

## Annotated Bibliography

### Primary Sources

*Alexander G. Bell With Students At The American Association To Promote Teaching Speech To The Deaf*. July 28, 1892. Photograph. Accessed January 8, 2025.  
<https://www.disabilitymuseum.org/dhm/lib/detail.html?id=2904>.

This image from the collection of the Disability History Museum is included in my project as evidence that the influence of great inventors such as Alexander Graham Bell helped to change the public view of children with learning differences.

Blossfeld, Laura Sparks. Letter, "The Letter that Started It All," October 12, 1946. Accessed April 2, 2025.  
[https://www.arcbp.com/about\\_the\\_arc/leading-the-way-for-70-years/leading-the-way-for-70-years.html](https://www.arcbp.com/about_the_arc/leading-the-way-for-70-years/leading-the-way-for-70-years.html).

This letter was written by the mother of a challenged son and resulted in the formation of the parent advocacy group The Arc which continues to pursue means to help special needs children. I have included a quote from this letter to give evidence to the determination of parents to bring change by challenging the rights of their children.

Boltz, Michael. E-mail interview by Kathleen Godfrey. Mills River, NC. May 8, 2025.

This email interview was with the sibling of a Down's Syndrome individual born in the 1950s. Jerry Boltz (JT) was of school age during the 1960s and 70s prior to the passage of PL 94-142. The information gave evidence to the incredible bond between "normal" and special needs siblings and the positive experiences of special programs for special needs students prior to federal laws in the 70s. The information was extremely helpful to expand my research into alternative programs before FAPE laws were in place.

Brown v. Board of Education, No. 347 U.S. 483 (May 17, 1954). Accessed November 19, 2024.  
<https://www.archives.gov/milestone-documents/brown-v-board-of-education>.

The landmark decision by the US Supreme Court established the equality question, especially regarding the segregation of educational facilities by race. This decision became significant during the push to provide appropriate academic experiences for students with different learning styles.

Brown v. Board of Education, 1772-2007 S. Ct. 11 (May 17, 1954). Accessed January 8, 2025.  
<https://catalog.archives.gov/id/1656510?objectPage=11>.

The opinion reached by the U S Supreme Court in the matter of Brown v. Board of Education resulted in the basis that 'separate but equal' does not have a place in public education and would later be expanded to apply not just to racial discrimination but also to discrimination based on learning styles and for the basis for subsequent public laws to provide for Free Appropriate Public Education. I included a quote from the opinion written by Chief Justice Earl Warren to support the thesis that the right to education should be equal for all.

*Closer Look: The Next Civil Rights Movement.* 1968. Illustration. Accessed February 23, 2025. <https://www.disabilitymuseum.org/dhm/lib/detail.html?id=2936>.

This poster shows evidence of the 1968 fight to extend the civil rights movement into education for the disabled. I have included this image in my project during the time President Johnson was setting precedence with the Elementary and Secondary Education Act to combat unequal funding in educational settings during the time of the Civil Rights era.

*Closer Look: The Worst Handicap Of All?* 1968. Illustration. Accessed February 23, 2025. <https://www.disabilitymuseum.org/dhm/lib/detail.html?id=2937>.

This poster is part of the collection of Civil Rights era campaigns to focus on the rights of handicapped children in education in 1968. I have included this image as evidence of the equal rights for all drive behind the appropriate education litigations of the time.

Comptroller General, BY THE COMPTROLLER GENERAL Report To The Congress OF THE UNITED STATES, Rep. (June 10, 1981). Accessed February 12, 2025. <https://state.mn.us/mnddc/parallels2/pdf/80s/81/81-RTC-GAO.pdf>.

This government report from 1981 gives evidence of the continuing funding issues. In the report by the US Comptroller, 10 states were visited, and the number of students identified for special education fell below the estimated number when PL 94-142 was passed, raising concerns about the amount of funding promised by the federal government.

Deffenbaugh, Walter S., and Ward W. Keesecker. *Compulsory School Attendance Laws And Their Administration*. Washington, DC: Department of the Interior, 1935. Accessed April 1, 2025. <https://files.eric.ed.gov/fulltext/ED542358.pdf>.

This Bulletin from 1935 contains historical information on compulsory education laws. The chart outlining the timeline enacting state laws is included under historical background.

