our Lady of Mount Carmel School in Jersey City.

The following September, 1961, additional classes were opened. Essex County continued its four classes at St. Philip Neri School in Newark and started a class at St. Francis Xavier School in Newark. Hudson County

continued its two classes at Our Lady of Mount Carmel School and opened an additional class at Our Lady of Assumption School in Bayoone, N.J. Union County began with one class located at Sacred Heart School in Elizabeth, N.J. Bergen County began with one class at St. Francis School in Ridgefield Park, N.J.

The following September, 1962 each county increased its facilities as follows: Essex County continued operation of its four classes at St. Philip Neri, one class at St. Francis Xavier and opened an additional class at St. Antoninus in Newark, and began a pre-vocational class at the main headquarters of the Mount Carmel Guild for girls who were sixteen years or over. Hudson County moved its two classes from Our Lady of Mount Carmel to St. Patrick in Jersey City and added a third class. Union and Bergen Counties continued operation of one class as in the year 1961.

In September, 1963 Hudson and Essex Counties continued operation of classes as in 1962. Union County transferred its one class from Sacred Heart School to Bender Memorial Academy in Elizabeth and opened an additional class there. Bergen County retained its one class at St. Francis, Ridgefield Park, and opened a new class at St. Michael in Palisades Park, N.J.

The year 1964 brought a few changes within the program. Essex County converted St. Philip Neri School to a school exclusively for boys. St. Francis Xavier continued operating one class. The class at St. Antoninus was closed and three classes for girls were opened at St. Rocco's in Newark. Hudson and Union Counties offered the same classes as in 1963.
Location Of Counties in Archdiocese
Bergen County transferred its one class from St. Francis, Ridgefield Park to St. Michael's, Palisades Park, and added a third class thus operating three at this one center.

The most recent development and addition to the program was the opening of the "Mount Carmel Guild Study Center" located in Ridgefield Park which began on October 2, 1964, for mentally retarded and emotionally disturbed children with chronological ages 3 to 7.

At the time that this study was written there was a total of 21 special classes located within the four counties in the Newark Archdiocesan special education program.

Table 3 depicts enrollment of the various centers for the first five years, 1960 - 1965.
TABLE 3

ENROLLMENT AT THE VARIOUS CENTERS FOR THE FIRST FIVE YEARS - 1960 - 1965

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Philip Neri</td>
<td>68</td>
<td>72</td>
<td>65</td>
<td>68</td>
<td>52</td>
</tr>
<tr>
<td>Our Lady of Mount Carmel</td>
<td>25</td>
<td>31</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Assumption</td>
<td>-</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>St. Francis Xavier</td>
<td>-</td>
<td>13</td>
<td>14</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Sacred Heart</td>
<td>-</td>
<td>7</td>
<td>12</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>St. Francis</td>
<td>-</td>
<td>11</td>
<td>16</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>St. Patrick's</td>
<td>-</td>
<td>-</td>
<td>43</td>
<td>46</td>
<td>44</td>
</tr>
<tr>
<td>St. Antoninus</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>St. Rocco's</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>42</td>
</tr>
<tr>
<td>St. Michael's</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>Bender Memorial</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>93</td>
<td>144</td>
<td>160</td>
<td>186</td>
<td>206</td>
</tr>
</tbody>
</table>

NOTE: Taken from office files
The curriculum followed in special education classes must be geared to the specific needs of the children. It must be spiral and functional, always stressing the importance of satisfying the individual needs of each child. Since there was not a definite curriculum designated for their use, the special class teachers have selected materials that best meet the needs of the children. Because the retarded child cannot adapt himself to the curriculum, the curriculum must be adapted to him. Periods of academic work are longer for the older child and shorter for the younger retarded child. All academic work is geared to conditions met in daily life. Below are listed the subjects which have been taught within the special school program.

**Religion** - The religious training of retarded children is not only their right but also a duty on the part of Catholic educators. Children are prepared for reception of the Sacraments. Since the program is opened to all regardless of race, creed or color, the non-Catholic child is not obligated to participate in this area. However within the first five years a few of the non-Catholic children have become members of the Church. The mentally retarded child is taught to know, love and serve God so that he, too, may some day attain life everlasting. Since religion is the core subject, all other subjects are correlated with it.

**Reading** - Each teacher attempts to teach every child at least the rudiments of reading so that he can function adequately with his peers and as independently as possible in adult life.
Language Arts - Since many retarded children lack a background of experience, they come to school with limited powers of expression. The children are taught to listen, read, speak and write according to their ability.

