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HOW THE ELEMENTARY SCHOOL
MEETS THE BLIND CHILD

AN ABSTRACT OF
A THESIS
PRESENTED TO THE GRADUATE FACULTY
OF
WESTERN CONNECTICUT STATE COLLEGE

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE

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April 1968

Children who are blind can be assured of becoming matured, independent, contributing members of society when provided with competent eye care, good environment, and suitable educational programs. The extent to which schools meet the special educational needs of these children and provide equal educational opportunities for them will do much to determine whether the nation is to have the benefits of their talents.

The purpose of this thesis is to provide the information and assistance which will enable school personnel to furnish the necessary life-like situation which in turn will contribute to the satisfactory adjustment of these visually handicapped children. The term visually handicapped as used in this thesis applies to children who either have no vision or whose visual limitations after correction result in educational handicaps unless special provisions are made.

The main frame of reference for the material in this paper is the elementary school class. However, the philosophy incorporated throughout applies equally well to children at all grade levels.

It is realized that the changing needs of each individual child may require flexibility which will permit him to

move from one type of program to another; therefore, the early history and the differently organized patterns are reviewed. Some considerations involved in planning, developing and administering special educational facilities for handicapped children are also discussed. More objective and specific data dealing with school setting and curriculum adaptations have been developed in another chapter. To further assist the school personnel, a listing of some of the sources from which educational aids and professional literature may be secured is provided.

The ease with which a blind child can be integrated into the life of the public elementary school depends upon the administrator and all the personnel. The value of a good teacher and the results of good teaching lie with the teacher's resourcefulness and her own methods of presentation. Therefore, this paper is not designed to be all inclusive, but is rather, a supplement for those administrators and teachers of the blind child who have embarked upon their career, and a guidebook for those about to begin.