"Figure 1. Students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), as a percentage of public school enrollment, by state and jurisdiction: School year 2022–23." Map. National Center for Education Statistics, 2024. Accessed February 10, 2025. <https://nces.ed.gov/fastfacts/>

This map represents the most recent data for students served under IDEA in the 2022-2023 school year. I researched more current data to reflect the current impact to schools providing services under the IDEA requirements.

Ford, Gerald R. "Statement by President Gerald R. Ford Regarding the Education for All Handicapped Children Act of 1975." News release. December 2, 1975. Accessed January 28, 2025. <https://catalog.archives.gov/id/7542793>.

This statement by President Ford is important to include his comments regarding his signing the "Education for All Handicapped Children Act of 1975." He states his concerns that without adequate funding, the bill will not provide for the promises.

"From Thomas Jefferson to Uriah Forrest, with Enclosure, 31 December 1787," *Founders Online*, National Archives,

<https://founders.archives.gov/documents/Jefferson/01-12-02-0490>. [Original source: *The Papers of Thomas Jefferson*, vol. 12, 7 August 1787–31 March 1788, ed. Julian P. Boyd. Princeton: Princeton University Press, 1955, pp. 475–479.]

Thomas Jefferson wrote this letter during the early years of the new nation and it contains a quote included in my project to give evidence to the responsibility for an educated citizenry to preserve the liberty just gained. Although not specifically written into the US Constitution, historians believe that the right to an education is protected under the Bill of Rights, especially Amendment 10.

Gersten, Russell, PhD. Interview by the author. Mills River, NC. November 5, 2024. This interview was conducted over a TEAM Meeting platform and recorded.

Dr. Gersten is the Executive Director of Instructional Research Group and professor emeritus in the College of Education at the University of Oregon, a nationally renowned expert in research design and implementation, special education, reading and math instruction, and translating research into practice. Dr. Gersten was a graduate student and educator beginning in the late 1960s and working with students with learning issues most often now described as Autism so I considered his information to be primary source as I found his insights into the changes he has seen and the challenges still ahead helpful as I formed my thesis and direct my research.

Hine, Lewis Wickes, photographer. "Steamer Glass i.e. class" in Hancock School, Boston.

Immigrant children. Location: Boston, Massachusetts. United States Boston Massachusetts, 1909. October. Photograph. <https://www.loc.gov/item/2018674334/>.

This Lewis Hine image of immigrant children from 1909 is included to illustrate the era of education brought by the wave of immigrants to the US to fill the employment needs of industrial growth. The cluster of children crowding the teacher represents the strains placed on public education by the many languages and cultures and how easily these children could be considered unable to learn in traditional settings.

Historic American Buildings Survey, Creator, C Gadsden Sayre, and James L Padgett,

Kesselring, Michael, photographer. Bryson City Elementary School Building, Arlington Street, Bryson City, Swain County, NC. North Carolina Bryson City Swain County, 1933. translated by Calloway, Deborahmitter Documentation Compiled After. Photograph. <https://www.loc.gov/item/nc0459/>.

This image of a classroom interior is used for my home page as evidence of a typical American public school classroom.

Hodenfield, G. K. "Some Fear It's Too Much Too Soon." *Daily News* (Bowling Green, KY), June 19, 1977, 8. Accessed February 12, 2025. <https://books.google.com/books>

I included a quote from this newspaper to give evidence of the general concerns from states when faced with the implementation of special education within the public schools to adhere to the mandates of PL 94-142. This shows multiple perspectives from educators

agreeing with the right to an education for all but concerned about accepting the financial responsibility.

Hurwitz, Pearl Birnbaum. "The Mentally Retarded Child." *The Radcliffe Quarterly*, February 1957, 16-20. Accessed May 7, 2025.

[https://iif.lib.harvard.edu/manifests/view/drs:427992384\\$22i](https://iif.lib.harvard.edu/manifests/view/drs:427992384$22i).

This 1957 essay was written by a mother sharing her experiences having a mentally "retarded" child. Mrs. Hurwitz continued her work and became the first president of the Massachusetts Association for Retarded Children. I included a quote from her essay giving evidence to the advocacy work in the 1950s to have special needs children given the right to an education.

The Institute of Education Sciences. "Table 204.30. Children 3 to 21 years old served under Individuals with Disabilities Education Act (IDEA), Part B, by type of disability: Selected school years, 1976-77 through 2022-23." National Center for Education Statistics. Last modified December 2023. Accessed February 18, 2025.

[https://nces.ed.gov/programs/digest/d23/tables/dt23\\_204.30.asp](https://nces.ed.gov/programs/digest/d23/tables/dt23_204.30.asp).