Spelling - The spelling lessons stress words that the children find usable in their daily life.

Arithmetic - This subject is presented in a concrete, practical manner so that the child can associate his learning with his everyday needs.

Social Studies - These include science, geography, history and citizenship according to the needs of the children on the specific levels. The objective in this area is to give the retarded child an appreciation of services rendered by and an understanding of his responsibilities to the home, community, church, city and state. Children on the upper levels are taught about the world, people, customs and manner of living in other parts of the world.

Music - This is one subject in which most retarded children can participate with much satisfaction. Teachers encourage and strive to develop love and appreciation of good music.

Art - Although many retarded children have little creative ability every teacher tries to discover and develop the potentiality in every child. At St. Philip's the children find many opportunities in this area, as a special ceramics shop and industrial art craft shop have been installed. The children put forth much effort in these rooms and have
accomplished some appreciable pieces of art.

The mentally retarded children at the various centers are in special classes within regular elementary schools with the exception of those at St. Philip Neri School in Newark, N.J. This small school is set aside for the retarded only and is presently meeting the needs of mentally retarded boys, ages 9 to 17. At all centers the classes are structured at levels as follows:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>CHRONOLOGICAL AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Level I</td>
<td>7 - 9</td>
</tr>
<tr>
<td>Primary Level II</td>
<td>9 - 11</td>
</tr>
<tr>
<td>Intermediate Level</td>
<td>12 - 14</td>
</tr>
<tr>
<td>Advanced Level</td>
<td>14 - 17</td>
</tr>
</tbody>
</table>

Each class has a maximum of 17 students. Promoting children to a higher level usually takes place at the beginning of each school year. Great consideration is given to the mental age and social maturity of the children involved. At times it may seem that some children could conform physically to an advanced group. Moreover, if they display academic, social or emotional immaturity it is best to retain them for some additional length of time at the same level. This helps to avoid rejection which the child may experience from his peers if he fails to function on their level. Each child is placed so as to insure his security, social acceptance and a chance to achieve some degree of success.

In order to motivate the children, a report card is given twice a year at which time the parents are interviewed to discuss their child's
progress. To help substantiate this progress report to the parent, the children are given an achievement test in reading, spelling, and arithmetic in January and again in May. Table 4 indicates the progress made by a class of children from January, 1963 to May, 1963. This table shows that all the pupils from this Intermediate class showed definite grade level improvement from January to May, with the exception of pupil 8 who showed no progress in arithmetic. If we interpret this in the light of I.Q. we may be justified in saying that pupil 8 is doing well.
TABLE 4

CALIFORNIA ACHIEVEMENT - FORM W IN JANUARY - FORM X IN JUNE

GRADE LEVEL ACHIEVEMENT, JANUARY TO MAY, 1963

<table>
<thead>
<tr>
<th>Pupil</th>
<th>C.A.</th>
<th>I.Q.</th>
<th>Reading JAN.</th>
<th>JUNE</th>
<th>Arithmetic JAN.</th>
<th>JUNE</th>
<th>Spelling JAN.</th>
<th>JUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>63</td>
<td>5.9</td>
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<tr>
<td>2</td>
<td>14</td>
<td>63</td>
<td>2.0</td>
<td>2.2</td>
<td>2.1</td>
<td>2.8</td>
<td>2.2</td>
<td>2.9</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>71</td>
<td>3.9</td>
<td>3.6</td>
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<td>4</td>
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<td>4.4</td>
<td>4.9</td>
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<td>73</td>
<td>1.9</td>
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<td>1.8</td>
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<tr>
<td>6</td>
<td>14</td>
<td>70</td>
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<td>14</td>
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<td>72</td>
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<td>4.6</td>
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<td>4.2</td>
<td>3.9</td>
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<tr>
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<td>2.2</td>
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<td>13</td>
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<td>65</td>
<td>2.1</td>
<td>2.5</td>
<td>2.2</td>
<td>2.9</td>
<td>2.1</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Note: Taken from the office files at St. Philip's.
Parental Participation

The special education program has made provisions for parent education. The parents visit the psychological testing center for guidance and counseling. Parents and teachers gather together quarterly in order to discuss mutual problems. Speakers are invited to add to the enrichment of these meetings. Weekly sessions are held over a certain period of time for the parents with the psychologist, who allows them perfect freedom to bring out their problems and discuss them in a democratic manner. Teachers are never present so that the parents may feel free to express their opinions and feelings about the school procedures, if they so desire. In addition to these provisions, the parents are free to call and make appointments with the teachers any time they wish if some questions or problems arise.

