

DISABILITY, FAMILY, SOCIETY AND EDUCATION IN SPRING BEGINS IN MARCH

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Received: 18 December 2024

Revised: 15 January 2025

Accepted: 22 February 2025

ABSTRACT

Children with a disabilities often struggle to access various opportunities and resources. As a result of perceptions within the society around disability, occurs social, financial, and emotional difficulties. In the family, a children with disability may lead to edgy relationships, particularly with siblings. Often siblings have little knowledge about disability and may feel abandoned and ostracised. The purpose of the empirical study was to examine the knowledge and attitudes are authors, with ample research, able to narrative and represent disability as large as life. Jean Little is one such writer who can depict disability through her lived experience. In her novel, *Spring Begins in March*, Meg, the youngest Copeland, is unable to perform well at school and home. Meg struggles academically, and apprehensions that she is misinterpreted and unloved after her sister Sal Copeland's arrival. The present paper titled, "Disability, Family, Society, and Education in *Spring Begins in March*" deals with miserable Meg and aspiring Sally. Meg is desperate enough to allow Sal and her best friend to tutor and organize her.

keywords: *disability, children, siblings', family, miserable Disability, Family, Society and Education in Spring Begins in March*

"A disability is an inability to do something. It is a diminished capacity to perform in a specific way."

Children in elementary classrooms today replicate the ever-increasing diversity of culture, language, and abilities in our society. However, the children is not always expressed by instructional approaches or materials. W. Karen, in the article titled, "Understanding (Dis) abilities through children's literature," discusses the children who have been underrepresented in society because of race, gender, sexual preference, and disability, "The use of Children's Literature is a way to share powerful examples of how we all may or may not relate to individual differences". The thesis point of this paper is providing space and time for discussions about disability syndrome in children literature. Literature brings the broader perspectives of society, classroom ethics which permits children to create democratic communities in which to consider diversity. The objective is to establish that, through literary discussions, even the muffled voices heard. Books which connect the minds of young reader, where they gain various ideas on complex issues like categorises and partiality..

The," Joseph. M Cottrell says that in today's world, the service of Special Education is largely utilizes by the individuals with disability, "students with specific Learning Disabilities (SLDs) comprise the fastest and largest growing segment of students receiving special education services."

In *Mine for Keeps*, Sally is the protagonist who suffers from a disability. Little has portrayed the life experience of Sally vividly. *Spring Begins in March*, focuses partially on Sally and her disability. However, the novel also concentrates on the youngest child in the Copeland's family named Meg, Sally's younger sister. Meg Copeland was the youngest child in a large, happy, and well-run family. It's very well revealed here to show how miserable a child in such a sheltered situation can be, "too fond of her own way" (5). Meg is bright, imaginative, and lively, but she has a specific motif for doing the wrong thing and running into trouble. Meg often feels like she is left out from the family and society, "Things seem to be going from bad to worse" (5).

Meg is an irritable girl who struggles to focus in school. She is not an ideal student. She annoys her teachers. In the article titled "Young Children's attitudes toward the disabled: A Classroom intervention using Children's Literature," Jane A. Romatowski deals with the children who need special attention in the

classrooms, “With the increasing inclusion of Special needs children in regular classrooms, experiences which encourage positive attitudes toward the disabled are essential.”

Meg’s inability makes her weak in studies, and thus, pushes her to do the forgery. It turns her to face a critical situation. She scores very less in her exams, and to hide that from her family, she changes the marks. Though Meg’s forgery is discovered. Her family wants to change her habits of being wrong always. Her mother advises, “you must understand that this is not a reward for good behaviour. Your father and I are deeply worried about you” (7).

Education is the chief foundation for the enablement of individuals with disabilities. Consequently, Sally is lucky enough to be educated. The great appreciation and credits go to her parents. They understand the medical complications and social challenges of Sally certainly. They also supports Meg very well. The parents understand Meg’s loneliness and help her in growing out of it. However Meg performs poorly at school; her family keeps cheering her up.