The table of statistical data from 1976 - 2023 details the increased number of students served under PL 94-142 and IDEA. The data is included to show the impact of legislation on special education needs.

Kennedy, John F. "Remarks on signing maternal and child health care and mental retardation planning amendment, 24 October 1963." News release. October 24, 1963. Accessed January 9, 2025.

[https://www.jfklibrary.org/asset-viewer/archives/jfkpof-047-038#?image\\_identifier=JFKPOF-047-038-p0002](https://www.jfklibrary.org/asset-viewer/archives/jfkpof-047-038#?image_identifier=JFKPOF-047-038-p0002).

I included a quote from this press release that was provided at the signing ceremony for H.R. 7544. It gives evidence to the early days of government involvement into the issues surrounding what was called "mental retardation" and the need for our nation to become more involved in prevention and treatments.

King, Martin Luther, Jr. "Martin Luther King's Acceptance Speech, on the occasion of the award of the Nobel Peace Prize in Oslo, 10 December 1964." Speech presented in Oslo, Norway, December 10, 1964. The Nobel Prize. Nobel Prize Outreach. Last modified December 10, 1964. Accessed February 3, 2025.

<https://www.nobelprize.org/prizes/peace/1964/king/acceptance-speech/#:~:text=Today%20I%20come%20to%20Oslo,an%20honor%20to%20me%20personally>.

This is the acceptance speech of Dr. Martin Luther King, Jr. for the Nobel Peace Prize in 1964 in which he said that people everywhere have the right to "... education and culture for their minds and dignity, equality and freedom for their spirits." I included a quote from his speech to mirror my feelings about education and to give evidence of the link between education reforms and civil rights.

Krowka, Sarah K. E-mail interview by the author. Mills River, NC. February 19, 2025.

Dr. Krowka holds a PhD in Special Education from Vanderbilt University. She is currently active in a research project through the Instructional Research Group, working

directly with identified students struggling with algebra concepts and their teachers across the United States. Dr. Krowka gave insight into the current standing of educational research funding cuts which I have included in a quote from our email correspondence to show the possible negative impact of changes to the Department of Education.

Lanning, Wayne Karl. E-mail interview by Kathleen Godfrey with assistance from a paid caregiver. Mills River, NC. May 6, 2025.

This is a person with cognitive disabilities who was born in rural western NC in 1956 to parents with little formal education themselves. Although his ability to respond to the questions was limited, I found that his rural experiences differed from many I researched yet supported by claims of the importance of family advocacy.

Levison, Abraham, M.D. *The Mentally Retarded Child A Guide For Parents*. The John Day Company, 1952. Accessed February 12, 2025.

<https://state.mn.us/mnddc/parallels2/pdf/50s/52-TMR-AL.pdf>.

This handbook from 1952 is a good primary source of information as it was presented to parents of infants and children showing signs of mental retardation as defined at the time. I found the information especially helpful to place the terminology and expectations into historical context, especially the quote "Send him to an institution and forget about him!" as significant to the missing rights of parents and children before federal responsibility was established to provide an education.

Mallon, Jack. "Bobby Calls State Schools For Retarded 'Intolerable.'" *Daily News* (NY, NY), September 10, 1965, sec. 6c, 60. Accessed January 9, 2025.

<https://www.newspapers.com/article/daily-news-kennedy-schools-for-retarded/117586299/>.

The influence and personal interest of the Kennedy family helped bring the conditions of one specific institution in NY to public view, helping to advance changes to the rights and responsibilities for the disabled. This newspaper article gives evidence to the conditions in institutions housing the disabled.

Mann, Horace. "Report No. 12 of the Massachusetts School Board (1848)." US Embassy. Accessed April 1, 2025. <https://usa.usembassy.de/etexts/democrac/16.htm>.

This transcript of the Massachusetts School Board Report contains the thoughts of Horace Mann on public education. I included a quote from this report to give evidence of the historical importance of public education through Mann's Common School ideas.

McCormack, Patricia. "A New Era For Handicapped Children." *Nashua Telegraph* (Nashua, NH), July 7, 1978, 26. Accessed January 28, 2025. <https://books.google.com/books>

I have included a section of this newspaper article that states students "have the right to be put in the regular education program, not sent to a handicapped children's school" to support my thesis that the passage of Public Law 94-142 as the impact of the rights and responsibilities toward an equal education.

