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A Survey of the Existing Educational Conditions, Practices and Provisions for Slow Learners in the Accredited White, Public Secondary Schools of Virginia for the Calendar Year 1951-1952

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A SURVEY OF THE EXISTING EDUCATIONAL CONDITIONS, PRACTICES
AND PROVISIONS FOR SLOW LEARNERS IN THE ACCREDITED,
WHITE, PUBLIC SECONDARY SCHOOLS OF VIRGINIA
FOR THE CALENDAR YEAR 1951-52

A PROJECT

Presented to

the Faculty of the Department of Education of
The College of William and Mary

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by

John Daggett Wells

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED	1
The Problem	1
Definitions and Terms	6
II. SURVEY OF THE LITERATURE AND VALIDATION OF THE PRINCIPLES	8
General Principle Number One	9
Specifications	16
General Principle Number Two	17
Specifications	23
General Principle Number Three	24
Specifications	35
III. THE STATUS OF THE SLOW LEARNER IN THE ACCREDITED PUBLIC WHITE SECONDARY SCHOOLS OF VIRGINIA IN 1951-52	36
IV. THE NATURE OF EDUCATIONAL OFFERINGS IN THE ACCREDITED PUBLIC WHITE SECONDARY SCHOOLS IN VIRGINIA FOR THE YEAR 1951-52	50
Administrative Services	50
Guidance Services	60
Instructional Services	75
V. SUMMARY AND SUGGESTED RECOMMENDATIONS	92
Summary	92
Suggested Recommendations	99
BIBLIOGRAPHY	103
APPENDIX	109
VITA	132

LIST OF TABLES

TABLE	PAGE
I. Reasons for Not Making or Making Partial or Limited Provisions for Slow Learners in One Hundred Eighty-five Accredited Public White Secondary Schools of Virginia	39
II. Enrollment of Two Hundred and Twenty Accredited Public White Secondary Schools Virginia 1951-52	41
III. The Distribution of Slow Learners According to Enrollment of School in One Hundred Accredited White Public Secondary Schools of Virginia 1951-52	44
IV. Grade Location of Slow Learners in Accredited White Public Secondary Schools of Virginia for the Year 1951-52	45
V. Reasons Given by Slow Learners to School Officials for Dropping Out of School	47
VI. Persons in Charge of the Administration of Programs for Slow Learners in Accredited White Secondary Schools of Virginia 1951-52	51
VII. The Means Employed by Schools for Determining Programs for Slow Learners	52
VIII. Persons Determining the Programs for Slow Learners in Eighty-six Schools	53
IX. Teacher Participation in the Counseling Program of One Hundred Accredited Public White Secondary Schools of Virginia	62
X. Designated Purposes of Testing Programs in One Hundred and One Accredited Public White Secondary Schools of Virginia 1951-52	64
XI. Specialists Connected with the Guidance Programs in Ninety-one Accredited Public White Secondary Schools of Virginia in 1951-52	70

TABLE	PAGE
XII. Methods Used to Inform Parents of Special Programs for Slow Learners	71
XIII. Subject Area Offerings in One Hundred and Sixteen Accredited White Secondary Schools of Virginia for 1951-52	76
XIV. Elective Course Offerings in One Hundred and Thirteen Accredited Public White Secondary Schools of Virginia for the Year 1951-52	77
XV. Rank Order of Extra-Curricular Activities Participated in by Slow Learners in Accredited Public White Secondary Schools of Virginia 1951-52	81
XVI. Instructional Provisions Made for Slow Learners and Other Exceptional Children in the Secondary Schools of Virginia 1951-52	83

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Introduction. The investigator has been interested for a period of years in educational practices and principles for slow learners. This interest was primarily focused on administrative, guidance, and instructional provisions made for such pupils. There was a particular desire to find out what is being done for the slow learner in the accredited public white secondary schools of Virginia. With this in mind, this survey was undertaken to discover the existing conditions during a specified period of time. This study is descriptive and statistical as it attempts to disclose the number of accredited white public secondary schools making "planned" provisions for slow learners, how they are doing it, and also the number of schools not making such provisions.

I. THE PROBLEM

Statement of the problem. The purpose of this study is to survey the educational conditions and provisions for slow learners in the accredited white public secondary schools of Virginia with the following three-fold approach:

1. To establish principles which represent desirable practices for slow learners on the secondary school level;
2. To discover administrative, guidance, and instructional practices being followed in regard to slow learners; and

3. To identify those practices which are the most effective and suitable for adoption in Virginia.

Scope and limitations. This study is concerned with educational conditions and provisions for slow learners in the accredited white secondary schools of Virginia during the school year 1951-52. Junior high schools were eliminated from this study because in the strict sense of the word they were neither secondary nor elementary and thus fell in a category of their own.

Significance. There is need to know existing conditions and provisions for dealing with problems presented by slow learners in order to discover the steps necessary to institute a sound program of instruction for them in the state of Virginia. The State Department of Education in Richmond has expressed a desire for a copy of the findings of this study in order that state officials may know more of the existing conditions and to project plans for the improvement of the education of slow learners on a state level.

The findings of such a study may make possible a practical approach to the educational advancement of slow learners on the secondary level in the state of Virginia.

Sources of data. Background information regarding the work done with slow learners in other localities, states, and on a national scale was obtained from a survey of books, bulletins, pamphlets, periodicals, and theses. These data were used in developing a set of suggested

practices to be used in determining the practices in Virginia which would be the most effective and suitable for adoption in Virginia.

In order to secure information on current practices of education with reference to slow learners in Virginia, two instruments were constructed. The two instruments were a preliminary post card questionnaire and a more comprehensive questionnaire and check list. The latter was sent out after results were received from the preliminary inquiry.

Procedure. The first step in the undertaking of this study was to review the literature for the purpose of establishing certain principles and practices with reference to the education of slow learners. The development of the instruments was centered around these principles and practices which accepted authorities in the teaching of slow learners had found most practical. The instruments were developed in order to determine what Virginia schools provide in the way of educational programs and provisions for slow learners, and to discover how such programs and provisions are being carried out. As will be indicated in Chapters III and IV and in the instruments included in the Appendix, four general areas--administration, guidance, instruction, and facts of miscellaneous nature--were the categories chosen for the inclusion in the instruments. Officials of the State Department of Education were interviewed regarding factors to be included in the two instruments.

The two instruments used to obtain information from the schools concerning their educational program and the practices designed for the

teaching of slow learners were: (1) a preliminary double post card survey asking for a brief description of school conditions and existing provisions, and (2) a more comprehensive questionnaire supplementing and supporting the statistical questions as to the school program in general and specifically as to any provisions made for slow learners.