Teacher Training

No program, however sound it may seem, can function without an adequate staff of well trained and qualified teachers. It is, therefore, advisable that the teachers employed in the program have the proper training before attempting to work with the mentally retarded. The following are the minimum requirements for a special education teacher in the state of New Jersey:

New Jersey
Authorization: This certificate or endorsement is required for teaching mentally retarded (educable and trainable) children in elementary, secondary and vocational schools. Requirements for an endorsement on a limited or permanent teacher's certificate:
Introduction to education of the handicapped
2. Psychology of the handicapped
3. Curriculum and methods for teaching the mentally retarded (educable and trainable)
4. Arts and crafts
5. Orientation in psychological tests
6. Reading disabilities
7. Speech correction
8. Electives related to the education of the mentally retarded.1

The Sisters and lay teachers employed in the program have not only the prescribed minimum requirements as set up by the state of New Jersey but in most cases have, or are working toward, the M.A. degree in the field of special education from various colleges and universities.

The program was staffed at the time of this study by nine Sisters from the Order of Religious Teachers Fillipini, three of whom have a B.S. in education from Seton Hall University, South Orange, N.J. and hold a Master's degree from Seton Hall, and two have an M.S. from Fordham University, New York. Three others hold a B.S. in education and are candidates for M.A. in special education from Seton Hall University. The last three are working toward a B.S. degree in education at Seton Hall University and have taken extra courses in special education.

Two Benedictine Sisters are also part of the faculty and both hold a B.S. in education from Seton Hall University. One Sister is working for an M.A. in special education at The Cardinal Stritch College, Milwaukee, Wisconsin, and the other an M.A. in psychology from The Catholic University, Washington, D.C.

Two Felician Sisters have received a B.S. in education from Seton Hall University and both are candidates for an M.A. in special education at The Cardinal Stritch College.

One Sister of Charity has a B.S. in education and an M.A. in special education from Seton Hall University.

One Notre Dame Sister holds a B.S. in education from Notre Dame College, Maryland and is working toward an M.A. in special education at The Cardinal Stritch College.

The three lay teachers hold B.S. degrees in education from Rutgers University or Seton Hall University. They also have had special courses in special education and have worked a number of years with the public school system in various areas.

Summary of Chapter IV

The Newark Archdiocesan special education program has set up its classes within the Essex, Bergen, Hudson, and Union Counties. During the 5 year period a total of 18 classes have been established within the regular elementary schools, with the exception of St. Philip Neri School in Newark, N.J. which is exclusively for mentally retarded boys. These classes are staffed by 5 different religious communities, a total of 15 Sisters and 3 lay teachers who are all trained and educated for this work.

The goals set up for teaching the mentally retarded are:

1. Spiritual growth and welfare
2. Self-realization
3. Social competence
4. Civic responsibility
5. Economic efficiency
The school curriculum is set up to meet the specific needs of the individual. The subjects taught are: religion, reading, arithmetic, language arts, social studies, music, art, and industrial art craft.

The children are placed in classes according to levels and receive a progress report twice a year at which time the parents are invited to meet with the teacher and discuss their child's achievement. Parents of the children are invited four times a year to meetings at which they may discuss mutual problems.
CHAPTER V

SUMMARY AND CONCLUSIONS

The specialized program for the mentally retarded in the Newark Archdiocesan schools came into existence because of concern for those children whose mental ability is very limited and whose prospect for survival is dim in a highly competitive and demanding society. Interest in the mentally retarded stemmed from the work with the deaf and the blind. Actual education and training of the mentally retarded began through the Apostolate for Mentally Retarded, an organization established in 1957 for the purpose of teaching religion and preparing these children for reception of the sacraments.

The special education program in the Newark Archdiocese was established in 1960 to care for mentally retarded children. Its main purpose was to develop the children's abilities and to instill love of God and neighbor.

Referrals are made through the regular school channels, with the application coming from the parent, principal, pastor or physician. The child is tested at the Psychological Testing Center. After the diagnostic procedures and a physical examination, the reports are carefully studied by the psychologists and staff in order to determine the
placement of the child. The child is enrolled in one of the special classes within the program where, in the proper environment, he can gain socially, spiritually, academically and physically. The school curriculum is adjusted to the level and specific needs of each child. The life of the retarded can then become enriched because he will feel accepted by his peers and understood by a sympathetic teacher.