McDonald, Margaret. "Because A Father Cared." *The Rotarian*, November 1956. Accessed January 8, 2025. <https://disabilitymuseum.org/dhm/lib/detail.html?id=1716&page=all>.

I included a quote from this article written about the father of the child who suffered a brain injury at age 2 and his advocacy for special education for children deemed "mentally retarded." This heartbreaking story gave an insight into the plight of families before legislation to ensure their children's educational needs would be addressed in an appropriate manner.

Meade, James G., Ph.D., comp. *The Rights of Parents and The Responsibilities of Schools*. Cambridge, MA: Educators Publishing Service, 1978. Accessed February 9, 2025. <https://state.mn.us/mnddc/parallels2/pdf/70s/78/78-TRP-JGM.pdf>.

This book was compiled to explain the rights of parents and the responsibilities of school districts with the passage of PL 94-142 in 1977. The summarization of the laws and the correlation to the Bill of Rights is important for support of my thesis.

*MR67: a first report to the President on the nation's progress and remaining great needs in the campaign to combat mental retardation*. President's Committee On Mental Retardation, 1967. Accessed January 9, 2025.

<https://mn.gov/mnddc/parallels2/pdf/60s/67/67-AFR-PCM.pdf>.

This is a published report of 5 years of research gathered by a committee appointed by President John F. Kennedy based on actions from 1961-62 containing images, graphs, and quotes showing progress towards the responsibilities of the government. The report addresses especially how through advocacy by the President in 1961, awareness and allocation of funding had been directed to the problem.

Nast, Thomas, Artist. Our common schools as they are and as they may be Anti-catholic, anti-Tammany cartoon showing 1 "Sectarian Bitterness" of private schools; 2 "Distribution of the Sectarian Fund" - all to Catholic and none to public schools; 3 "Union is Strength" - children of all races and religions playing together / Th. Nast. , 1870. Photograph. <https://www.loc.gov/item/99614272/>.

The upper section of this Thomas Nast political cartoon from 1870 is included as evidence of the rise of the Horace Mann Common School ideal. The conflict between the ideals of public vs religious schools was a point of stress leading to changes.

National Archives. "The Bill of Rights." America's Founding Documents. Accessed January 8, 2025. <https://www.archives.gov/founding-docs/bill-of-rights>.

The founding fathers of our nation placed many responsibilities into the hands of the people including fundamental rights such as education. Although not specific, the wording of Amendment 10 states that all powers not delegated nor prohibited by the Constitution are reserved to the states or the people and is significantly applied to the area of public education to fulfill the ideals of the founding fathers for a knowledgeable citizenry to protect the nation.

National Council on Disability. "NCD Statement on the 40th Anniversary of IDEA." National Council on Disability. Accessed April 3, 2025.

<https://www.ncd.gov/2015/11/24/ncd-statement-on-the-40th-anniversary-of-idea/>.

This official government statement on the 40th anniversary of President Ford's signing of the *Education for All Handicapped Children Act of 1975* contains a quote outlining the

number of students excluded from public schools or not receiving adequate services prior to the 1975 law. I have included this excerpt giving evidence to the impact of the legislation accepting responsibility.

Pendleton's Lithography, and Gilbert Stuart. Thomas Jefferson, third president of the United States. United States, ca. 1825. [Boston: Pendleton, on stone by Maurin, to 1828] Photograph. <https://www.loc.gov/item/96523332/>.

This Library of Congress illustration of Thomas Jefferson is included in reference to the quotation in his correspondence that puts forth his belief that only with an educated citizenry will this new nation be able to preserve the liberties just won from England.

*Pennsylvania Message*. "Retarded Guaranteed Right to Education." June 1972. Accessed January 11, 2025. [https://historicpittsburgh.org/islandora/object/This newspaper reports the passage of the historic PARC v Commonwealth of Pennsylvania decision in 1972 which set the legal foundation based on Brown v Board of Education through the opinion that "retarded children" must be given free public education based on a 1955 PA law and not discriminate by cognitive disability.](https://historicpittsburgh.org/islandora/object/This%20newspaper%20reports%20the%20passage%20of%20the%20historic%20PARC%20v%20Commonwealth%20of%20Pennsylvania%20decision%20in%201972%20which%20set%20the%20legal%20foundation%20based%20on%20Brown%20v%20Board%20of%20Education%20through%20the%20opinion%20that%20%20retarded%20children%20must%20be%20given%20free%20public%20education%20based%20on%20a%201955%20PA%20law%20and%20not%20discriminate%20by%20cognitive%20disability.)