The information sought on the preliminary inquiry was: (1) whether or not the school was making "planned" provisions for slow learners; (2) if the school did not make "planned" provisions for slow learners was this due to: (a) lack of space in school plant, (b) lack of qualified personnel, (c) lack of sufficient number of teachers, or (d) lack of available time in class schedule. The respondent was also asked to state any other reasons which made it impossible for his school to make "planned" provisions for slow learners. The following additional information was asked for: (a) grades included in the school, (b) number of students by sex enrolled in the school, and (c) the number of teachers employed by the school. The statistical information resulting from this preliminary inquiry helped pave the way for the more comprehensive form to follow.

The questionnaire and check list was constructed in order to find more detailed information about the educational program and certain conditions about slow learners. The miscellaneous information included: (1) the number of slow learners, (2) distribution of slow learners by sex, (3) class location of most slow learners, (4) means used for the identification of slow learners, (5) occupations of fathers of slow learners, (6) dropout and graduation information about slow learners,

(7) type of community, and (8) information as to the consolidation status of the schools. The items on the instruments regarding the educational provisions for slow learners were constructed in order to make it possible to determine if existing conditions were meeting the needs of slow learners.

The second step in the investigation was to obtain a list of names and addresses of existing accredited white secondary schools in Virginia for directing the mail inquiries. This list was secured from the "Educational Directory for the School Year 1951-52", prepared by the State Board of Education of the Commonwealth of Virginia in Richmond. Supplementing this list were other printed materials prepared by the State Department and interviews with State Department of Education officials.

The accredited schools were grouped in three categories :

- (1) Accredited schools which meet all the accrediting standards.
- (2) Qualified schools which meet all the accrediting standards, but are making application for accreditation for the first time. These schools are required to serve a probationary period of one year before being placed on the fully accredited list.
- (3) Certified schools which meet all the accrediting standards except some one standard over which there is no control.

There were found to be three hundred and twenty-nine accredited schools, no qualified schools, and thirty-one certified schools in Virginia.

This made a total of three hundred and sixty publicly supported white secondary schools to which inquiries would be directed.

1 Commonwealth of Virginia State Board of Education, "Educational Directory School Year 1951-52." Richmond, Virginia: November, 1951, p. 59

The third step in the development of the investigation was to tabulate data obtained from the instruments and to make interpretations from the statistical information obtained thereby presenting a picture of existing conditions and program offerings in Virginia's accredited public white secondary schools. Special attention was placed on those provisions made for slow learners in the educational program of these schools.

The fourth and last step was to generalize, summarize, and suggest possible recommendations for the teaching program for slow learners in light of the findings supported by the principles and specifications. The three areas of the secondary school program on which attention was focused were: administration, guidance, and instruction with an investigation of the apparent strengths and weaknesses of each.

II. DEFINITIONS OF TERMS

Slow Learner. A person whose Intelligence Quotient is within a range of seventy-five and ninety, or a person one or two years behind his group in school progress in relation to his chronological age.

Retarded Child. A child who is below the normal mental ability for his actual chronological age.

Remedial Instruction. Special instruction aimed at overcoming any particular deficiency of a pupil not due to inferior general ability.

Special Class. The provision made by placing slow learners in special classes and grouping them homogeneously according to ability or intelligence.

Organization of Study

This study is composed of five chapters and an appendix. The following information has been set forth in the first chapter: the statement of the purpose, the scope and limitations of the problem, the significance of the problem, the sources of data, the procedure, and definitions of terms used. The second chapter presents the survey of literature and the validation of the principles and specifications for use in the construction of the instruments. The third chapter presents a statistical treatment of existing conditions and facts about the status of slow learners in general. The fourth chapter adds more descriptive findings concerning the nature of programs found for slow learners and special administrative, guidance, and instructional services provided for them. The fifth and last chapter presents the summary, conclusions, and suggested recommendations supported by the principles and the findings. The Appendix contains among other things a copy of the instruments, the cover letters, follow-up inquiries, and correspondence pertaining to the implementation of the study.

CHAPTER II

SURVEY OF THE LITERATURE AND VALIDATION OF THE PRINCIPLES

The survey of the literature referred to in validating the principles in this study included books, bulletins, pamphlets, periodicals, and theses and reports of individuals and groups associated with administrative, guidance, and instructional services and practices for slow learners or mentally retarded children. Use was made of resources of the two libraries of the College of William and Mary--the main library and the Education Department Library including the State Depository; material resources of various professors associated with the College of William and Mary; material resources of the Division of Special Education of the State Department in Richmond; material resources from the Congressional Library in Washington; material resources from the United States Office of Education in Washington; and theses from George Peabody University, Northwestern University, and the University of Chicago. Material from all these sources was used in arriving at and validating the principles.

In some cases one suitable quotation was given to substantiate the point or principle mentioned; but this does not mean the quotation was the only source or record of such fact. While these principles were set up on a basis of frequency of mention by authors, the substantiation presented by quotation is merely a sampling of their statements.

The presentation and validation of the principles to be used in this study have been presented in the following manner:

1. A General Principle stated in concise form.
2. Readings which related to the General Principle were reviewed in relatively great detail.
3. A list of specifications related to the General Principle evolved out of the literature reviewed.

GENERAL PRINCIPLE NUMBER ONE

The instructional services of the school should be set up so as to meet the diversified needs and interests of pupils in the following areas of child growth--mental, physical, emotional, and social.

Satisfactory outlets for child's development. The readings show that outlets for the child's development are of vital importance in furthering education and learning. Social and physical development of the child were just as important considerations as that of mental development.

Ingram makes this concept clear by stating:

In respect to physical development the mentally retarded come very near to the normal group. Their accomplishments in all physical activities approach closely the accomplishments of the normal child. Provisions, therefore, for the development of a healthy physique and healthful living habits including satisfactory outlets for physical energy comprise an important phase in their education.

The mentally retarded child is inevitably having, as he grows older, many of the experiences of normal children of his own age. With adolescent maturity, for example, comes the development of strong emotional tendencies, interests in vocations, in the home, in friendships, in the other sex, and a strong desire to be like others. As a

result of physical development and maturity, there is a maturity of social interests, a fact which has important bearing on his education. It means that throughout the school life of the child learning situations must be suited to his physiological and social age as well as his mental age.²

Practicality of material learned. Writers in the field also consider it important for the material learned to be practical both for the present needs as well as the future needs of the slow learner. If something is practical, it has use and is capable of being experienced by the child.

Allen supports this point of view by stating:

All work needs to be as practical as possible and should have a relationship to the child's daily living experiences. It should be simple. It may be better for teachers who feel insecure in the differentness of an activity type program to "move out" gradually...³

Ingram states in support of this proposal that:

The school life of the mentally retarded child must be so planned as to include experiences that stimulate and possess the means of satisfying worth-while present needs, and that also stimulate progress toward ultimate goals of his education.

Every educative experience should be measured by the following criteria:

1. Does it promote health, both mental and physical?
2. Does it promote practical application of the tool subjects?
3. Does it promote better home membership?
4. Does it promote better group and community living?
5. Does it promote better use of leisure time?
6. Does it promote desirable working habits and attitudes?

