The following list includes references on the emotionally disturbed, the mentally retarded, juvenile delinquents, and the gifted. The materials were published between December, 1962, and December, 1963.

The emotionally disturbed

   A psychiatrist discusses the need to focus on mental health aspects of learning and on the here and now rather than on past experiences.

   Author is concerned about the defeatist attitude toward prevention of mental and emotional disorders. He attributes the attitude to the inability to conceptualize usable and meaningful theoretical structure from which research and demonstration programs can be developed. He outlines a frame of reference for prevention, research, and demonstration.

   This study did not identify special competencies needed by teachers of emotionally disturbed children.

   Thirteen contributors look at modern youth from psychological and sociological points of view. Volume describes current social forces behind their problems and their discontent.

   Study of a method for screening for behavior disorders. Researchers found a reliable, positive relationship between the number of symptoms noted and the degree of maladjustment as reported by the child’s teacher. Findings based on a large sample.

A comprehensive and critical survey of the research on the emotionally disturbed.

Provides guiding principles and practical suggestions for community organization, co-ordination, and implementation of services to youth and their families.

Updates the research in the field since the December, 1959, issue.

Appraises the current status of the education of emotionally disturbed children. Indicates the need to differentiate among the emotionally disturbed.

10. Schmuck, Richard A., Luszki, Margaret B., and Epperson, David C. “Interpersonal Relations and Mental Health in the Classroom,” Mental Hygiene, XLVII (April, 1963), 289–300.
Suggests that there is an integral relationship between interpersonal relations in the classroom and pupil mental health. Draws implications for improving the classroom learning environment.

Analyzes psychoanalysis as an educational process. Distinguishes between three types, or logical levels, of education.

The mentally retarded

Includes papers presented at the eighty-sixth annual meeting of the American Association on Mental Deficiency. The reports reflect the diverse aspects of the problem of defining distractibility, inattention, and hyperactivity; the varied approaches and methodological techniques used to discover the attention and activity level of the retarded; and a review of recent studies. The symposium attempts to combine the theoretical model with a clinical setting.

Describes a study in which the structure, pattern, and characteristics of families of institutionalized mildly retarded children are analyzed. Discusses factors that seem to give rise to institutionalization of the mildly retarded child. This article is the first in a series to be published in the American Journal of Mental Deficiency on the general problem of the institutionalization of the mildly retarded.

An overview of three major philosophies reflected in the types of research reported on the mentally retarded.

Describes a study of programmed instruction to determine the differential effects of prompting and confirmation in teaching words to non-reading, educable mentally retarded adolescents.

Discusses and analyzes a state-wide survey of educational services for the following groups of exceptional children: blind and partially seeing; emotionally disturbed; mentally retarded in the community; mentally retarded in an institution; physically handicapped; and speech and hearing impaired.


An extensive review of the literature on mental retardation published since 1959. Major areas covered: identification and classification; basic educational problems; educational provision; family and community relationships; issues, trends, and needed research.


Presents the full text of President Kennedy's special message to Congress of February 5, 1963, on proposals to aid the mentally ill and the mentally retarded. Issue includes a report of the President's Panel on Mental Retardation and an account of the first Kennedy Awards for outstanding achievement in the field of mental retardation.


Analyzes the difficulty of predicting the school success of the southern Negro from standardized psychometric instruments. Discusses the problems in developing norms for multicultural groups.


An extensive review of classification systems in mental retardation. Explains, enumerates, and compares the various systems and describes the philosophies involved in terms of condition, functioning, and prognosis. Includes a table that permits comparisons of the twenty-seven classification systems in use in the United States, England, and the World Health Organization.


Discusses the need to recognize and keep abreast of social change. Asks whether our present methods of educating the mentally retarded are helping or hindering our efforts to keep pace with social change.


Discusses curriculum and school organization necessary to provide adequate programs for slow learners. Describes characteristics of slow learners and ways of providing for their educational problems.


Abstracts 290 behavioral research reports in the field of special education. Discusses cognitive thinking, sensory disorders, cerebral dysfunctions, orthopedic and special health problems, speech and language impairments, emotional disturbance, delinquency, and administration of special education.


A series of essays translated from Russian. Based on the study of the clinical peculiarities...
ties and characteristics of the retarded child. Gives basic insights into the development, the clinical characteristics, and the unique features of the higher nervous activity of the mentally retarded child.


Report from a panel appointed by President Kennedy. Recommends ninety-five items concerning eight major areas: research and scientific manpower; prevention; clinical and social services; education, vocational rehabilitation and training; residential care; law and the retarded; public awareness; organization of planning and co-ordination services.