Piccola, Frank, and Ralph Bass. "We Kept Our Retarded Child at Home." *Coronet*, November 1955. Accessed January 9, 2025.

[https://archive.org/details/sim\\_coronet\\_1955-11\\_39\\_1\\_0/page/48/mode/1up](https://archive.org/details/sim_coronet_1955-11_39_1_0/page/48/mode/1up).

This article details the emotional decision made by the Piccola family when it became apparent their son Eddie, would not develop normally and despite the lack of "board of education" opportunities for Eddie his acceptance into a program of special education curriculum improved his life. I used a quote from this article when the father tells about the doctor advising the family to place Eddie in an institution and his reaction "over my dead body."

Public Law 94-142, Pub. L. No. PL 94-142, 89 Stat. (Nov. 29, 1975). Accessed February 12, 2025. <https://www.govinfo.gov/content/pkg/STATUTE-89/pdf/STATUTE-89-Pg773.pdf>.

This federal law expanded on the civil rights inclusion sections of Section 504 to specifically state that a free appropriate public education will be available for all handicapped children. This public law provides the responsibility evidence for my thesis.

Rehabilitation Act of 1973 (Public Law 93-112), Pub. L. No. Public Law 93-112, 87 Stat. 142 (1973). Accessed February 12, 2025.

<https://www.govinfo.gov/content/pkg/COMPS-799/pdf/COMPS-799.pdf>.

Section 504 of the Rehabilitation Act of 1973 was the basis for the nondiscrimination under federal grants and programs basis that led to PL 94-142, which provided for Free Appropriate Public Education. It was important to understand the comparison of these two public laws to understand the educational basis of PL 94-142 and its importance to the rights and responsibilities of schools.

"Right to Education." In *Book 1 The Parent/Professional Partnership: The Right to Education Where Are We and How Did We Get Here?*, 2-9. National Association for Retarded

Citizens NARC Research and Demonstration Institute, 1977. Accessed February 9, 2025. <https://state.mn.us/mnddc/parallels2/pdf/70s/77/77-TRE-NAC.pdf>.

This chapter outlines the history of the right to education, noting the comparative delayed start in the United States and the various lawsuits and legal proceedings that finally led to the 1975 passage of the Education for All Handicapped Children Act and indicating that this was a critical period for parents and educators to work closely.

"Robert Kennedy Visiting Institutions in NY." Video, 00:43. MN DEPARTMENT OF ADMINISTRATION GOVERNOR'S COUNCIL ON DEVELOPMENTAL DISABILITIES, 1965. Accessed January 9, 2025.

<https://mn.gov/mnddc/parallels/five/5b/bobby-kennedy-snakepits.html>.

This excellent video clip shows Senator Robert Kennedy's reactions to what he witnessed in the institutions. I have included a quote from this video clip to give evidence to the progression of responsibility taken by the government towards the rights of those with intellectual disabilities in the United States.

Rowe, Abbey. *AR8206-D. President John F. Kennedy Signs Maternal and Child Health and Mental Retardation Planning Bill*. October 24, 1963. Photograph. Accessed January 9, 2025.

[https://www.jfklibrary.org/asset-viewer/archives/jfkwhp-1963-10-24-b#?image\\_identifier=JFKWHP-AR8206-D](https://www.jfklibrary.org/asset-viewer/archives/jfkwhp-1963-10-24-b#?image_identifier=JFKWHP-AR8206-D).

This image shows the signing of the maternal and child health care and mental retardation planning amendments 1963 by President John F. Kennedy. His sensitivity to and publication of the issues provided an important step towards legislation.

Snyder, Thomas D., ed. *120 Years of American Education: A Statistical Portrait*. U.S. Department of Education Office of Educational Research and Improvement, 1993. Accessed January 28, 2025. <https://nces.ed.gov/pubs93/93442.pdf>.

The historical statistical information in the government publication included Table 12, which shows a comparison of children served in special education programs from 1921 - 1990. The data supports my thesis that prior to the passage of Public Law 91-142, students with learning disabilities support my claim that their educational rights were not protected.

United States Census Office. 11Th Census, 1890, and Henry Gannett. *Statistical atlas of the United States, based upon the results of the eleventh census*. Washington, Govt. print. off, 1898. Map. <https://www.loc.gov/item/07019233/>.

