

'We sound like we might be painting a bleak picture but we in Farmington are fortunate, more fortunate than most'.

—Helene Gruber



'The problems multiply when the child gets a lot of attention that is not positive and a lot of damage comes from negative attention'.

—Ruth Schade

'Acceptance is the biggest hurdle for the parents. They know something is wrong but just can't put their finger on it'.

—Jessie Corliss



'The swim and gym classes are the one place a kid can feel success, even though he might not be doing well in school'.

—Mary Ann Coyle

'There is so much research being done on this now and so much literature. You have to read everything then learn how to be discriminating'.

—Norma Rinquist



## Observer & Eccentric SUBURBAN LIFE

(C-F)

NOVEMBER 21, 1974

# Help for every child —no matter where he is

By LORRAINE McCLISH

The 60-member Farmington chapter of the Michigan Association for Children with Learning Disabilities represents what national figures claim to be 15-23 percent of all children in all schools.

"Our goal," Norma Rinquist said, "is to see that every child gets the help he needs no matter where he is."

In fulfilling this goal, the Farmington contingent has come to be a leader in the county and maybe even the state.

The members boast "an uncommonly good relationship with the special education staff — they've even come to us for advice on occasion." They serve as a supportive group for parents "who think it is the end of the world when they face the fact they have a child with a problem."

The members all make it their business to be well informed on statistics and research going on in this behalf, and have aided some of the research. They have been instrumental in gaining as many, if not more, resource rooms in Farmington as a supportive service for these children as any school district in the state.

They have helped in the formation of other local chapters and stand ready to do it again. They act as a link between local legislation and were instrumental in putting more bite into the Mandat-

tory Special Education Act that was passed in 1971.

They have filed non-compliance reports against some school districts and won. They do work in the area of public education. And they sponsor swim and gym classes for the child who needs help in developing mind-muscle coordination.

**THE CHILD WITH** learning disabilities is always of average or above average intelligence. If he were below average, he would be considered retarded, and the women who spoke to this week used the word "he" more often than not, because of that 15-23 percent, nine out of ten are boys.

The child's disability runs from mild to severe, and testing is tricky. As Jessie Corliss put it, "the whole bag falls under the blanket of physical mental brain dysfunction, and sometimes it's so minimal, testing won't show up anything."

Ruth Schade adds to this by saying "There is nothing that is always. So there is no pat formula."

The causes are likewise scattered. They can run from pre-natal trauma to a physical accident the child experienced, maybe unbeknownst to the parent.

**HE CAN MANIFEST** his problem in a myriad of ways. He may be unable to follow directions, have a short attention span; he may say tomorrow and mean yes-

terday; he may not be able to hear the beginning sound of a two-syllable word; he may not be able to judge distance which manifests itself as awkwardness; he may be bombarded by outside stimuli; he may have a high tolerance for pain, so illnesses are difficult to identify.

The women were all in sympathy with the teacher who might be dealing with these oddities but were intolerant of the "teachers who have closed their minds to the whole subject."

"It is their obligation to be suspicious when these acts occur," Mary Ann Coyle said.

The group's highest hopes in this behalf lie in the colleges and universities that are giving degrees now along with teaching certificates specifically for teaching the learning disabled.

In turn, hopefully, these new teachers will pass on what they know to others in the staff they work with and eliminate placing the child in a learning situation that is so inappropriate for him it will snowball the original problem. This, the women claim, is not uncommon.

**HELENE GRUBER** described the parents of these children as going through a whole gamut of emotions, "disbelief, anger, guilt, and dread before they get to acceptance."

She told of parents who spend years consistently denying the

problem and those who pull the child from public into private school for an answer. There is the problem for the parent and child alike when the child's friends call him "dumb." And it is difficult for brothers and sisters to accept the learning disabled, "to say nothing of the relatives," she said.

Nonetheless, it is the parent who is in the end accountable. "It is the parent who has to make it his business to get help. The hand does not reach out to you."

Out of all of the research that has gone on in the state and national bodies in this behalf, Mrs. Rinquist claims that a "surprising percentage of juvenile delinquents and high school dropouts" are children with learning disabilities.

"They are bad because they can't help it. They have poor social judgment," she said.

**OVERALL THE** group considers itself as a resource for parents who have such a problem. The members have recently donated more than \$200 worth of books and pamphlets on the subject to the Farmington Public Library, and their meetings are always open to all comers.

They meet, generally, on the fourth Thursday of each month in East Junior High School, 25000 Middle Belt, between Ten and Eleven Mile, and these meetings are always announced a week in advance in the Observer & Eccentric Newspapers.

## Swim and gym

## Treating the whole child

Physical education for children with learning disabilities started with one trampoline in a backyard. It has grown to accommodate about 60 youngsters with regularly scheduled swim and gym classes in Cloverdale School.

The program is self-supporting, initiated and operated by the Farmington Chapter of the Michigan Association for Children with Learning Disabilities.

Jim Glasgow, who has developed and teaches the perceptual motor program, believes that little improvement can be made in cardiovascular condition and vital capacity unless children have 10 to 15 minutes of sustained, vigorous activity, conducted three to five times each week.