Any experience that promises the advancement of one or more of these needs while it creates and satisfies the pupil's immediate needs may be considered a worth-while one to develop.⁴

Ade indicates his agreement by stating:

Work with the child in selecting activities that appeal, that hold

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2. Christine Ingram, Education of the Slow-Learning Child. (Yonkers-on-Hudson: The World Book Company, 1935) pp. 34-35.
 3. Amy Allen, Let Us Look At Slow-Learning Children. (Columbus, Ohio: State Department of Education, 1947) p. 24.
 4. Ingram, op. cit., p. 73.

their interest, and that have practical value for them, proceed from and based upon each child's interests. Mentally retarded children are interested in things and can be led by ingenious teachers to be interested in more and more things.⁵

Success and approval of work. Success and approval of work were considered by the authorities as essential in motivating the instructional program of the child because he is a social being and relies heavily on the reaction of other social beings. The authorities believed the means for gaining this reaction are limited so that every effort made by the child to achieve should receive some form of recognition on the part of his teachers.

Ingram supports this opinion by stating:

The element of success is also of great importance in the education of the slow-learning child. Child nature in general is social. It responds to the presence of others; it is interested in the behavior of other persons; it tends to share its activities and to desire approval. All these impulses have too often been frustrated in the case of the slow-learning child, who, because of his inability to compete with normal children and to meet normal standards both in and out of school, has likely found few opportunities for sharing his experiences and winning approval. He has consequently an even greater need than the normal child for specially planned opportunities in his school life for achieving some socially recognized success.

The element of approval also has importance for the slow-learning child. Since he is less alert to his needs, he needs more positive encouragement to work toward definite goals than does the normal child, who more readily recognizes desirable goals and their purposes. Expression of approval will give him this encouragement.⁶

Ade explains his view by stating:

5. Lester K. Ade, Meeting the Needs of the Mentally Retarded. (Harrisburg, Pennsylvania State Department of Instruction, 1939) p. 32.

6. Ingram, op. cit., p. 40.

Motivate each child by utilizing his interests and capitalizing on his particular capacities and achievements. Keep in mind that what may seem to be very slight improvement for some children may constitute a significant step forward for the mentally retarded child. Encourage each child to compete with himself, getting him to try to do better each successive task that he undertakes. Competition between individual pupils has limited, if not questionable, value. Particularly is this true if their capacities and backgrounds are not comparable. Criticize constructively and give praise wisely. Pupils readily detect insecurity and deceit in simulated praise. They should learn early that only their best efforts are acceptable, that slovenly work will not be tolerated, that once a task is begun it must be satisfactorily completed before a new one may be attempted.

Experience in the practical art subjects. One area of instruction which most authorities believe contributes to better and more constructive development is that of the manual or practical arts. This is not because slow-learners have great skill in this particular area, but because in it they come nearer to approximating the normal child. The slow learner is less capable of grasping the abstract.

Garrison states in defense of this:

They do not show a superiority in mechanical or motor performance but, on the other hand, on the average are slightly inferior in such activities. They can compete more successfully in these than in more abstract and symbolic performances and in some cases may show pronounced abilities. Their characteristics are of such a nature that they should be directed through direct experience into concrete activities.

Ade states the following about manual activities:

A larger portion of the school day should be allotted to manual activities than to academic instruction because:

7. Ade, op. cit., p. 33

8. Karl C. Garrison, The Psychology of Exceptional Children. (New York: The Ronald Press Company, 1943) p. 173.

(1) The mentally retarded are definitely limited in ability to assimilate and use, to any great extent, the content of a "bookish" course of study; as a rule, they have definitely demonstrated this inability while in the regular grades.

(2) The social and intellectual levels at which they function require comparatively little of the technical academic skills.

(3) The mentally retarded more nearly approximate normality in their motor responses, and their future livelihood depends on the development and exercise of these abilities.

(4) Through manual activities, the mentally retarded may be helped to acquire these mental abilities that are fundamental to adequate participation at their intellectual and social levels.⁹

Ingram lends support to this opinion by stating:

The mentally retarded child approaches nearer the normal child in sensory activity and motor ability than in the more definitely intellectual processes. He approximates success at his chronological-age level most nearly in the processes which call for eye-hand coordinations and for motor response. He enjoys the manipulation of materials and the actual operations in the construction of any product. He can generally be taught to be proficient in hand skills. Practical arts and the "doing" experiences should, therefore, play a major part in his education.¹⁰

Individual attention within the regular class. Sometimes the authors find homogeneous grouping or instituting a special class inappropriate to the school situation. As an alternative they recommend an individual approach to the learning situation. Such an approach is individualized instruction within the regular class by the adoption of the activity or experience unit approach.

Martens clarifies this point of view by stating:

With the increase in the size of the school, there is a consequent increase in the number of different grades which the teacher must handle. But the principle remains the same that the instruction of the

9. Ade, op. cit., p. 47.

10. Ingram, op. cit., p. 34.

mentally-retarded child can be made an integral part of the class program if the teacher centers activities about children and not about subjects. The "teaching unit" or "activity unit", which today is coming to the foreground and which might be considered a "project grown up", offers excellent opportunities for doing this very thing...

The teacher who must handle all degrees of intelligence together, perhaps ranging from 50 or 50 I.Q. to one of 120 or 130 I.Q., will find in the activity unit, centering about one large theme, one of the best means for integrating the class group, correlating various subject matters and providing for individual differences in ability.¹¹

Participation in extra-curricular activities. The authorities also indicate that participation in extra-curricular activities helps to provide the child with his part to play in the life of the school, home, and the community. The slow learner does not need to be set off from the school or group activities but should be a part of them. He is able to do this through the participation in extra-curricular activities.

In defense of this proposal Ingram states:

During the school life it is accordingly desirable for them to take as much a part as possible in the regular life of the school, the home, and the community. They should feel they are a part of the school and should be given the opportunity for taking part in assemblies, clubs, athletic meets, and any other activities of the school group in which they are capable of participating.

The Michigan Department of Public Instruction states in the bulletin, Helping the Exceptional Child in the Regular Classroom:

"To compensate for his inability to do academic work he should be given satisfaction through other types of work or extracurricular activities which he can do well."¹³

11. Elsie Martens, Teachers' Problems with Exceptional Children Part III Mentally Retarded Children. (Washington: U.S. Govt. Printing Office, 1934) p.29

12. Ingram, op. cit., p. 47.

13. Michigan Dept. of Special Instruction, Helping the Exceptional Child in the Regular Classroom. (Lansing, Mich. 1948) p. 47.

