FAMILY INTERACTION AND MENTAL RETARDATION: ANNOTATED BIBLIOGRAPHY

by
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A Problem

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INTRODUCTION

Of the vast quantity of literature on mental retardation available, very little of it focuses directly on the family. The emphasis of this bibliography is on family interaction and the parents' role in dealing with the problem of having a mentally retarded child. Books and monographs are annotated in this bibliography. The scope of the bibliography is limited by including complete works dealing directly with family life and interpersonal relationships with the kinds of problems involved with having a mentally retarded child.

The bibliography was prepared with the needs of parents of mentally retarded children in mind. The purpose of the bibliography is to identify books and monographs to which parents might refer for suggestions or insights into questions regarding family life. The bibliography provides a report on current literature which can be found scattered throughout the library. Hopefully, it will encourage parents to make a greater use of the materials by making the searching process more efficient.

Until this last decade very little reliable information was available concerning the effects of family members' interaction upon the retarded child or the effects of that child upon his family. In recent years, however, a bank of this much needed literature has begun to grow. This more recent literature can be of an assistance to parents when coupled with a program of counseling or obtaining professional advice. Continual re-education is needed as parents find themselves faced with many problems throughout the life of their retarded child. Information must

be transmitted skillfully and sensitively to parents. This kind of literature can be found in books of all kinds ranging from child development guides to medical handbooks. Parents are occasionally discouraged by having vast amounts of literature to research for themselves before coming upon any mention of the family. Even then, they sometimes find only a paragraph or page devoted to this subject in an entire book. Parents need to know where they can find the kinds of information they need, and what they might expect to find there.

It is hoped that this bibliography will serve as such a guide to parents. The following annotated bibliography can assist parents in their search and in a more effective integration of family research with their already existing body of knowledge concerning mental retardation. Hopefully, too, it can be of immediate practical value by contributing directly to the quality of their family life and in the relationships with their retarded child. Professionals may also find this bibliography valuable in working with parents of retarded children. Many of the references listed also offer the reader a suggested bibliography.

The books and monographs have been arranged alphabetically according to author. The bibliography includes only references written in English or those that have been translated into English. Except for three references, all of the materials have been written since 1955. All of the books and monographs on this list can be found in either the Michigan State Library or the State of Michigan Library; many of them can be found in local public libraries. A local Michigan library may borrow any of these books on loan from the State of Michigan library.

This bibliography attempts to give some direction to parents seeking help in gaining understanding of the interrelationship of mental retardation and family life. In some works, professional terminology may present a problem to parents, however, recently there has been a shift in emphasis to writing more material for them. The bibliography will assist these parents of retarded children with a resource in securing reliable information they need.

BIBLIOGRAPHY

Books

Abraham, Willard. Barbara: A Prologue. New York: Rinehart and Company Inc., 1958.

The book represents thoughts, feelings, and emotions held by the father of a Mongoloid child. He began the book before the birth of his daughter, writing of his expectations and dreams, and then during and after the birth experience and the changes that occurred in all the lives of that family. He writes from personal experience on problems that arose, the joy experienced by the family, and continues his writings throughout his daughter's short lifetime.

Adams, Margaret (ed.). The Mentally Subnormal: The Social Casework Approach. London: William Heinemann Medical Books, Ltd., 1960.

In professional termonology this book discusses the social workers contact with families of the severly mentally retarded. The social agencies available to families were discussed and various case studies used as examples giving insights into family difficulties and how they were approached and counseled by an outsider. Social problems arising with the mentally handicapped, results of studies, and difficulties in getting and holding occupations were all topics discussed

Anderson, Camilla A. Jan, My Brain-Damaged Daughter. Portland, Oregon: The Durham Press, 1963.

The author hopes that by reading about her daughter, readers will discover all brain-injured children. The author went through the details of her pregnancy and birth experiences, and continues to discuss the child's eventual illness which caused her brain damage. She discusses the endless search for medical advice and the emotions she and her husband experienced trying to find a "cure" and for help. The many kinds of people saught out for advice are discussed, along with the final decisions and search for an insitution for Jan. The author speaks out on the responsibility of people in medicine toward parents of these children, and she suggests that psychologists take another look at testing and that modifications need to be made in the orientation of most psychiatrists.

Ayrualt, Evelyn W. You CAN Raise Your Handicapped Child.. New York: G.P. Putnam's Sons, 1964.

