

Slide 1



**At the End
of Intellectual
Disability**

March 31, 2015
Down Syndrome Alliance of the Midlands
Omaha, NE

Chris Kliewer, Ph.D.
University of Northern Iowa

Eleanor Bailey, Social Justice Activist

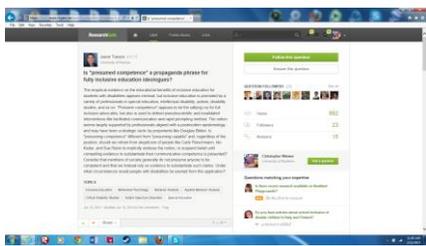
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"Phantom did not seek a solution for her chaos because she knew not what it was ... All she touched was a blur without wonder or anticipation, curiosity or conscience ... Nothing was part of anything, and there blazed up in her frequent, fierce anger which I remember not by the emotion but by the tactual memory of the kick or blow she dealt to the object of that anger ... I remember tears rolling down her cheeks but not the grief. There were no words for that emotion or any other, and consequently they did not register."

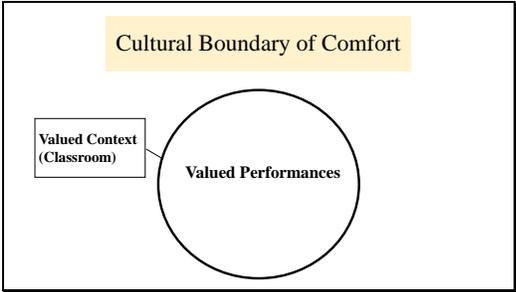


**Helen Keller,
Teacher: Anne Sullivan Macy**

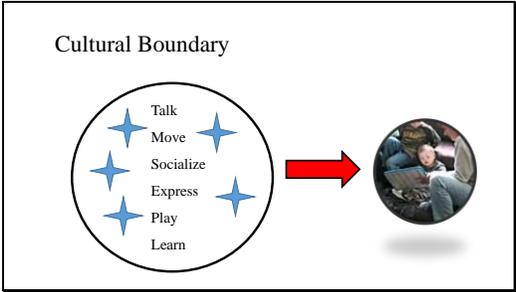
Slide 3



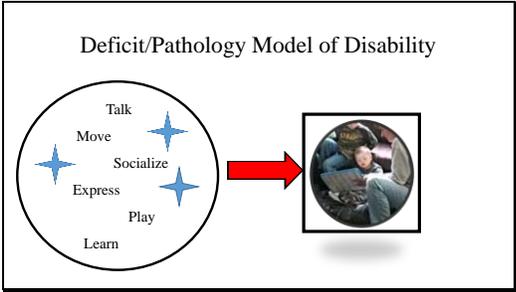
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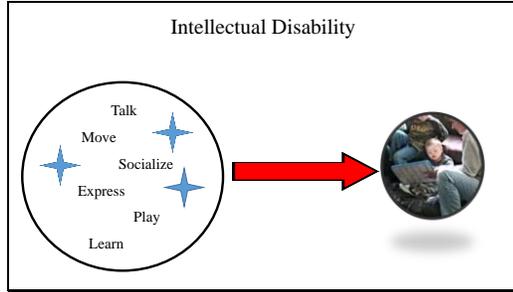
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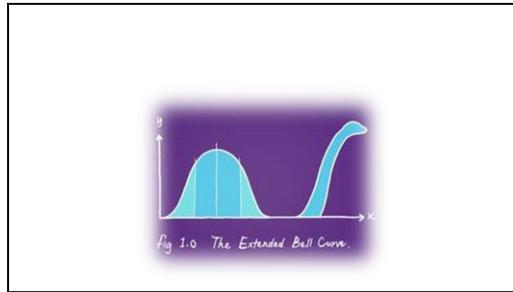
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Slide 9

History of Intelligence

"Binet devised the first tests of intelligence ...

... to sift out retarded children" (Gardner, 2004).

The slide is titled "History of Intelligence". On the left, there is a quote: "Binet devised the first tests of intelligence ...". In the center is a black and white photograph of two men, Alfred Binet and Théodore Simon, sitting at a desk with a young child. On the right, there is another quote: "... to sift out retarded children" (Gardner, 2004). The word "retarded" is written in red.

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“Some recent thinkers ... have given their moral support to ... deplorable verdicts ... affirming that an individual’s intelligence is a fixed quantity, a quantity that cannot be increased. We must protest and react against this *brutal pessimism*; we must try to demonstrate that it is founded upon *nothing*” (Binet, 1909).

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History of Intelligence

Mental Age

Henry H. Goddard,
Vineland (NJ) Training
School for Feeble-Minded
Boys and Girls.



Eugenics

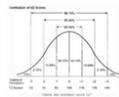


“Goddard has devised a method whereby morons will be recognized at an early age before they have acquired facility in crime,” and thus could be “permanently taken out of the community” (p. 16).