Allen points out that:

"Special pupils will need encouragement to participate in extra-curricular activities and sports as part of the regular student body."¹⁴

Vocational experiences. Vocational experiences should be at the center of the instructional program in order to acquaint the child with possible opportunities for work, the requirements necessary for work, and the nature of work. This type of instruction for the slow learner is especially important early in the secondary school. The slow learner often leaves school earlier and, as stated above, is more likely proficient in the "doing activities".

Martens states:

Teach citizenship, thrift, and conduct, through classroom situations.....through the repetition of activities that represent good citizenship in a miniature community. Provide abundant opportunity for the child to exercise practical judgment in common life situations.

Let the manual work which is done stimulate creative activity. Let it be an outgrowth of the life need and interests of the child. Tie it up with homemaking, with farm activities, with the industry of the city, or with some other center of interest adopted for development in the class. Above all avoid making it mere "busy work" designed to keep the child out of mischief.¹⁵

Ade suggests that:

A study of the opportunities which are possible in the neighborhood should be made. A list of different jobs may be made so that the children will have an idea of the possibilities within walking range of their homes. Other opportunities for study may be suggested by the children who have members of the family employed in different fields. The children should analyze the various jobs at which they might work--the sort of work to be done, the educational needs, the rate of wages, etc. Emphasis should be placed on those jobs which are available to the children in the class.¹⁶

14. Allen, op. cit., p. 19.

15. Martens, op. cit., pp. 27-28.

16. Ade, op. cit., pp. 55-57.

Martens again states that:

The teacher who studies the local opportunities for employment within the reach of mentally retarded children and then does his utmost to give the pupil training in habits and skills needed as a basis for such employment will be helping to build self-supporting manhood and womanhood. There will always be some who have sufficient intelligence and stability to care for themselves in the world safely. These should, of course, be taken care of by the State. But the large majority offer a challenge to teachers to find out what they can do best. Trained in the habits of neatness, courtesy, punctuality, honesty, stability, willingness to work, and reasonable skill in elementary processes and in handling tools, they can in ordinary times go out equipped to face the world unashamed and unafraid. In the present economic situation the outlook is less promising. Yet the individual who has been thus prepared will always have a better chance of employment than his untrained or neglected fellow.

SPECIFICATIONS

All the foregoing statements indicate that the instructional program designed by the teacher must utilize all teaching talents in meeting the demands of slow learners and/or mentally retarded children. The teacher must consider needs and interests as two important motivating forces in the adoption of a program for such pupils. In view of these authoritative opinions, the following specifications serve to determine whether the instructional services of the school are able to meet the diversified needs and interests of slow learners in all areas of child growth.

The Instructional Services of the school should make provision for:

1. Wholesome outlets to the mental, physical, emotional, and social development of the child in all phases of instruction.

2. Practical application of material learned by slow learners in keeping with his experiences. The material should be simple and appealing to his interests and needs.
3. Activity which enables the child to have some form of recognition, success, and approval which is sincere and at the same time motivates further success. Give the slow learner things he can do well and stimulate him in order to have satisfaction for himself of a job well done.
4. Individual differences within the group of slow learners realizing that there are variants in this group with regard to ability and achievement.
5. Opportunities for experience and expression in the practical arts since slow learners more nearly approximate normal children in this area than in the academic courses.
6. Individualized instruction for slow learners within or outside the regular class if possible. Such an approach is the adoption and use of the activity unit to instruction of slow learners on the part of the school staff as it offers wider selection and means by which they may have some measure of success.
7. Participation in extra-curricular activities which are in keeping with the slow learners' interests in order to promote more self-confidence and to develop the interests which may be of value to them later in life.
8. Slow learners to have some contact with the normal child or the more superior child in keeping with life after he finishes school.
9. Some vocational experiences for slow learners in every phase of the instructional program in order to acquaint them with offerings adaptable to their limitations. This should begin early, as most slow learners leave school earlier than normal children.

GENERAL PRINCIPLE NUMBER TWO

The guidance services of the school should be set up in order to develop, facilitate, provide, and utilize all available resources in

helping . . . slow learners to become adjusted to the world in which they live.

Orientation program of the school. One of the important duties of the school personnel at the beginning or near the close of an academic year is to conduct an orientation program for the purpose of introducing the school to the child and the child to the school. This program helps a child to become aware of the general offerings of the school and the particular services which are offered that may help meet his needs while he is enrolled. Clifford E. Erickson lists in Practical Handbook for School Counselors, the following items to be included in such an orientation program:

1. Recognition of the importance of problems of transition.
2. Meeting with pupils before they come to new school.
3. Meeting with parents of new pupils.
4. Speeding up the assimilation of newcomers by meeting their counselor, touring the building, seeing group activities.
5. Having "sending" counselor meet with "receiving" counselor.
6. Providing information through groups, handbooks, newspaper, first classes about school plant, curriculum and cocurriculum, history of the school, etc.
7. Establishing an orientation course for the first semester to be taken by all pupils. ¹⁸

Diagnostic and/or screening testing. Through the interchange of information between the counselor of the child's former school and the counselor of his present school, it is possible for the new school to learn information of value. This information can be supplemented by interviews with parents. The personnel of the "new" school may then come to know more information of value regarding the characteristics of

18. Clifford Erickson, Practical Handbook for School Counselors. (New York: Ronald Press Company, 1949.) p. 82.

the slow learners as observed by parents and by former counselors. This should be helpful to the new teachers and guidance workers. It helps make possible a more thorough diagnosis of those pupils who are thought to be slow learners.

The authorities point out that the process of orientation can be furthered by use of the results of preliminary diagnostic tests. Such tests should be administered to all entering pupils as Allen points out in the pamphlet, Let Us Look at Slow-Learning Children:

Slow-learning children, particularly in the intermediate grades and beyond are frequently mistaken for non-readers. While the slow-learning child is quite likely to have a reading handicap, it does not necessarily follow that the child with a reading handicap is a slow learner. Most verbal tests do not distinguish between the two groups; and since different methods for handling remedial work with brighter children are used, it is important to differentiate between them. Tests with both a verbal and performance scale do not penalize the slow reader as heavily as do tests which depend largely upon required reading skills; yet they do include items which indicate something which may have contributed to a given child's inability to read.

An I.Q. score is more than a fixed point on a scale. Most tests give one I.Q. (Intelligence Quotient) and one M.A. (mental age). The California Tests have three of each--language, non-language, and total. Too many children have been "pigeonholed" for life by a verbal test result.¹⁹

Another purpose of a diagnostic test is to locate any other possible deficiencies contributing to slow learning, as Blair points out in his discussion of the California Tests of Mental Maturity:

An added feature of the test is a series of exercises which appraise the vision, hearing, and motor coordination of the pupil. These tests of physical factors are not highly refined ones, but are

19. Allen, op. cit., p. 13.

valuable in identifying those pupils who have sensory difficulties which might interfere seriously with obtaining valid results on the tests.²⁰

Blair is of the opinion that "the type of remedial treatment to be given a child should depend upon the character of the diagnosis which is made."²¹

Allen supports this opinion by stating:

It is advisable as soon as possible to secure psychological services, to follow group testing with individual tests for "candidates" for special classes and for any other child about whom teachers have questions. The Binet scale and a performance test such as the Grace Arthur or Cornell-Coxe are suggested for this purpose. A performance test is mentioned as supplement to the Binet, because many times the slow-learning child has very little use of language. A performance test permits such a child to work more freely than in a language²¹ situation and thus helps to reveal more nearly his true capacity.