By using many case studies, the author hopes parents will identify themselves with some of the problems that they may encounter with their own children. Thus, they can achieve

some objectivity. This is a guide to parents of all handicapped children, with specific chapters set aside for discussion of specific handicaps.. Social training, such areas as cause, parental reactions, and problems that arise when a child is both mentally and physically handicapped are all discussed. The author offers a check-list to parents in raising their child, and offers suggestions on emotions, behavior, attitudes of parents, and a quick look into what the future might bring for such a child and his family.

Bauer, E. Charles. Retarded Children are People. Milwaukee: The Bruce Publishing Company, 1964.

Father Bauer has emphasized the finer aspects of raising and loving a retarded child. His Christian viewpoint is that such a child has a mission in life to perform, which sooner or later will be recognized by those who come into contact with him. He discusses the unselfish dedication of people who care for mentally retarded children, and feels that God has bestowed this blessing in disguise upon the parents of retarded children. Along with spiritual aspects, the book describes programs and treatment whether in an institution, community or family, and presents helpful data for a better understanding of the vast reaches of the field of mental retardation and those afflicted with it.

Birch, Herbert G. Brain Damage in Children: the Biological and Social Aspects, New York: The Williams and Wilkins Co., 1964.

The book presents a professional discussion of a number of papers given at a conference sponsored by the Association for the Aid of Crippled Children, in November, 1962. It also provides an annotated bibliography of 370 articles on brain-damaged children to which parents or counselors might refer. The books deals with many of the problems arising from such a handicap, and discusses the brain damaged child's impact upon his family and community. The average parent may have difficulty comprehending much of this material, although the discussion of social problems and such situations would be meaningful.

Blodgett, Harriet E., & Warfield, G.J. Understanding Mentally Retarded Children. New York: Appleton-Century-Crofts Inc., 1959.

Comprehensive and realistic examination of the multiple problems related to mental retardation. Parents will find extensive information about the capacities and limitations of retarded children in this book as well as practical suggestions for family life and daily living with a look toward the future in planning for the welfare of a retarded child.

Buck, Pearl S., & Zarfoss, G.L. The Gifts They Bring. New York: The John Day Company, 1965.

"It is not too much to say that what one family does with and for its retarded child in time may change the world." (pg.149) This shows the theme of the book, and its emphasis that there is much we might learn from retarded children. The authors feel that the retardate brings us the intangible quality of love. Complete coverage of problems presented by handicapped children; from emotional problems of both the parent and child to educational difficulties are found in this book. The stress is on mental retardation, but mention is made of other handicaps also. Many case-studies are reviewed, and medical information given with coverage of the kinds of agencies in the community to which parent s may go for aid.

Capa, Cornell, & Pines, Maya. Retarded Children can be Helped. Great Neck, N.Y.: Channel Press, Inc., 1957.

This book grew out of a two-part series on mental retardation written for "Life" magazine. Resources available to parents are discussed, and institutional life and interpersonal relationships. The authors use real names and photographs hoping to show what can be achieved for the welfare and social adjustment of retarded children.

Carlisle, V.S. (consultant) Parent's Study Guide: a Manual for Parents of Cerebral Palsied Children. Chicago: The National Society for Crippled Children and Adults, Inc.

This book attempts to give some sound medical guidance, reassurance, and show parents opportunities to contribute to their child's rehabilitation. It is aimed at encouraging parent groups to meet and try to lighten each others' discouragement and more thoroughly understand the needs off their children. Although no publishing date appears, and some of the suggestions seem a bit outdated, the book was written as a suggested study-guide for parent groups and offers common areas of difficulty which should be discussed and evaluated.

Davies, Stanley P., & Ecob, Katherine G. The Mentally Retarded in Society. New York: Columbia Univ. Press, 1959.

This volume endeavors to present mental retardation in its social, rather than clinical aspects. The topics range from historical background of retardation, to the causes, rehabilitation, and family problems. The book contains objective and unemotional discussion of problems and suggests ways of re-educating parents and where they might look for community assistance in dealing with their difficulties.

Dybwad, Gunnar. Challenges in Mental Retardation. New York: Columbia Univ. Press, 1964.

This book discusses quite thoroughly many problems of educating the mentally retarded, community services available to them, medical needs, and rehabilitation which will affect a retardate and his family. It also discusses in detail the role of the family and "present day conflicts of family life and parent-child relationships". The author points out that areas outside the family influence it greatly, yet are never as important as the actual structure inside the family itself. Discussion is presented of male versus female roles, marriage, parenthood, and various other kinds of problems affecting the family.