Meg’s teacher, Miss Armstrong, supports her to learn well. However, Meg does not show any interest in learning. In the classroom, Meg is in her world. Thus results in getting low marks in her examinations. Many times her , and the typical challenges of meeting new friends are amplified because of her disability in this modern society.

Sally shows herself superior through her brave acts and intelligence, where Meg fails in it. Here begins the comparison between Sally and Meg, who ends up with depression. Sally is not happy with Meg’s behavior. She feels irritated and disturbed by her, “That Meg is a big bother to me” (4). Sally learns well and scores high grade being affected with Cerebral palsy:

It had been hard, at first, making Sal do things without help, but in time the whole family had come to understand that Sal’s future happiness depended on her learning to do as much as she could for herself. Although she would never run freely as the others did, never, in fact, manage without some support, she had been helped by therapy and by surgery until now, she no longer needed to wear her old cumbersome leg braces and had even graduated to wrist crutches. (11)

Meg is more particular in a room of her own. The promise of a room of her own seems to be the answer for everything. But instead of a room to herself, “She needs something of her own” (86). Meg has learned to live with yet another person and make new adjustments. When Grandmother, Kent, comes to live with the Copeland’s, “she never stopped complaining about Meg’s behavior. According to Grandma, Meg was a picky eater and a door-slammer and saucy and “too fond of her own way” (5). Meg feels more left out and reviled than ever, “Growing pains” (10). Meg’s wish is to get a good name from her grandmother; however, it never happens.

The medication for a child who may simply be a late bloomer. Instead of jumping to a psychiatric diagnosis, parents might well find that speech therapy, social skills classes, behavioural therapy, family therapy and/or tutoring can more safely help a child meet the challenges of developmental milestones. (Wedge, web) The best and only companion of Meg is Robbie, the pet dog, which is in Copeland’s house. It is most favorite for Meg; she feels happy and comfortable to be with it. Her parents have trouble with it in the beginning, even her grandmother. Later, they accept it in their family, “Grandma liked Robbie! Grandma was really and truly glad that Meg had him” (111). Robbie, a dog that protects, builds confidence and self-esteem of Meg, “Robbie took an entirely different view of things” (106). Meg has overcome her miserable times with being with Robbie.

Meg changes her attitude and improvises her skills by the love and support of her parents. Robbie is the main reason behind her happiness. It changes her quietly. Then everything occurs as she intends to be. As spring begins, Meg’s wish comes true of getting her grandmother’s attention, “Meg smiled at her suddenly” (182). Meg feels free, grown-up, delightful, as the world belongs to her, and she can forget the old Meg, where she feels possessive and unloved, “Meg was caught off balance. She staggered wildly, flung her arms wide to save herself” (17). Meg has come out of desperateness and detachment with her family. These probabilities by the changes which transpires in her attitude through education and societal approaches.

Sally helps Meg deliberately with love and care in teaching the spellings and writing compositions. Their bond becomes stronger day by day, “Sal startled Meg and everyone else by announcing that she had discovered her younger sister to be a budding genius” (172). It makes their parents happy and pave the way for peaceful circumstances in the house and also in the outside world. Sally and Meg share everything without argument and fight, which is new to the family. Grandma appreciates their togetherness and feels happy for them.

Henceforth, Little’s novels contribute numerous studies on how children negotiate social issues in discussions with disability literature, such as mobility and ethnicity. This study fills a needed gap in the research, and examines the intersection between disability, family and education. The text witnessed is also significant because it is how children in elementary classrooms explore issues of disability through classroom discussions of children’s picture books and novels. In *Literature Review*, ““Children with disability in inclusive early childhood

Begins in March illuminates the character of children like Sally and Meg who travail with the societal attitudes and movements. Their cravings for encouragement, equalisation and appreciation which take them to the next level of existing. Perhaps, this novel deals with eugenics and the problems of children with disabilities. It also proves that the possibility that stereotypes about disabilities will be reinforced or reconstructed just as Little’s children text has the potential for creating the change in attitudes about eugenics and disability.

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