Use of other tests. Allen²³, Martens²³, and Ade²³ in discussing testing of slow learners, suggest that it is advisable to administer other tests such as academic tests, reading tests, personality tests, and a complete physical examination.

Achievement tests are helpful in following up diagnostic tests because they are easy for teachers to administer and interpret, as Martens points out:

Because most children do school work which in quality is fairly close to their capacity to achieve, the results of achievement tests and intelligence tests in general agree quite closely. But the exceptional child is often the exception in this respect also. For him

20. Glenn Myers Blair, Diagnostic and Remedial Teaching in the Secondary School. (New York: The Macmillan Company, 1946) p. 64.

21. Ibid, p. 87.

22. Allen, op. cit., p. 14.

23. Ibid, pp. 12-16. Martens, op. cit., pp. 12-14, Ade, op. cit., pp. 6-7.

the achievement test is valuable because it shows what he has done, but the intelligence test is needed also because it shows what he can do. Both tests plus a teacher's judgment.....will give the best possible basis for knowing whether he is seriously retarded in mental development.²⁴

Maintenance of a meaningful record keeping system. Test data and other information about slow learners should be kept by the school to implement and to understand the children's progress. This record of data should be made available to all teachers of slow learners, the administrative staff, and the guidance personnel of the school. Ade indicates the desirability of keeping such a record by stating:

A uniform method of keeping records is highly desirable. It will facilitate the transfer of pupils from one school district to another. It will yield valuable data for research and directly comparable information for teachers and administrative officers. It will stimulate care and accuracy in record keeping.²⁵

Ingram suggests that in order for a record to be useful it must take into consideration the whole development of the slow learner in the following manner:

She then comes to view the classroom environment, the curriculum, and methods.....a means to the total development of the child, and worthwhile only so far as they originate in the needs of the child and contribute to his development.

These records are invaluable during the child's school life as an aid in interpreting the child's behavior and accomplishments, in determining promotions to more mature groupings and to types of pre-vocational training, and determining in doubtful cases whether or not institutional placement is advisable. In after-school life they may be an aid in vocational adjustment and in determining a suitable course of treatment if the child presents a social problem.²⁶

24. Martens, op. cit., p. 13.

25. Ade, op. cit., p. 98.

26. Ingram, op. cit., pp. 161-164.

Referral to specialists. It is sometimes necessary to refer slow learners to specialists for more thorough diagnosis and treatment than can be given by regular school personnel. Such referral is particularly apt when the guidance worker observes certain symptoms which appear in a child's behavior or physical appearance. Ade, Ingram, Blair, Martens, and others recognized the need for special treatment of physical and emotional disorders, as well as further testing services which the schools are not equipped to give. Referral is made to clinics for this assistance. These authorities feel it is always advisable to become familiar with the child's condition through careful observation of the health record.

Seidenfield has this to say about referral to specialists:

When they (differences) occur they provide the teacher with a reason for referring the child to professionally trained workers for care and correction of existing causes. Since the teacher is not a trained diagnostician and since it is best to avoid discussing the problem with the child or parent until the soundness of the judgment has been verified, it would seem advisable to discuss these findings with the school physician and nurse and secure their cooperation in deciding the future course of action. If a school psychologist is available, of course, his help will be valuable. Similarly, the psychiatric social worker where available can make a definite contribution.²⁷

Continued guidance and counseling. The guidance counselor should be in a position to guide the child in occupational fields and into areas of further educational and specialized training. This guidance should be done at frequent intervals and early in the child's school life because, as noted above, many slow learners drop out of school before completion of high school. Adjustment difficulties present themselves to slow learners on the arrival of new situations, and continuous

27. Merton A. Seidenfield, The Teacher's Role in Early Recognition of the Maladjusted Child, reprint from The Journal of School Health, Feb. 1947.

counseling and guidance may help these pupils meet new obstacles.

Ingram points out that:

The individual first recognizes a need for elements present in his own environment..... This need directs or guides him as he makes responses. Second, as the individual progresses, consciousness of success or recognition of the right response, makes him more definitely and understandingly aware of his goal, stimulating and guiding his progress toward it. Third, there must be sufficient recurrence of situations for the slow learner to become so thoroughly at ease in his new form of behavior it becomes a part of him²⁸

Allen states that:

Given occupational guidance and training, these children as adults can fill an important place in industry by providing a source of labor for the unskilled and semi-skilled trades upon which others depend.²⁹

The authorities feel that from time to time it is advisable to check to discover if the child is properly placed or would profit by replacement in another group or requires further guidance and treatment of his difficulty. Interests of slow learners may shift and thus need to be looked into periodically. Interests and educational experiences must be in keeping with the continuous growth of the child in the areas of physical, mental, social, and emotional development.

Ade points out this fact by stating:

Educational experience must provide for continuous physical, mental, and moral growth. This requires a sequence of progressive steps in the three aspects of the mentally retarded class program: the fundamental toolsubjects, health and recreational activities, and manual activities. There should be a progressive educational program for each pupil, providing opportunity for constant advance

28. Ingram, op. cit., p. 38.

29. Allen, Op. cit., p. 32.

in each area of experience. There should be no dawdling. When lessons or tasks are performed with acceptable skill, the pupil is ready for the next highest problem or process.³⁰

He further states about the educational and guidance program:

The program will be characterized by a point of view that is primarily child-conscious rather than one that is primarily subject-matter conscious. This means that all possible effort will be directed toward each student's growth, in all of its various aspects, rather than mastery of subject matter through mechanical and all-too-often meaningless drill.³¹

Provision for follow-up. A periodic follow-up of slow learners after they leave school is found by most authorities advisable for two reasons: (1) to discover if the school can be of further assistance to slow learners even after they have left the school; and (2) to serve as a basis for evaluating and improving the school's program for slow learners so that it can be altered or be better equipped to meet the needs of future slow learners.

SPECIFICATIONS

All of the foregoing facts seem to make it desirable for the guidance program of the school to be an active agency in cooperating with the instruction of slow learners in their future life needs, as well as in their present life. Certain specified conditions may be needed by slow learners. These, only guidance and counseling may contribute.