Egg, Maria. When a Child is Different: A Basic Guide for Parents and Friends of Mentally Retarded Children. New York: John Day Company, 1964.

The author is a Swiss psychologist who has taught retarded children in the Swiss schools for many years. The first part of the book attempts to comfort parents who have a mentally retarded child, and help them to realize that they must love and accept that child despite his affliction. She believes that God has a purpose for everyone on earth despite handicaps, and attempts to give practical suggestions on education, training, and problems of relating to the retardate and ways in which he affects his family. She goes into simple practical methods for teaching the child "how" to live in his daily environment in the second half of this book.

French, Edward L., & Scott, James C. Child in the Shadows: A Manual for Parents of Retarded Children. New York; J.B. Lippincott Co., 1960.

Discussion of the special needs of a retarded child is presented in this book, along with the kinds of difficulties facing parents in filling those needs. The authors explain causes and types of retardation, diagnosis, the significance of I.Q. testing, the social maturity tests; the emotional problems of the retarded child are also dealt with covering parents' feelings and reactions. Wise recommendations competently presented to parents in this book, intending to support them especially as they begin to suspect retardation in their own child. There is a section in this book in which the authors answer questions that parents most frequently ask, including also a suggested reading list.

Gant, Sophia. "One of Those"; The Progress of a Mongoloid Child. New York: Pageant Press. 1957.

The book represents the personal experiences of a mother of a Mongoloid child, and the problems, bewilderment, anxiety,

and other emotions she experienced while caring for her child. Discussion of learning and educating problems are found in this book with her child's life divided into early years, early school years, later school years, and later teens. The author's religious faith and overtones in this book are obvious throughout as she hopes to get her message across to the reader.

Hansen, Ruth. The Parent's Role in the Cerebral Palsy Problem. Washington, D.C.: Sponsored by Aerodynamic Research Corp; Los Angeles, Calif., Orthopaedic Hospital, 1956.

This pamphlet introduces the area of cerebral palsy, discusses its prevalance, care, treatment, exercises, and the education for these cerebral palsy children. It deals with length on parental adjustment, and understanding this condition. The causes and effects of C.P. are covered, with a good description of the condition and its varied effects on people and how problems were handled. Training these children toward independence was a main objective of the book, with much emphasis on parental objectivity, Brief descriptions of kinds of physical problems, with conclusions drawn regarding many points discussed on home care and family activities.

Heiser, Karl F. Our Backward Children. New York: W.W. Norton & Company, Inc., 1955.

This book was written primarily for the parents of retarded children, and even the scientific aspects of retardation are discussed with the lay-audience in mind. The book grew out of the author's experiences as a clinical psychologist in the field of mental retardation, and his observation that so many people who have first hand concern with the handicapped, have little concrete knowledge of the problems with which they are trying to deal. The author's dual purpose is to help society toward a better understanding of retarded children, and to help the parents toward acceptance of the problem. The author discusses the causes and forms of mental retardation, and answers everyday questions that parents ask. He also offers suggestions as to who to turn to for help, and problems in the home versus those in an institution are dealthwith realistically.

Hood, O.E. Your Child or Mine. New York: Harper & Brothers Pub., 1957.

This book evolved out of the feeling that many juvenile deliquents are children suffering from some kind of undiscovered brain injury. The book was a pioneer experiment in rehabilitating such children through the growth of the Institute for Child Study in Los Angeles. The book is written in personal narrative with emphasis on human drama, family, and interrelationships given with the resulting effects.

Junker, Karin S. The Child in the Glass Ball, New York: Abingdon Press, 1964.

This book was translated by Gustaf Lannestock, having first been written in Swedish. It is the story of Karin Junker's life, and the birth and growth of her retarded daughter. It is full of her personal experiences and thoughts; her child's symptoms and how they were noticed, the search for medical advice, and common problems and needs of retardates are discussed. The author goes into detail about her feelings and emotional turmoil as she watched her child struggle to grow.

Killilea, Marie. Karen. New York: Prentic Hall, 1952.

The book was written by the mother of Karen who was a Cerebral Palsy child originally diagnosed as mentally retarded. It involves the personal lives of those in contact with Karen, and their emotions, fears and hopes. The author tells of the search for medical advice, the kinds of family crisis the arose, and gives much discussion of the struggle to get Karen to walk and talk, and the eventual changes in diagnosis of her condition.

