

## Activity 1: Changing Attitudes Over the Years

- Print/photocopy onto A3 paper.
- Trim off the dates away from the quotes.
- Muddle up and put in an envelope per group/table.

Below are some quotes and excerpts on disability and inclusion from speeches made and documents published over the last century. Read through the quotes and reflect on the language used and the prejudice implied. Then work in twos or threes to order these quotes in chronological order.

1889	“The blind, deaf, dumb and the educable class of imbecile... if left uneducated become not only a burden to themselves but a weighty burden to the state. It is in the interests of the state to educate them, so as to dry up, as far as possible, the minor streams which must ultimately swell to a great torrent of pauperism.” Egerton Commission, 1889.
1913	“Feeble-minded: persons in whose case there exists mental defectiveness which, though not amounting to imbecility, is yet so pronounced that they require care, supervision and control for their own protection or for the protection of others, or in the case of children, that they appear to be permanently incapable by reason of such defectiveness of receiving proper benefit from the instruction in ordinary school.” The Mental Deficiency Act, 1913.
1929	“In any community a large number of them (defectives) will be found in a restricted group of families. Let us suppose we could segregate as a separate community all the families containing mental defectives. We would find we had collected a most interesting social group... a much larger proportion of insane persons, epileptics, paupers, criminals, unemployables, habitual slum dwellers, prostitutes, inebriates and other social inefficient. The overwhelming majority of the families thus collected would belong to that section of the community we propose to call the social problem class.” The Wood report, the report of the Mental Deficiency Committee, 1929.
1967	“A handicapped child who will spend his life in the society of normal people and often in competition with them must learn to accept his disabilities and his differences though he needs the assurance that he is not alone in them and that help is available. The unnecessary segregation of the handicapped is neither good for them nor for those with whom they must associate. They should be in the ordinary school whenever possible.” The Plowden report, ‘Children and their primary schools: a report of the Central Advisory Council for Education’, 1967.
1971	“We have moved a long way from simple ideas about a few major defects, blindness, deafness, physical or mental defect. We think rather of special educational needs, which may arise from personal disabilities or environmental circumstances and often form a combination of the two.” Gulliford R, ‘Special educational needs’, Routledge and Kegan Paul, London, 1971.

1978	“The third and fullest form of integration is functional integration. This is achieved where the locational and social association of children with special needs with their fellows leads to joint participation in educational programmes... Functional integration makes the greatest demands upon an ordinary school, since it requires the most careful planning of class and individual teaching programmes to ensure that all the children benefit, whether or not they have special educational needs.” The Warnock report, Special educational needs, HMSO, London, 1978.
1980	“The definition of special education in terms of needs rather than disabilities should remove the doubts of some administrators about the place of disadvantaged and disruptive pupils in the system. The question whether a disruptive child is or is not maladjusted will in future be of only academic interest. Some teachers may question whether a disruptive teenager is suffering from a disability of mind, but are unlikely to doubt that he has special needs.” Wilson, Mary, ‘The education of disturbed pupils’, Schools Council working paper 65, 1980.
1981	“Disability is the loss or limitation of the ability to take part in the normal life of the community on an equal level with others, due to physical and social barriers.” The definition of disability, adopted by Disabled People’s International, 1981.
1995	“A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on the person’s ability to carry out normal day-to-day activities.” The definition of disability, Disability Discrimination Act 1995.
2000	“Diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning for all.” Booth, Tony et al, ‘Index for inclusion: developing learning and participation in schools’, Education Journal, 2000.
2005	“I believe that, in years to come, the mistreatment of disabled people that was typical of the last century – and which is still too often the case today – will be seen as the affront to humanity that it is.” Alan Johnson, Secretary of State for Work and Pensions, 2005.

In your journal, reflect on this activity and answer the questions below:

1. What do these quotes tell us about any changes in attitudes to disability?
2. Do the changes go deeper than the language?
3. What do these quotes show about any changes in attitudes to inclusion?