"Remember, if there is no physical stress, there is no physical improvement. Activity is designed to contribute to the development of body coordination, posture mechan-

ics, agility, and to assist in overcoming orthopedic handicaps," he said.

**HIS GOALS** include stimulating self confidence and developing coordination, self control and concentration.

Attitudes of sportsmanship, safety and respect for equipment and facilities are an integral part of each activity.

In addition to developing conceptual and motor skills, he adds activities to develop auditory skills and visual coordination.

"He treats the whole child," said Mary Ann Coyle, a member of the sponsoring group who coordinates the program. She can be reached for inquiries by calling 626-1554.

Cloverdale School is at Freedom and Farmington roads in Farmington.

# Wild game recipes offer change of taste

By DIANE SANDS

Hunting season is in full swing and when the hunter brings home the bounty, he is venison, duck, pheasant or muskrat, it is the cook's responsibility to get the food on the table.

Dealing with these gamey delicacies is not quite the same as throwing together a meatloaf or serving fried chicken. But with the advice of Elinore O'Toole, home economics teacher at Rochester High School, and several recipes suggested by the Michigan Department of Conservation, you should be able to produce a palatable dinner if not a gourmet's delight.

Mrs. O'Toole explained that all game meats require a low temperature oven and should be cooked a longer period of time than most meats purchased at the market. She recommends roasting the meat at a temperature of 300 degrees for 32 to 35 minutes per pound, depending on the cut of meat.

"VENISON GENERALLY has a small amount of marbling in the meat and should be cooked with bacon or suet to prevent the meat from becoming dry and tough," she said.

The recipe for rolled venison roast is as follows:

Four-pound piece of venison (use rump cut or top of round rolled and tied)

Salt  
Pepper  
Bay leaves or mustard seed

Try to use at least a four-pound roast since venison shrinks during cooking. Place meat in conventional roasting pan, but do not cover or add water. Season with salt and pepper (for additional spices) to taste. Roast in low oven, 300 degrees (low oven temperatures retard shrinkage) and baste frequently with liquid shortening. Finish basting with juices accumulated from roast.

Conservation department sources recommended serving the

roast while it is steaming hot, because deer fat tends to congeal while it is still warm.

**MRS. O'TOOLE** suggests when roasting meat from the deer, marinating it helps tame the outdoor flavor.

"I use a baillouin cube and water to dull the wild taste of the meat, other people prefer to dilute red wine with equal parts of water," she said.

"Usually the meat should marinate in a shallow pan the night before it is cooked," she said. "It should be set in a mixture of oil and wine vinegar, with a shake of salt, oregano, and pepper, and covered with chopped onions."

Since duck tends to be a dry meat, it is suggested that it be cooked longer than domestic chicken or turkey, but is prepared in much the same manner. A recipe for stuffing a roast duck is as follows.

1 cup finely chopped onions  
1 cup butter

1/4 cup finely chopped celery  
3 cups cubed, day old bread  
1/2 teaspoon poultry seasoning  
1/2 teaspoon black pepper

1/2 teaspoon salt  
1/2 cup milk  
1 egg beaten

1 pound pure pork sausage  
Add onions and celery to butter which has been melted in sauce pan. Cook until transparent and yellow. To add bread and seasoning. Toss to lightly coat with butter. Remove from heat. Add pork sausage. Combine milk and egg and pour over bread mixture. Stir lightly to blend. Pack into salted cavity of the bird. Close filled cavity with skewers or toothpicks. Place in roasting pan in preheated 325 degree oven. Repeat butter brushing every 10 to 15 minutes for three-quarters of an hour of cooking.

Allow ducks to bake for a total of 1 1/2 to 2 1/2 hours, or until bird is tender.

A recipe suggested for fried pheasant can also be adapted for

rabbits and squirrels. It reads as follows:

1 lb. butter  
1/2 medium size onion  
1 quart milk or cream  
2 cups flour  
1 1/2 teaspoon salt  
1 teaspoon black pepper

2 tablespoons flour and 1 cup milk for gravy thickening.  
After bird has been thoroughly cleaned and singed, cut up into pieces as you would chicken. Dust pieces in flour to which salt and pepper have been added. Brown on both sides in butter. Add milk or cream and simmer 1 to 1 1/2 hours or until tender. For a cooking variation, add one small can of condensed cream of mushroom soup to the quart of milk or cream.

Remove pieces from frying pan or electric skillet to prepare gravy. Thicken with a batter of two tablespoons of flour and 1/4 cup of milk. Allow to simmer to desired thickness.

If you want to try something different in preparing game meats,

this recipe for old duck, old deer, old rabbit, or old anything may fit the bill.

**STEP ONE** —  
6 onions and 1 finely  
diced clove of garlic  
6 potatoes and 6 tomatoes

Put in spice bag containing:  
2 bay leaves  
dash of marjoram  
peppercorns  
parsley

Put everything in a pot with 1 pint white wine, 1/2 pint red wine and 1 tsp. salt.

**STEP TWO** — Cut meat into cubes 1 inch or 2 inches. Roll in flour and fry in vegetable oil until brown.

Put browned meat with wine, vegetables, spice mix and simmer 3 to 3 1/2 hours.

Remove spice bag and serve over rice.