

# philippine studies

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## **Frampton, Kerney, Schattner: Forgotten Children**

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to combine tagmemic with transformational approach. Kenneth L. Pike does not think this is possible, since tagmemics is essentially an I-A (Item-and-Arrangement) approach, while transformational grammar is essentially an I-P (Item-and-Process) approach. However, there seems to be no difficulty with using the I-A approach on the formational level of analysis, and I-P on the transformational level. The ideal, of course, is to use the I-P on both levels of analysis.

Cook does not equate function with the position of the various constituents of a construction. He feels that in addition to position, function is also the "structural meaning" of the various constituents, i.e., "the meaning which is added to the lexical items filling the slot, over and above the lexical meaning as it appears in the dictionary" (p. 16). This means that Cook's approach to structural analysis is not formal, but formal-semantic. The difficulty with this so-called "structural meaning" is that one can assign several such meanings to a lexical item which fills a functional slot. Take, for example, the sentence "the dog bit the man": one can think of several structural meanings, which one can assign to the lexical item "dog"; as for example, "subject," "actor," "agent." Yet, "subject" and "agent" are not identical functions in English sentences, although "subject" and "actor" on the one hand, and "agent" and "actor" on the other hand are identical: as, for example, in the sentence "the man was bitten by the dog," where "the dog" is "agent" and "actor", and in the sentence "the dog bit the man," where "the dog" is both "subject" and "actor."

TEODORO A. LLAMZON

## THE MULTIHANDICAPPED

**FORGOTTEN CHILDREN, A Program for the Multihandicapped.** By Merle E. Frampton, Ellen Kerney and Regina Schattner. Boston, Massachusetts: Porer Sargent Publisher, 1969. 287 pp.

"A Declaration of the Rights of a Child" as unanimously adopted by the United Nations General Assembly was an impetus for acknowledging the right of the multihandicapped child to the education and care required by his particular condition.

The present volume is an outgrowth of a special project, proposed in 1956, and undertaken by the New York Institute for the Education of the Blind under a grant from the Avalon Foundation. The focus of the project was on the multi-handicapped cerebral-palsied and blind or partially-sighted children, many with concomitant debilities, including emotional disturbance, epilepsy, hearing loss, speech defect,

or mental retardation. Meticulous planning included guidelines for admission, residential facilities, type and role of staff, training of the staff, proposed schedule of activities, curriculum, and evaluation criteria.

"The Children" and related chapters, as, "Residential Care" expose the lives and progress of the thirty Wood House Children who participated in the project during the years 1957-1963. These youngsters ranged in age from 7 to 13 years and represented about two-thirds of the number who had applied for admission to this experimental project.

The minute description of the various manifestations of cerebral palsy (Chapter II), suggestions for creative living (Chapter VIII), and emotional conflicts of the parents of such children (Chapter XIII) should facilitate parental self-acceptance and a better understanding of the handicapped child.

Teachers were not encumbered by complicated or rigid regimentation; their task took root in the simple philosophy which guided the development of the program: "all knowledge begins with the senses".... Therefore, the child's interpretation of sensory experience became paramount in moving him from a concrete level of functioning to his highest level of potential. While the academic program included basic self-helps and the 3R's, the authors provide interesting excerpts from group experiences aimed at developing personal identity as well as socialization skills.

Physical therapy, as expounded by the authors, provided the gateway to the inner chamber or mental attitude and thinking of a child. Therefore, rapport between therapists and the children was basic for understanding the needs of the children. Interestingly enough, no description of the therapists has been provided, nor is the reader able to decipher variables such as age, sex, previous experience.

For all involved with the handicapped, the recurring theme is warmth, tolerance and acceptance, the proper ground upon which the handicapped child develops. The role of professional staff members often has a serious impact on how families will adjust to the handicapped, i.e., parents saw the staff through the children's eyes and words.

Scholarly accomplishment and genuine insight are offered in each and every chapter. Exactness does not detract from the emphasis on the personal. A guidance oriented educational and residential program is described throughout the book with the theoretical supported by a mosaic of useful and easy to implement examples. The four case histories do not deny the limitations for a handicapped child, nor do they make unrealistic guarantees or demands for the future of these children; rather, each case brings to the reader a pattern of growth, self-

acceptance and personal worth which participants in the project achieved. The concluding chapter entitled "Today and Tomorrow" elucidates primary suppositions of earlier pages, not neglecting, in the process, questions for further research. An appendix would have been welcome, if it included a breakdown of socio-economic variables, etc., for the children and their parents in addition to extrapolations on the project's handbook for parents and staff.

As a descriptive narrative, the book successfully conveys a feeling tone; as an educational text, it conveys learning principles in a comprehensive manner; as a reader for parents of the handicapped, it offers hope — all solid endorsements even in a non-American setting.

MAUREEN MCCARTHY

## AN INQUIRY INTO ECONOMIC NATIONALISM

UNDERDEVELOPMENT AND ECONOMIC NATIONALISM IN SOUTHEAST ASIA.

By Frank H. Golay et. al. Ithaca: Cornell University Press, 1969.  
xv, 494 pp.

Economic nationalism is divisive. Most people are for it or against it hotly. This is a rare piece: it endeavors to describe and understand economic nationalism coolly. In this it is successful and consequently very useful.

The economic nationalism dealt with is "dominated by the drive to increase the share of nationals in the ownership and control of productive assets...and by their desire to increase their share of material rewards and prestige from economic activities." Its aim is the indigenization of the economy; here, Filipinization. This aim is sometimes expressed as matching political independence with economic sovereignty. Often, in the shaping of economic policy, priority is given to this aim, rather than to economic development. "Economic development is concerned with the size of the 'pie' without regard to its racial dimensions; economic nationalism is concerned with the racial and ethnic distribution of the 'pie' rather than its size." These goals are seen as alternatives.

In the Foreword, Professor Golay advises wisely that one had better not leave out nationalism when considering the problems of economic development in Southeast Asia. It takes its gigantic place by the side of the other two powerful environmental factors: tropical climate and swarming population. "Economic nationalism probably has been the most important determinant of economic policy in post-war Southeast Asia."