The Counseling and Guidance program of the school should make provision for:

30. Ade, op. cit., p. 31.

31. Ibid, p. 43.

1. An orientation program and/or period for slow learners and other students as they move into new divisions of the school systems or into new schools.
2. A sufficient diagnostic and/or screening program of testing.
3. An up-to-date, meaningful, precise, functional, and easily understood and continuing record of each slow learner's progress.
4. Additional tests, inventories, schedules, etc., for special cases if need is indicated from the preliminary diagnostic testing.
5. Referral to specialists as need arises.
6. Continued guidance and counseling according to slow learners' needs in areas of vocational and educational adjustment.
7. Placement at proper grade levels in keeping with slow learners' needs and interests in appropriate classes, in further school situations, or placement in work opportunities.
8. A follow-up to be made of students after they leave school in order to be of further assistance and to evaluate and/or modify the existing program.

GENERAL PRINCIPLE NUMBER THREE

Cooperative planning and organization of the program for slow learners. The administrative officers of the school have the responsibility for setting up a special program for slow learners, but it is necessary to secure the cooperation of the entire faculty within the school in order to assure the program being executed. Undertaking such a program necessitates careful planning. The program must be practical and apply to the needs and interests of slow learners. One of the basic considerations is that the program must be adequate and realistic to the entire school population, the community or city, the parents, and

the school staff. In order that the program for slow learners adopted by the school may satisfy the needs of the school community, certain questions should be answered. The questions would include:

1. Does the number of slow learners justify the establishment of a special class, or would it be more advisable to combine with other schools in the county or city in the organization of special classes?
2. Is space available for instruction of slow learners.
3. Is special equipment available?
4. Has the consent and support of the parents of slow learners been assured concerning the institution of such a program?
5. Are qualified teachers for specialized instruction available?
6. Has the financial support of the program been assured?
7. Are there any questions peculiar to given community, which should be answered?

All these questions call for answers upon which careful planning and organization of a complete program may be made. In relation to the organization and planning of the special program, Ade writes:

The establishment of any new special classes necessitates the proper preparation not only of the administrative personnel but also of the adults and of the children who may come in contact with the special class group. This is particularly true with respect to classes for the mentally retarded. In spite of the improving quality of the preparation prospective teachers are receiving, it is essential that the other teachers and the supervisors and administrators not directly connected with the special class work be shown how the special class logically fits into any educational program where educational efficiency is a matter of administrative concern. They should be helped to see that such a class really eases the teaching load by providing such special facilities as a specially prepared teacher, special equipment, and freedom from the conventional schedule in order that certain pupils who do not happen to be "book-learners" may have the chance to succeed, which they legitimately deserve. They should

be helped to see that the mentally retarded child will accomplish things in those areas as important to him as the "book-learnings" of the average child may be to him.

The careful planning, by its nature, leads to the maintaining of cooperation and rapport among the faculty, the school board, the parents, and citizens of the community with regard to the specialized education administered and supervised by the school. Ade points out this fact by stating:

Meetings of parent teacher groups and of school nurses are a definite help in preparing to set up a special class. A series of parent-teacher meetings on the general topic of individual differences can lead to a consideration of proper educational and social adjustment to differing types of typical and atypical children. A fact-supported discussion of the tremendous range of physical and mental capabilities of school children is almost certain to cause the question to be raised--'What can be done to meet these widely divergent needs?' With such an approach, the provision of one or more special classes for the mentally retarded is seen to be only a part of a thoroughly common-sense educational adjustment. Meeting with the school nurses can do much to help lay a sound basis for the establishment of such special classes. The value of this type of preparation is apparent.³²

Cooperation between school and home is an important consideration, since education takes place in the child's total environment. Ingram points out:

The child's education is of course not entirely gained at school. It takes place also in his home and the larger community in which he lives. Unified efforts in the development of right habits, skills, attitudes, and appreciations on the part of both home and school are desirable. The teacher should therefore be thoroughly familiar with the home environment. The understanding teacher can accomplish a great deal in the way of improving attitudes and cooperation in the home, where it seems desirable that these be improved or brought into closer harmony with those of the school.³³

32. Ade, op. cit., p. 8.

33. Ibid., pp. 869.

34. Ingram, op. cit., p. 47.

Martens writes regarding parental cooperation:

The secret of securing cooperation from parents lies on the one hand in the kindness and understanding with which the teacher develops a personal relationship with both pupils and parents; on the other hand, it lies with the skill with which he plans his classroom work and leads the child to joy of accomplishment. The parent who sees his child happy and successful in some worthwhile task is likely to be won over to the program of the school.

Not only the teacher of a special class for retarded children, but other teachers in the school also have a responsibility in this matter.....³⁵

Allen indicates agreement by stating:

Interview parents, consulting them about their child's progress and helping them see that special class placement is an opportunity for their child. In establishing new units, it may be advisable to follow parents' wishes if they prefer that the child remain in his grade situation; but parents should at all times be encouraged to visit schools and see what special classes offer.³⁶

Specialized instruction. Most of the authorities writing on the subject of slow learners consider the solution to be the adoption of special classes in the basic tool subjects--reading, English, writing, arithmetic, and spelling. This is advisable, they believe, in order that the slow learner may gain the basic essentials needed to equip him for successful living beyond the school. There are various limitations set up by different school systems which make special instruction impossible. Among such limitations are: the size of the school, lack of space in the school, lack of proper equipment, and lack of properly trained teachers. Some schools will be able to offer different levels of

35. Martens, op. cit., p. 35.

36. Allen, op. cit., p. 34.

specialized instruction, while others will have to maintain one class for all levels. Still others will not be able to offer any special class at all and must resort to individualized instruction within or outside the regular class periods. The policy which all authors agree to is that the instruction should be "child-centered" and adapted to his needs and interests in such a way that he may assimilate the material. A few basic principles which Blair³⁷ considers as having universal application are:

1. Begin where the pupil is. Do not assume what a given pupil knows--base all education on readiness.
2. Inform the child of his progress in a manner understandable to him, which will serve as an incentive to learning.
3. All work must be real and vital to the child and based on definite life goals of the pupil.
4. Definite satisfaction on the part of the child must accompany the work.
5. Abundant and varied exercises and activities must be provided. This can almost always be done in the special class and it is for that reason a special class is considered by most authorities as a suitable provision for slow learners.

Other places for disciplinary problems. The principal or supervisor should make sure that any special class does not contain acute disciplinary problems or other behavior problems. Such practice may lead parents to believe that the special section for slow learners is nothing more than a "dumping ground" for all children for whom the school has no scheduled place.

37. Blair, op. cit., p. 89.

Martens states:

Teachers and principals themselves are largely responsible for the attitudes which parents and pupils assume toward the special class within a school. If they consider it as a dumping ground for useless materials, parents and pupils will fight to the end any assignment made to it.³⁸

Ade supports this view in like manner by saying:

Disciplinary or behavior problems of normal mentality or better are obviously out of place in a class for mentally retarded children. To threaten a troublesome child with assignment to such a class, regardless of his mental status, indicates a complete misconception of the aims and objectives of this kind of class. It is true that many mentally retarded children present disciplinary problems in addition to educational maladjustment. Usually in such cases if the educational problem is solved early, the behavior problem disappears.³⁹

Authorities feel that other places should be provided for cases of behavior problems.