Kirk, Samuel A., Karnes, Merle B., & Kirk, Winifred D. You and Your Retarded Child; a manual for parents of retarded children. New York: MacMillan Co., 1955.

The manual is for parents and others who are interested in the retarded child, or who act in advisory capacities. It is a practical presentation of the problems of a retardate and how he affects his family, and the effect upon a retarded child of the attitudes of those he comes into contact with. Suggested solutions are given, and presentation is simple enough for many children to understand. The authors discuss such things as levels of retardation, ways to help a child develop mentally, socialization and interrelationships in the home. The manual has direct and practical, yet impersonal presentation. The authors argue for home care versus institutional living, and give many helpful suggestions for estimating developmental atages and techniques of child training.

Lee, Carvel. Tender Tyrant; the story of a mentally retarded child. Minneapolis, Augsburg Publishing House, 1961.

The book presents the story of Jeanie, a mentally retarded child and her family. It is a warmly human story of a family facing and accepting her and her various problems. The story was written by Jeanie's older sister who tells of activities within the home, emotions, and care the family gave Jeanie as they recognized her needs.

Levinson, Abraham. The Mentally Retarded Child; a guide for parents. New York: The John Day Co., 1965.

This is a handbook written for parents with real understanding of their special problems and anxieties. Advice is given to parents on all areas of raising a mentally deficient child, with coverage by the author including past literature and present research being done in the field, with an outlook for the future of retardates. Selected reading list also given.

Levinson, Abraham & Bigler, John. Mental Retardation in Infants and Children. Chicago: The Year Book Pub., 1960.

This book deals with retarded children, and mainly those living at home and who present various medical, psychological and educational problems. Throughout this book the child is considered as a "whole", with the retardation as only a part of his problem. Incorporated into the book are results of evaluation and study of humdreds of children. The book was written for practicing physicans, so professional termonology might make reading difficult, however chapters dealing with social service and counseling should be of special interest to parents.

Lewis, Richard S., Strauss, Alfred A., & Lehtinen, Laura E. The Other Child; the Brain-Injured Child. New York: Grune & Stratton, 1960.

The book was written out of an awareness of the need for one, by the parents of these children. It reflects the emotional state in which a parent finds himself when he suffers from his own confusion and doubt in understanding and rearing his deficient child. The authors strive to notify parents that they are not alone, rather than any attempt to perseribe answers to probbems. Educational problems, managing the child at home, behavioral problems and language and perception are all areas that are covered and would be of special interest to parents.

Loewy, Herta. Training the Backward Child; a guide for parents and teachers. Longon: Philosophical Library Pub., 1956.

The first part of this book contains advice and suggestions for parents dealing with the social aspects of raising a retarded child. The author discusses the effects on parenthood a retarded child has, and continues with family relationships and problems arising from infancy on through adolescence. Religion, health, emotions and socialization are discussed, as well as the relationships between the Grandparents and a retarded child. The second and third part of the book deal with educational and physical problems with a retarded child, and there is a general summary at the end of the book.

MacDonald, Eugene L. Understanding Those Feelings. Pittsburg, Pa.: Stanwix House Inc., 1962.

Around the problems and questions which are shared by most parents of handicapped children, the author has pulled together the comments they made and discussed many of them here in this book. The books attempts to deal directly with the emotions and feelings parents experience and how they might be directed and channeled for positive results. Some of the topics covered are insecurity, anxiety, social pressures, embarassment, guilt, worry,. faith, and even the marital strains involving the two parents of a retarded child.

Mentally Handicapped Children; A Handbook for Parents. London: National Association for Mental Health, 1958.

Before parents can accept a retarded child, the authors of this book feel they must first combat their fears, guilt feelings, and superstitions. Parents need to look objectively and seek good medical advice for their retardate. One can gain deeper understanding of a child through professional advice, and these children need to be regarded as individuals. The book discusses also, health and learning habits, general training of the child, and the striving for independence of retardates, through assistance of their families.

Peck, John R. Clearing in the Wilderness. Univ. of Texas Printing Divising, 1963.

Very small easy-to-read book attempting through the use of many pictures to present a picture of where mental retardation research stands today, and give reasonable predictions for the future. The book defines retardation, and discusses the scope of the problem. Case studies are used, trends in education and training are discussed as well as institutional life. The author discusses emotions of parents and typical kinds of problems arising with such a child. Emphasis is on the state of Texas and developments there.

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Rothstein, Jerome H. (ed.) Mental Retardation; Readings and Resources. New York: Holt, Rinehart & Winston, 1962.