Walter Fernald (1909)

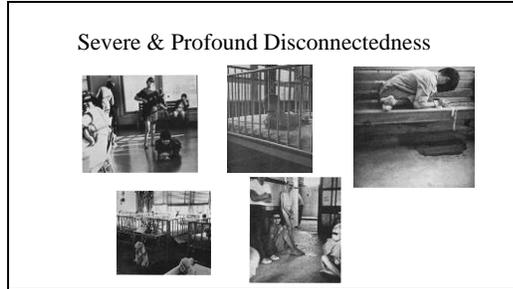
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“There will be discovered enormously significant racial differences in general intelligence, differences which cannot be wiped out by any scheme of mental culture”
Lewis Terman (1916)



Detached
Predictor
Indicator
Segregator

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History of Intelligence

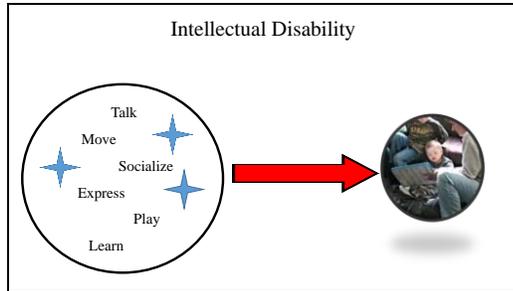
Moving the Line
of Mindedness

"The Six-Hour **Retarded** Child"
Jane Mercer

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"With the figurative, and possibly literal, stroke ... of [a] pen, a committee sitting around a conference table reduced enormously the potential incidence of mental retardation, never having to see or dose or deal with a client, only having to say that, hereinafter, mental retardation is such and such rather than this or that (Blatt, 1977).

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“Public schools may offer custodial training to certain imbeciles; however, the group that must be excluded from such classes consists of children, **such as idiots**, who cannot be trained in the simplest routines of life” (Sam Kirk, 1951).

“Our new school represents a need to challenge the validity of the finality in the words, **‘Nothing can be done for your child’**” (Hay, Association for Retarded Children, 1952).

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John McGough: And Then Came John

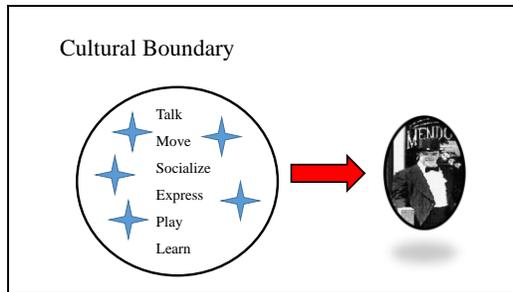
- Born in 1965 with Trisomy 21 [Down Syndrome]
- Prognosis from MDs: Vegetable; Must institutionalize.
- Educated [when possible] in Segregated Schools.
- Final Evaluation: Uneducable.

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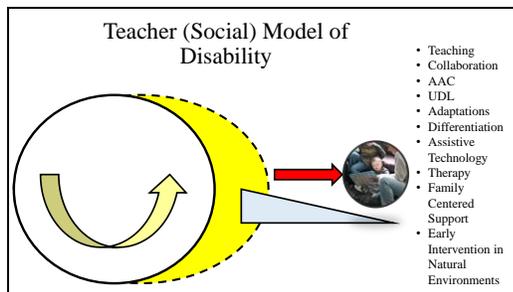
John McGough: *And Then Came John*

“By the end of John’s first year in Mendocino, he was holding down two part time jobs; taking weekly voice, art, and guitar lessons; attending aerobics classes five mornings a week; occasionally reading stories to kids at the local preschool; making daily visiting ‘rounds’ in the community; and going out to dance or listen to music at least 5 nights a week. He had numerous friends and acquaintances, and he was daily becoming more verbal and assertive.” (Andrews, 1995)

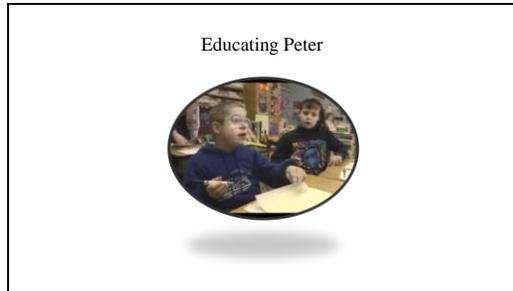
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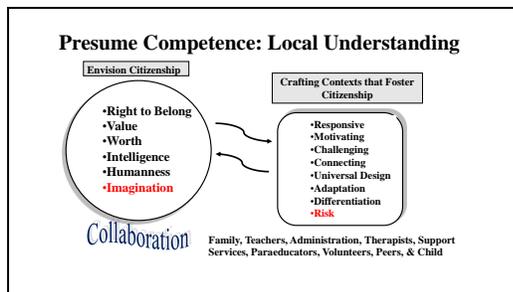
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Slide 22



Slide 23



Slide 24



Before she was not, Helen was intellectually disabled.

Anne Sullivan did not require proof of Helen's future to justify her engagement in Helen's present.

The "miracle" occurred only because no miracle was expected at all.