Qualifications for teachers. Certain qualifications and standards are necessary for teachers of slow learners. The availability of teachers who meet these qualifications should be a basic consideration prior to the organization of a special program for slow learners. Two areas considered important by the authorities are: (1) the type of special training and experience in work with exceptional children and (2) personal characteristics. Concerning the qualifications of a person to be in charge of special education, McCallister states:

The person selected for remedial and corrective teaching should be either specifically trained for it or should be a capable student

38. Martens, op. cit., p. 36.

39. Ade, op. cit., p. 21.

with a disposition to "study her job". If the remedial teacher is not specifically trained, she should have sufficient time at her disposal to become thoroughly acquainted with the literature on the subject and to experiment with techniques of diagnosis and instructional procedures.⁴⁰

Allen writes regarding selection of teachers for slow learners:

If a trained teacher is unavailable, select one from the school staff who:

- a. is interested in and sympathetic towards slow-learning children.
- b. presents an attractive appearance and has a pleasing personality.
- c. indicates a willingness to develop professionally through summer study, through participation in professional organizations and in-service training.⁴¹

In addition to certain experiences and special training for instruction of slow learners, Ade lists the following personal characteristics as important:

The education of the mentally retarded challenges the intelligence, the initiative, the creative ability, and the physical energy of the best teachers and offers a rich opportunity for continuous professional development. Above all, a special class teacher must be interested in children as individuals. An interested and critical attitude toward their work, observing the present and future needs of their pupils, appraising the capacities and abilities of their pupils, and adapting instruction accordingly, is essential for success. The teacher of the mentally retarded should have a natural aptitude as well as special preparation for practical arts and handicrafts. Musical ability and skill, more than ordinary interest in physical education, and experience in playground activities are definite assets. As to other qualifications, the teacher of the mentally retarded should be physically strong, emotionally stable, patient, sympathetic, realistic, optimistic, ingenious, stimulating, and should possess a well developed sense of humor.⁴²

Availability of textbooks, reference books, and other aids.

Textbooks, reference books, and other materials need to be made available

40. James M. McCallister, Remedial and Corrective Instruction in Reading. (New York: D. Appleton Century Company, 1936) p. 276.

41. Allen, op. cit., p. 34.

42. Ade, op. cit., p. 37.

to teachers for use in developing the curriculum for slow learners. These materials need to be geared to the interest and grade level of each child in the class. Slow learners must also be provided with books for use in these classes. These books should cause no stigma to be attached because they are of such nature that the pictures and exercises appeal to a child of elementary chronological age. These books should be of such nature that the material included and the exercises and pictures presented are suitable to the child's maturity level.

Garrison states the following about the selection of books:

Still the question of books for the retarded is a troublesome one. The school is organized essentially as a reading school and will likely remain so for some time, until other means are developed that may reduce the emphasis on "what the book says" as a source of information. The great mass of book materials that would lie within the scope and interests and needs of pupils at varying age levels is too difficult for the retarded child, and as yet the interest has not been great enough to motivate the development of readers especially designed for them.

It is, however, very important that book materials should be carefully chosen. They should not only supply knowledge, but should stimulate the interest and thought processes, so as to develop increased reading skills. This would require that such materials be selected with extreme care and that attention be given to the organization of the work so as to insure continued growth on the child's mental and social maturity level.

Allen agrees to this by stating:

With beginning readers, avoid books as far as possible. The slow-learning child may be a first grade reader, in terms of ability; but pre-primers and primers are written for six year-olds and thus their content insults the social maturity of the ten or twelve

43. Garrison, op. cit., pp. 224-225.

year-old. (Even more than content, pictures of little boys in knee-pants and socks point to the fact that "This is kid stuff".)⁴⁴

The slow learner, since he is not capable of dealing with abstractions, must have more experiences which are concrete in nature. Educational authority considers it desirable to provide different ways for bringing this about. Among the ways the administrative staff may aid in achieving such purposes are: (1) acquaint teachers with available materials in the school board office; (2) encourage the use of field trips to various places throughout the city and community; (3) provide and encourage the use of audio-visual materials; (4) provide different jobs for the slow learners to do about the school as patrol officers, messengers, and guides about the school; and (5) promote the "doing" activities as a basis for the curriculum set up for slow learners.

Allen has the following to say about the use of audio-visual materials:

Building stories around social studies or science slides or moving pictures frequently appeals to older children. Schools without machine equipment can use colorful charts and pictures, many of which are free from industrial firms for the same purpose.⁴⁵

Regulation of the size of the class. Most authorities are in agreement with Ade concerning the necessity of regulating the size of the special class. This factor of class size is important in order that

44. Allen, op. cit., p. 25.

45. Allen, loc. cit.

the purpose and constructive work of the class may be maintained. The size of the class is usually determined by the state authorities. Ade, in discussing the maximum enrollment for the state of Pennsylvania states:

The maximum enrollment for the mentally retarded class has been fixed by the State Council of Education at eighteen for classes in the elementary level and at twenty-five for the mentally retarded of the secondary level.⁴⁶

A Guide to Curriculum Adjustment for Mentally Retarded Children

distributed by the United States Office of Education states:

As the effectiveness of the curriculum will be minimized by an enrollment that interferes with the required individualized instruction, the maximum enrollment for the several types of mental retardation should be regulated by the State.⁴⁷

If at all possible, the authorities believe it is advisable to have different levels of instruction for slow learners because of their different stages of development--physical, social, emotional, and mental.

Ade supports this point of view by the following statement:

The lack of neuro-muscular coordination of children under nine or ten, its development during the pre-pubescent period, the peculiar awkwardness at the onset of adolescence, the variation of interests at these levels, as well as differences in mental abilities within the particular groups, set up a very difficult teaching situation, and indicate the need for groupings at the elementary and secondary groupings that are as homogeneous as possible. Due to these characteristics peculiar at different age levels, a too wide distribution of ages in one class is not desirable. To effect homogeneous groupings and provide sufficient and suitable facilities for mentally handicapped children, two, three, and five class units or centers are advocated for the larger school districts.⁴⁸

47. Elsie H. Martens, A Guide to Curriculum Adjustment for Mentally Retarded Children. (Washington: U.S. Govt. Printing Office, 1936) p. 122.

48. Ade, op. cit., p. 22

Listing of agencies. The administrative officer of the school should make available to the teacher of slow learners a list of local, state, and national agencies which are concerned with the education and welfare of slow learners in order that the teacher may make referrals for help when it is needed.

Such agencies would include:

National agencies:

The National Congress of Parents and Teachers.
 The American Association on Mental Deficiency. Godfrey, Illinois
 The Office of Education of the United States Department of the Interior. Washington, D. C.
 The National Committee for Mental Hygiene. 50 W. 50 St., New York.
 The National Education Association.