This illustration provides evidence to the nationalities of the population of the US from census data and is included to give evidence to the strain immigrants placed on the education system.

Ward, Carter D. "Congress Should Act Quickly To Improve Special Ed." *Southeast Missourian* (Cape Girardeau, MO), May 21, 2004, 8A. Accessed January 28, 2025. <https://books.google.com/books>

This 2004 newspaper opinion piece expresses that the IDEA reauthorization makes progress but that Congress is still not fulfilling the 1975 promise to fund 40% of the cost



for special education. I have included this to support the responsibility gap in special education funding.

*The Way We Go To School The Exclusion of Children in Boston*. 1970. Accessed February 12, 2025. <https://eric.ed.gov/?id=ED046140>.

This report was issued to cite information collected by the task force chaired by Hubert E. Jones shows the number of public school-aged children excluded from schools because of educational disabilities. His findings were instrumental in passing MA Chapter 766, the first in the nation-state laws for bilingual education (1971) and special education (1972.).

Webster, William. *Defectives, Feeble-minded: United States. Massachusetts. Waverly. School for Feeble-minded: Massachusetts School for the Feeble-Minded*. 1903. Photograph. Accessed January 9, 2025. <https://harvardartmuseums.org/collections/object/159381>.

The images of a boy's institution for the "feeble-minded" have been included to represent the conditions and learning environment provided during the early 20th century when the rights of the student to learn were limited. Often this was the only option presented to parents.

Wisman. *Child In Crib And Father*. November 1956. Photograph. Accessed January 8, 2025. <https://www.disabilitymuseum.org/dhm/lib/detail.html?id=1774>.

This photo of a child with her father is part of a collection at the virtual Disability History Museum and provides a glimpse into the emotions faced by families of children with disabilities. During the early 20th century, most families were advised to place their disabled children into institutions yet this image portrays the strong emotions of loving the "imperfect" child. The story behind the image tells of a normal child who suffered a brain injury at age 2 and the story told by her father.

## Secondary Sources

Baumer, Nicole, MEd, and Julia Frueh, MD. "What is neurodiversity?" Harvard Health Publishing Harvard Medical School. Accessed November 23, 2021. <https://www.health.harvard.edu/blog/what-is-neurodiversity-202111232645>.

I have included the definition by Harvard Medical School to explain better the expanded role of schools beyond the early visions of handicapped or learning disabled. In recent years the terminology to refer to nontypical learning has changed but during the 19th and 20th century it was common to use terms such as retarded, imbecile, and feeble-minded.

Davis, Michelle R. "Ford's Legacy Includes a Special Education Law He Signed Despite Worries." *Education Week*, January 3, 2007. Accessed February 12, 2025. <https://www.edweek.org/policy-politics/fords-legacy-includes-a-special-education-law-he-signed-despite-worries/2007/01>.

This article reflects on the Legacy of President Ford as it impacts education. The specific references to his concerns at the signing PL 94-142 give evidence to the ongoing issues with responsibility for the funding of free and appropriate access to public education.

DeBettencourt, Laurie U. "Understanding the Differences Between IDEA and Section 504."

*TEACHING Exceptional Children*, January/February 2002, 17-23. Accessed February 9, 2025.

<https://www.cmcass.net/wp-content/uploads/2021/06/Understanding-the-Differences-between-IDEA-and-Section-504.pdf>.

This article contains specific information that identifies the difference and similarities between IDEA and Section 504 as it provides services for children in schools. I used this information to place the importance of the 1975 passage of FAPE as establishing the rights beyond the 1973 passage of the Civil Rights Rehabilitation Act of 1973.

Draper, Sharon. Interview. Mills River, NC. February 18, 2025.

After watching the Disney adaptation of Sharon Draper's novel, *Out of My Mind*, I was inspired by both the content and a specific quote by a character in the film. I reached out via email through my teacher to Sharon Draper, who promptly responded.

I have included a quote from the author of the novel in my conclusion as it represents the great need for continued work with legislation to promote responsibility towards all students.

Gilhool, Thomas K. 1973. "The Uses of Litigation: The Right of Retarded Children to a Free Public Education." *Peabody Journal of Education* 50 (2): 120–27.

doi:10.1080/01619567309537899.

This journal article outlined the connection between the 1954 Brown vs The Board of Education Supreme Court opinion and the way it was used as precedent by the PARC families in 1971 to set social justice norms for special education. I included a quote from this journal article in my project.