In technical termonology, this book is entirely devoted to medical, educational, and the other kinds of problems associated with mental retardation. The problems of parents and how professionals might work with these parents to be of greatest service is dealt with in this book, with the professional reader more in mind than the parent. A bibliography for parents of mentally retarded children is found in this book, with many topics of interest to them covered throughout.

* Ross, Alan O. The Exceptional Child in the Family. New York: Grune and Stratton, 1964.

This book was not written specifically with parents of exceptional children in mind, however, the author hopes it will be a supplement to their professional contacts, and will therefore be useful to parents. General principles are given that apply to all exceptional children and will apply and help understand children no matter what they particular condition might be. Learning to deal with situations, understanding, acceptance, and the dynamics of family interaction are carefully discussed in this book. Parental attitudes and behavior as well as extensive coverage of counseling parents of exceptional children are also to be found here.

Seagoe, M.V. Yesterday was Tuesday, All Day All Night. Boston: Little Brown & Co., 1964.

This book is written by a father of a Mongoloid son, and is the story of his courage, and shared patience with a tutor as they guided the child on his steps toward learning. The father took the child with him around as much of the world as possible in order that he might experience as many new things as possible. The boy poured out his frustrations and observations in a diary which is written into this book, thus exemplifying the author feels, the capacities of a mongoloid.

Slaughter, Stella. The Mentally Retarded Child and his Parents. New York: Harper and Brothers Publishers, 1960.

Mrs. Slaughter, who worked with "exceptional children" gives an impersonal and specific outlook on the problems of these children. She offers advice, and suggestions, and information to parents on symptoms, causes, attitudes, home training and educating, games, vocational and community aspects. She discusses parental attitudes and the importance of family life and acceptance of the child, and the child in relation to other children in the family and community.

Spock, Benjamin, & Terrigo, Marion. Caring for your Disabled Child. New York: The MacMillan Company, 1965.

The book consists of advice and assistance to parents of any handicapped child. The book discusses all forms of handicaps, including mental retardation as one of them. Many of the same suggestions would go to the parents of any exceptional child and his needs and their effects on his home and community. Topics such as "Living with Disability", education and medical care are covered, and tools for everyday living are given. The authors also give suggested places parents might look for guidance and help as well as a suggested reading list for parents.

Stout, Lucille. I Reclaimed My Child. New York: Chilton Company, Book Division, 1959.

This book is the moving story of a mother who transformed personal tragedy into joyful triumph for herself and her family. The author placed her infant retarded daughter in a state school, only to be haunted by fear and worry until she removed the child and brought it back into the home and began to accept the child and her condition, understand and to love her. The book offers a personal account of family interaction and problems.

Theodore, Sister Mary, OSF. The Challenge of the Retarded Child. Milwaukee: The Bruce Publishing Co., 1959.

This book was written to develop a better understanding of children with mental retardation, and is meant to reach parents and all others working with retardates. Much emphasis on the religion of families and how it might give parents their much needed courage and to overcome feelings of aloneness. The book gives causes and characteristics of retardation, and discusses different kinds along with attitudes, interpersonal relationships and the kinds of problems arising with such a child in the home.

Tizard, J., & Grad, J.C. The Mentally Handicapped and their Families, New York: Oxford Univ. Press, 1961.

The purpose of the survey written about in this book was to investigate the kinds of problems facing parents and families of the educable and trainable retarded child. The study noted the abilities and severe handicaps of these children, and the health and nursing demands; how many were employed, and how many had the potential for it? There was a sample of 150 families used with a child at home, and 100 with a child in an insitution, The authors use many statistical factors and graphs difficult for the lay person to read, however is an example of the kind of research being done on mental retardation as affecting the family. They attempted to answer questions regarding families desire to keep their retarded child at home, and general problems within the home.

Tucker, Charlotte. Betty Lee. New York: The MacMillan Co., 1954.

This book was written from a parent's point of view in simple language with other parents in mind. The author discusses everyday problems which arose in her home, and such things as combating public prejudices, relations with other family members, discipline, habits, personality development of the child and so forth. The author wrote from her personal experiences and records tracing back to the early diagnosis of retardation, through the home environment and attitudes developed there.