Explored the use of automated teaching with mentally retarded students. Compared teaching by two automated methods with teaching by a conventional method. Found that the retarded child does adapt to programmed learning and appears to make as much progress with programmed learning as he makes with conventional teaching methods, and in less time.


Evaluates the two short forms of the Stanford-Binet Intelligence Scale, Form L-M for use with mentally retarded children. Found that the use of either short form [Wright Short Form (1942) or Terman-Merrill Short Form (1960)] with mentally retarded is justified where time is essential.


Describes an extensive review of the recent literature on programmed instruction for the retarded. Types of projects discussed are: language studies; arithmetic; intelligence and step size; total program for the educable mentally retarded; and inductive reasoning. Contends that programmed instruction for the retarded is feasible under certain conditions.

**Juvenile delinquency**


Explains the “liaison procedural plan” used in San Diego County, California, to insure a smooth transfer of students from institutions back into the school and the community.


Relates the experience and programs of several agencies in establishing halfway houses. Offers guiding principles for closing a serious gap in programs for rehabilitation.


Summarizes findings of study of ten years’ experience with the Glueck Social Prediction Table and offers a revised three-factor table.


Attempts to reconcile structural and cultural conceptualizations of delinquent behavior. Makes suggestions for research and offers general suggestions on what to do about delinquency.


38. Kelley, Terry L. “The School and Unmarried Mothers,” *Children*, X (March–April, 1963), 60–64. Indicates what schools can do to provide continuing education for unmarried mothers. Poses questions for prevention as well as rehabilitation.

39. Kvaraceus, William C. “Alienated Youth Here and Abroad,” *Phi Delta Kappan*, XLV (November, 1963), 87–91. Indicates the need to find a function for youth in today’s society. Points to promising approaches in various countries, including the USA.


42. Orlov, Victor. “Juvenile Delinquency in the U.S.S.R.,” *International Journal of Adult and Youth Education*, XV (April, 1963), 59–64. Reports the reduction and the eradication of juvenile delinquency through public participation, youth organizations, and local and state administrative bodies. In 1959 only 3.3 per cent of all persons convicted of crime were reported to be minors under eighteen.

A comprehensive and critical review of research on the delinquent.


Concerned with the philosophical basis and the guidelines of curriculums to stabilize new and ordered behaviors.


Distinguishes between the dropout problem and delinquency. Shows how they are related to each other. Looks beyond these two problems to basic issues of disadvantaged and alienated youth.


Describes a typical delinquent. Relates his behavioral problems to displacement and material deprivation of parents and their children in a technologically complex and freely competitive society.


Explores patterns of protective attitudes in an effort to identify crucial differences in the dynamics underlying behavior of male as contrasted with female delinquents.

The gifted


Describes the reading-instruction program in special classes for the gifted in Cleveland public schools. Discusses two major types of reading activities in the classes: intensive and collateral.


An extensive review of the literature on the gifted. Discusses characteristics and identification of the gifted, curriculum developments and adaptations, and general developments.


Discusses basic principles and practices related to the education of gifted children and youth. Gives special consideration to the identification and needs of the gifted. Includes a sampling of programs in effect in the USA.


Discusses methods of identifying gifted students. Points up the importance of identification.


Considers creativity. Differentiates between adaptive and creative intelligence. Develops a theoretical framework for considering the relationship between intelligence and creativity. Sees a need for re-evaluating the concept of intelligence.


Develops a sociological analysis of gifted children. Questions whether they will prosper or wither as a result of additional challenge.
Includes definition, illustrations, and considerations of enrichment. Stresses the role of the teacher. Discusses the implications of enrichment in the areas of methodology, program placement, teacher-training, and curriculum.

Discusses the following needs in research: uniform nomenclature; valid and reliable measuring devices; sound psychological theory and well-described educational practice; precisely written reports for possible replication; longitudinal research; patterned research; and descriptive research.

Presents a rationale for identifying the mentally superior.

Discusses the structure of intellectual abilities, decision theory, personal and social characteristics of the gifted, study of the cognitive processes, and the issue of general as opposed to specialized education.

Discusses the responsibility of educational research for developing sound methods for placing children in the best learning environment. Also suggests that educational research has a responsibility for developing better methods of teaching.

Describes procedure that school officials in Haverhill, Massachusetts use to screen candidates for placement in academically advanced classes.

Delineates characteristics and educational problems of the creative child. Gives detailed attention to testing and case descriptions.

Centers on characteristics of the gifted child that pertain to reading. Emphasizes early identification and guidance at home and follow-up through school.