Gillard, Derek. *Education in the UK the history of our schools, colleges, and universities*. 1998. Accessed February 3, 2025. <https://www.education-uk.org/history/chapter03.html>.

The information from this chapter was used to better understand the background of the early colonists to America and the early rules made to protect education as a religious freedom.

Hill, Carla. E-mail interview by the author. Brevard, NC. February 17, 2025.

This email interview with Carla Hill, Program Director for Transylvania Vocational Services (TVS) provided insight into the impact of IDEA legislation on students when they age out of public education but might still require sheltered settings for life skills and employment. Her statements were important to show the impact on the whole individual as well as the current challenges in 2025.

"History and Evolution of Public Education in the US." Center on Education Policy. Last modified 2020. Accessed May 6, 2025. <https://files.eric.ed.gov/fulltext/ED606970.pdf>.

This article provided statistical information on the impact of the Horace Mann Common School Plan in the 1800s. I included these facts to support the historical context of my topic.

Hogan, John C. "'Obtaining An Education' As A Right Of The People." *Parallels In Time A History of Developmental Disabilities*. The Minnesota Governor's Council on Developmental Disabilities. Last modified 1973. Accessed February 3, 2025. <https://state.mn.us/mnddc/parallels2/pdf/70s/70/70s-OAE-JCH.pdf>.

This article from an unnamed journal outlines interpretations of the terms rights and responsibilities as legal definitions in the early 1970s at the time when advocates for appropriate and free public education were making legal progress. I used this information in my understanding of the legal precedents.

Kober, Nancy, and Diane Stark Rentner. "History and Evolution of Public Education in the US." In *Center On Education Policy*. Center on Education Policy at the George Washington University, 2020. Last modified 2020. Accessed December 3, 2024. <https://files.eric.ed.gov/fulltext/ED606970.pdf>.

This article contains historical background on education in the United States including statistics used to highlight the facts regarding the vast number of school districts and schools with varying policies.

Kode, Kimberly, Ph.D. *Elizabeth Farrell And The History Of Special Education*. Edited by Kristin E. Howard. Arlington, VA: Council for Exceptional Children, 2002.

This is a book that outlines the early efforts of one educator, Elizabeth Farrell, and the New York City public school system as a forerunner in the education of people with disabilities during the early 20th century. The information provided insight into the historical context of the early struggles to accept the disabled learner.

Larson, Kate Clifford. *Rosemary: The Hidden Kennedy Daughter*. New York, NY: Houghton Mifflin Harcourt, 2015.

This is a book written about the life of Rosemary Kennedy, sister of President John F. Kennedy. The importance of the Kennedy family and the plight of the disabled daughter/sister brought to public view the needs of handicapped. This book provides an intimate insight into the stigma attached to a disabled child and the rights of the individual and family.

The Minnesota Governor's Council on Developmental Disabilities. "Social Reforms." *Parallels In Time A History of Developmental Disabilities*. Accessed February 23, 2025. <https://mn.gov/mnddc/parallels/4b.html>.

This website contains multiple articles providing secondary information on the history of developmental disabilities in the United States. The information in the articles was used as background materials to provide a basis for research, especially regarding names and dates. It was important that 19th-century people such as Dr. Howe be included when analyzing the impact of institutional care for the disabled. The website also includes images from a 1979 unpublished book about conditions in Willowbrook. An image is included in my project.

Mogul, Jerry. "It Started In Massachusetts." *Massachusetts Advocates for Children*, August 1, 2016. Accessed February 4, 2025. <https://www.massadvocates.org/news/6014>.

This article details the role Massachusetts and specifically Hubie Jones played in the important legislation MA Chapter 766. This leading legislation served as the first federal special education law model.

*not named*. 2025. Photograph. Accessed February 18, 2025.

<https://www.networkforphl.org/resources/resource-collection-federal-privacy-laws/federal-laws-individuals-with-disabilities-education-act-part-c/>.

The contemporary image of a disabled girl and her teacher is used to give evidence to the positive changes in special education today.

"Old Deluder Satan Law of 1647." Commonwealth of Massachusetts. Accessed August 27, 2024. <https://www.mass.gov/doc/old-deluder-satan-law>.

This Massachusetts Bay Colony law of 1647 represents the earliest recorded compulsory education law of the New World and outlined the importance of learning to read for religious reasons that influenced the growth of public education into the early days of this new nation. The transcription is included to represent one of the three eras of education accepted by most scholars.