Monographs

Farber, Bernard. "Effects of a Severly Mentally Retarded Child on Family Integration". Monographs of the Society for Research in Child Development. Lafayette, Ind.; 1959. (vol. 24)

This monograph describes various conditions influencing the effects of a severely mentally retarded child upon family integration. The process by which the child affects his family is considered, as well as the concept of family variables such as age and sex of the retarded child, the social status of parents, and community participation of the parents. Families were studied and interviewed; sibling relationships considered, and discussion of the institutionalization of the retarded child, as well as home care versus institutionalization of the retarded was considered in this monograph.

Farber, Bernard. "Family Organization and Crisis: Maintenance of Integration in Families with a Severly Mentally Retarded Child". Monographs of the Society for Research in Child Development. Lafayette, Ind.; 1960. (vol. 25)

This study is written in professional termonology using data collected from individual interviews of 233 families of severely mentally retarded children. The results of the study show how families deal with the crisis they find themselves faced with, and results show that broad generalizations regarding effects upon all families cannot be made. The author discusses different dimensions of family life in regard to placing a child in an institution, and eventually evolves some guides to counselors of families of the severely mentally retarded.

Farber, Bernard, & Jenné, W. C. "Family Organization and parent-child Communication". Monographs of the Society for Research in Child Development. Lafayette, Ind.: 1963. (vol. 28)

Parental expectations regarding the behavior of their retarded child were studied using a sample of 109 Chicago area families with a mentally retarded child as well as a normal child in the family. Results of the study are given showing differences found between children within the same household, and the influences playing upon the family. The aim of the investigation was to explore the relationship between various factors in family life. The accuracy of parental communication of dissatisfaction with a child's behavior to him, and the child's tendency to overestimate or underestimate that satisfaction were also factors considered.

Farber, B., Jenné, W., & Toigo, R. "Family Crisis and the Decision to Institutionalize the Retarded Child". C.E.A. Research Monograph, N.E.A., 1960.

The focus of this monograph is on the nature of the family crisis which arises from the presence of a retarded

child in the home. It attempts to delinate the factors which determine the decisions of parents to place their severely retarded child in an institution. Clarification of many controversial variables that should be considered when counseling parents are discussed here.

Jacob, Walt. "New Hope for the Retarded". Public Affairs Pamphlets. New York, 1954.

Simple pamphlet on the discussion of causes of retardation and the relationship between it and mental illness. The diagnosis proceedures, education and training are found here along with discussion on home care and instruction, and vocational rehabilitation. The author gives suggestions as to what people can do for the retarded, and how to encourage public responsibility and improve present facilities.

Kramm, Elizabeth. "Families of Mongoloid Children". Children's Bureau Bulletin. Washington D.C., 1963. (No. 401)

This study was made of 50 families with Mongoloid children living at home. Various factors considered were effects of the neighborhood and community, influences in the home, and an outlook for the future. Of the 50 families studied, 23 of them were informed at their child's birth that the child was normal; in 8 cases, nothing was said; and in 19 cases parents didn't find out their child was a Mongoloid until he was over a year old. In 44 out of the 50 cases, the immediate advice to the parents was to institutionalize their child.

Saenger, G. "Factors Influencing the Institutionalization of Mentally Retarded Individuals in New York City". New York State Interdepartmental Health Resources Board, Albany, 1960.

580 cases of mentally retarded individuals were studied divided into groups of 244 living in an institution, 138 living in the community, and the rest called maximum service meaning they were receiving professional assistance and help. Parent interviews and case studied were used finding that 1 out of 9 retarded children is committed to an institution each year. Membership in the institution group is directly related to their cultural group. This group also shows that 44% of the most severely retarded institutionalized came from broken homes. The results of those institutionalized were also related to sex offences. The rate is highest when parents were inadequately prepared for retardation and its problems, as well as having their child a behavioral problem. Only about 1 out of 5 parents had diagnostic work-ups before the institutionalization of their child, and in most cases, the decision to commit a child, and actual institutionalization took place very quickly. Conclusions were that the decision to institutionalize a child depends often on characteristics of that child, and invluences placed upon the parents

Winterbourn, Ralph. "Caring for Intellectually Handicapped Children". New Zealand Council for Educational Research, Wellington, 1958

This monograph was written simply for parents, giving a general picture of the retarded child, and his problems. Those of his siblings and parents are also discussed. The author attempted to do this by answering many of the questions asked by parents during counseling, and by dealing with the common worries and doubts of those parents. He discusses the nature of retardation, pros and cons of institutions, and the prospects for the future of the retardate. Effects upon the family, neighbors and relatives are covered as well as where parents might turn for assistance.