

help children and adults to understand society with its various minority-majority situations and with its prejudices and discriminatory acts. It would aid representatives of minority and majority groups in school to work together, to resolve conflicts, in short would create an environment in which the worth and right of individuals are recognized and educational opportunities equalized. The segregated nature of our special education programs have prevented the non-handicapped majority from intimate social contact with the handicapped in school and probably also discourages out-of-school contacts. Understanding and acceptance come about most readily through individual acquaintance; therefore segregation should be eliminated wherever possible.

The intergroup movement would help minority groups to evaluate and improve their own roles to appreciate their right to be different. In special education we have been concerned with helping the handicapped individual to meet the psychological impact resulting from his minority status. In some instances, efforts have been made to help groups of the handicapped to interpret their roles in society, but on the whole we have been less aggressive than we might well have been. Teachers have not yet developed sufficient know-how in interpreting handicapped children to others in the schools and community, nor have we sufficiently helped our handicapped in group self-evaluation and in making social contacts.

Coming together is beginning
 Keeping together is unity
 Thinking together is progress
 Working together is success

—M. R. C. on Record

DURING the last decade not only leading educators but classroom teachers and the public in general have become aware of some of the remarkable values of visual materials. Their successful use by the educational departments of the armed services has contributed to their popularity. Their value lies partly in the fact that, in all good teaching, feeling as well as intellect plays an important role. We learn best when strongly motivated. Visual experiences may provide ample feeling through a rich emotional content and motivation for learning. Also verbal symbols must have a foundation of real experience to be meaningful. Such experience may be gained by the young child either directly, through life situations, or indirectly through visual experiences.

Why Visual Aids

In teaching reading to normal children visual aids are of incalculable worth because they underline verbal symbols with real life experiences. The same is true to an even greater degree with mentally handicapped or slow-learning children of the chronological ages of six to 10 years. Many of the methods employed in the teaching of normal children are used with them. The chief differences lie not in the kinds of methods but in the degree to which they are employed. The normal child may come to school with a highly developed reading readiness. Such is not likely to be the case with

Selective Audio Visual Instruction For Mentally Retarded Pupils

**Rick F. Heber, Patrick J.
Flanigan, United States. President's
Panel on Mental Retardation, National
Institute of Child Health and Human
Development (U.S.)**

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Mental Deficiency ,1964 Includes the association s conference proceedings and addresses **Effective Language Arts**
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