"Our History." The Arc For people with intellectual and developmental disabilities. Last modified 2023. Accessed January 9, 2025.

<https://www.disabilitymuseum.org/dhm/lib/detail.html?id=2904>.

I used images from this site to give a face to the children and families as they reflect the insights developed starting in 1953 as the National Association for Retarded Children with name changes to reflect advancements. The historical background and sensitivity provided by advocacy is well documented and I was able to learn so much about the actions of individual groups to first help families and later the impact these groups had to advance legislation.

*Out of My Mind*. Disney+, 2024.

This fictional movie features the challenges faced by a 6th grade non verbal student in schools and life. I was inspired by the movie as well as a specific quote by a character which I included in my conclusion.

Paul, Catherine A. "Elementary and Secondary Education Act of 1965." VCU Libraries Social Welfare History Project. Virginia Commonwealth University. Last modified February 29, 2024. Accessed February 12, 2025.

<https://socialwelfare.library.vcu.edu/programs/education/elementary-and-secondary-education-act-of-1965/>.

This article offered insight into the 1965 Elementary and Secondary Education Act signed by President Lyndon Johnson as part of his "War on Poverty." This early law represents a first step into the importance of the right to equal access to education to change the growth of poverty in America.

"ROSEMARY KENNEDY." JFK Presidential Library and Museum. Last modified October 15, 2015. Accessed February 19, 2025.

<https://www.jfklibrary.org/events-and-awards/kennedy-library-forums/past-forums/transcripts/rosemary-kennedy>.

This webpage contains an interview forum between Eileen McNamara, a professor of journalism at Brandeis University and Kate Clifford Larson, biographer and the author of *Rosemary: The Hidden Kennedy Daughter*. I was inspired by a quote during the forum when Larson is asked about the impact on the Kennedy family by Rosemary's disabilities. This quote is included in my website.

"School To What's Next." TVS, Inc. Accessed February 18, 2025.

<https://tvsync.org/meaningful-employment/school-to-whats-next>.

This website includes information and images of the services provided to students and young adults with disabilities. I included this information and the quotes from my interview contact to show the importance of IDEA legislation.

Schroth, Raymond A. "Will scrapping federal oversight help struggling schools?" *America Magazine*, December 11, 2015. Accessed February 25, 2025.

<https://www.americamagazine.org/content/all-things/great-day-us-education-look-again>.

This magazine article contains an image of a frustrated student that I included to show that students should never hear "you can't" again.

Stewart, Dan. "The Right to Education Dan Stewart Discusses Education Rights for Students with Disabilities." Disability Justice. U.S. Administration for Community Living, Department of Health and Human Services. Last modified 2023. Accessed February 1, 2025. <https://disabilityjustice.org/right-to-education/#cite-note-2>.

This public website contained an article and video from the Minnesota Governor's Council on Developmental Disabilities This interview was with a leading expert on Special Education the former Legal Director of the Minnesota Disability Law Center (MDLC) and I have used the information from this interview and webpage to organize and prioritize the legal actions that have impacted the responsibility to provide for all students' education rights, especially the P.A.R.C. v Commonwealth case.

United States Legislative Information. "America at School." Library of Congress. Accessed February 3, 2025.

<https://www.loc.gov/collections/america-at-work-and-leisure-1894-to-1915/articles-and-essays/america-at-school/>.

This article is part of the America at Work, America at Leisure: Motion Pictures from 1894 to 1915 collection. I found the information about the Progressive reformers' goals to use education to Americanize immigrants important in the historical context of education in the US.

"We Are Chapter 766." Video. Massachusetts Advocates For Children. Accessed February 4, 2025. <https://youtu.be/GOpExMSIYIE?si=aVPP0PbwbpXbxPqR>.

This video is held on YouTube through the Massachusetts Advocates For Children founded by Hubie Jones. In 1969 Mr. Jones noticed a trend in the Boston schools of

exclusion due to disability. His work was instrumental in MA Chapter 766 the first legislation to protect the educational rights of children in public schools. I have included a clip from the video to highlight the heartbreak of parents prior to legislation.

*Willowbrook State School*. Image. Accessed February 11, 2025.

<https://www.aclu.org/news/disability-rights/cleaning-up-the-snake-pit>.

This image was part of an article on the ACLU webpage, "Cleaning Up The Snakepit" that documented the closing of the Willowbrook State School. I included this image to represent the positive image of the institutions given to many families faced with the impossible decision to institutionalize their handicapped child.