The retarded child is placed in a class where full development is most probable. Chronological age, mental age and social maturity are given consideration in the grouping of these children. Within his own class the child develops feeling of security and learns to become independent, thus building up confidence in himself and in others. He can now become an active participant in the school activities which results in a feeling of satisfaction and pride.

The curriculum employed in the program is one which is constructed and adjusted to meet the specific needs of the retarded by trained and qualified teachers whose aim is to prepare the children to develop into good citizens who some day may take their places in society. All academic subjects are taught with emphasis on practical application to daily life. Various visual aids and techniques are employed so as to best instruct and train the retarded child.

In the 21 special day classes throughout the Archdiocese, the range is as follows:

Chronological ages 7 to 17

Mental ages 3 to 14
The enrollment in 1960 was 93. The enrollment has increased each year and was 226 as of June, 1966.

The program is supported by the Mount Carmel Guild which exists mainly through the generous contributions of all Catholics throughout the Archdiocese. A monthly tuition fee of $10.00 per child also helps to support this organization.

Results Obtained - As a result of this study, the writer is able to point out the following important findings.

1. The special education program has been accepted as one segment of the total Archdiocesan educational program and, as a result, the children in the special classes are integrated into the respective school programs. All children in the special classes within a regular school participate with the average child in many activities. Participation in gym, music, cafeteria and recess with the average child tends to give the retarded child a sense of security and acceptance. He feels that he is a contributing member of society and as a result develops into a well adjusted individual who in most cases learns to support himself.

2. An understanding and beneficial relationship has developed between the children and teachers of the special classes and those of the regular classes for the average child.
3. The special education program within the Archdiocese has made great progress within its first five years of existence as indicated in Chapter III.

4. The Mount Carmel Guild is a unique Catholic organization which meets the needs of the various handicapped individuals. The Guild's broad program of diagnosis, treatment and education of the blind, deaf, emotionally disturbed and retarded enables the Guild to assist the multiple handicapped through comprehensive services.

Professional personnel and volunteers, with modern equipment, contribute to high national reputation among agencies, hospitals and other community services. Founded 36 years ago, the Guild has been motivated continually by charity toward the handicapped.

In regard to the services rendered by the Guild, Archbishop Boland states:

In the last eight years without lessening the social services for the hungry, the homeless and the destitute, the Guild has in accordance with the original plan widened its scope and services to include definite and specialized programs for the handicapped child and adult. Its proficiency in this work has won wide acclaim and more than once received commendation, not only on the State level but also on the National level.1

Analysis of data obtained shows that:

1. More boys than girls have been referred and placed in the Archdiocesan program.

1 Archbishop Thomas A. Boland, After the Mind Grows Sick, Newark, New Jersey, 1964, (Brochure).
2. There is a gradual and continual increase in the number of children who are benefiting from the special education program.

3. The majority of children fall in the mildly retarded range of 50 to 75 I.Q. as records indicate, September, 1964 to June, 1965.

4. Continuous progress is indicated by the results of the California Achievement Test, Form X, administered to one class of children.

**Future Developments**

The present Archbishop of Newark, His Excellency Thomas A. Boland, manifests great interest in the special education program and, in coordination with the director of the Mount Carmel Guild, is planning to:

1. establish more special education classes within the parochial schools throughout all four counties

2. construct a residential school for the trainable retarded in Newark by 1969

3. set up vocational training centers for the older retardates

4. set up a pre-school program in Essex County similar to the one already established in Bergen County

These plans call for additional classrooms within regular schools throughout the Archdiocese as well as the construction of new buildings for residence of the trainable mentally retarded and establishment of a
At present the special education program for educable mentally retarded children is progressing and expanding very rapidly. However, with the realization of these added facilities and improvements, the Newark Archdiocese will have a very efficient and progressive program.

The main weak point within the program at present is the lack of available classes and qualified teachers. For this reason most classes are on a wide range basis which adds difficulty in reaching each child. With the expansion of the total program this deficiency may be remedied.

Suggestions for Further Research

1. Investigation of the use of teaching machines and other instructional materials which might be incorporated into the curriculum to benefit the educable mentally retarded.

2. Use and advantages of the Montessori teaching method with the mentally retarded child.

3. Comparative study of the academic and social progress of the mentally retarded child in a special class within a regular school and a mentally retarded child in a special school.
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