State agencies:

The State Congresses of Parents and Teachers
 State Boards of Welfare
 State Boards of Control
 State Departments of Education (Supervisors of Special Education, if such office is held)
 State Organizations on Mental Hygiene
 Regional and State Consultation Services
 State Institutions for the Mentally Defective
 Child Guidance Clinics
 State Education Association (Virginia Education Association, etc.)

County and Community agencies:

County Educational Associations
 County School Board Offices
 County Welfare Departments
 County Health Agencies
 County and City Guidance Clinics
 Community Civic Groups, Lions, Rotary, Kiwanis, etc.

SPECIFICATIONS

All of the points discussed in this section indicate the need for certain specifications to be provided if the administrative services of the school might promote, foster, encourage, and carry out the educational and supervisory program of slow learners.

The administrative services of the school should:

1. Adopt a school program for slow learners appropriate and practical in terms of the school population, community, and school staff. This program necessitates careful planning in keeping with the needs and interests of slow learners.
2. Maintain cooperation and acceptance on the part of the entire faculty, school board members, parents, and citizens of the community in connection with the program adopted for slow learners.
3. Provide for special classes or specialized instruction on an individual basis in such classes as English (literature, grammar, spelling, and writing), mathematics, and reading for slow learners.
4. Provide places in or out of the school for serious disciplinary cases and other maladjusted behavioral problems. These pupils should be apart from the slow learners.
5. Provide qualified, skilled, and interested teachers to be in charge of the educational program for slow learners.
6. Provide textbooks, reference books, and other educational aids which appeal to the social maturity level of slow learners.
7. Regulate the size of classes so that the slow learner may receive the most benefit from the instruction.
8. Provide teachers with a list of national, state, county, and local agencies and civic clubs having programs to aid the slow learner.

CHAPTER III

THE STATUS OF THE SLOW LEARNER IN THE ACCREDITED PUBLIC WHITE SECONDARY SCHOOLS OF VIRGINIA IN 1951-52

Introduction. A report of the findings from the introductory post card survey and data from the questionnaire and check list form have been set forth in this chapter. The initial post card questionnaire was sent out to three hundred and sixty schools. Eight of this number were found to be no longer in the high school category. This was due to consolidation, elimination, or conversion into junior high or "feeder" schools. This eliminated them from the study and thereby narrowed down the sampling to three hundred and fifty-two schools. Returns from the introductory inquiry were received from two hundred and fifty-six of these schools, a percentage of 72.73.

The detailed questionnaire was sent out to two hundred and fifty-six after the receipt of replies to the post card. One hundred and sixteen of these second and longer questionnaires were returned, a percentage of 45.31. Five were partially completed, a percentage of 1.95. Thirty-five were not filled out but included useful information in the form of a letter or note, a percentage of 13.67. The remaining number were either returned unanswered or not returned at all, a percentage of 39.06.

Offering of "planned" provisions for slow learners. One of the items in this section was concerned with whether the school made "planned" provisions for the training of slow learners. Two hundred and fifty-three

of the two hundred and fifty-six respondents gave some response to this item. Sixty-two of the two hundred and fifty-three respondents indicated that their schools were making "planned" provisions for slow learners. One hundred and forty-six of the two hundred and fifty-three school officials stated that their schools were not making "planned" provisions for slow learners, a percentage of 57.71. Thirty-nine respondents indicated that their schools were making partial or limited provisions for slow learners, a percentage of 15.42. The combined frequencies of those making partial or limited provisions and those schools making definite provisions would yield a frequency of one hundred and one schools and a percentage of 39.93. Six respondents did not answer the question, a percentage of 2.37. The figures indicate that in over half of the schools no provisions are made for slow learners.

Reasons for not offering "planned" provisions. The reasons for not offering planned provisions for slow learners appear in Table I. From this table, the reader may observe that the major reasons for not offering planned provisions were: lack of space, lack of sufficient number of teachers, and lack of qualified personnel. These reasons were in accordance with statements made by such authorities as Ade, Allen, and Ingram, as to the reasons why some schools are unable to provide more attention to slow learners. This was brought out in Chapter II of the study. Other reasons given by the respondents might indicate that more is done within the framework of the class itself than from the administrative organization

of the school. This possibly bears out the fact that authorities within recent years have departed from the idea that special classes are the best means for the education of the mentally retarded.

TABLE I
 REASONS FOR NOT MAKING OR MAKING PARTIAL OR LIMITED
 PROVISIONS FOR SLOW LEARNERS IN ONE HUNDRED
 EIGHTY-FIVE* ACCREDITED PUBLIC WHITE
 SECONDARY SCHOOLS OF VIRGINIA

Reason	Frequency	Percentage
Lack of space	133	71.89
Lack of sufficient number of teachers	117	63.24
Lack of qualified personnel	108	58.38
Lack of time in class schedule	53	28.65
Other Reasons	20	10.82
Lack of funds	3	1.62
Carried on in regular class	10	5.41
Responsibility was teachers' not the schools	2	1.08
Teachers recognize individual differences	2	1.08
Some grouping is done	1	.54
Two teachers do some work with slow learners	1	.54
Work is done with serious cases of retardation	1	.54

* One hundred and eighty-five schools indicated their schools were making partial or limited or no provisions for slow learners in their program. One hundred and eighty-five cases constitute the base in this table, and percentages are derived from this number.

Enrollment of the schools. Two hundred and twenty of the two hundred and fifty-six schools furnished enrollment figures for their schools. The number of students ranged from less than forty students to over eighteen hundred students. These figures have been presented in Table II. Approximately one half of the schools would appear to have an enrollment between two hundred and fifty and five hundred and ninety-nine students.

ENROLLMENT OF TWO HUNDRED AND TWENTY ACCREDITED
PUBLIC WHITE SECONDARY SCHOOLS VIRGINIA 1951-52 -

Number Pupils	Number schools	Percentage
1000 and over	22	10.00
950-999	4	1.82
900-949	3	1.36
850-899	4	1.82
800-849	7	3.18
750-799	9	4.09
700-749	4	1.82
650-699	10	2.54
600-649	5	2.27
550-599	15	6.82
500-549	11	5.00
450-499	9	4.09
400-449	17	7.72
350-399	19	8.64
300-349	16	7.27
250-299	23	10.45
200-249	15	6.82
150-199	12	5.45
100-149	8	3.64
50-99	5	2.27
1-49	2	.91
Totals	120	100.00

One hundred and eighty-seven of the schools furnished the enrollment by sex. This is a percentage of 73.04. Fifty-six of these schools stated that there were more boys than girls in their schools, a percentage of 29.95. One hundred and ten respondents indicated that there were more girls than boys, a percentage of 58.84. Twenty-one respondents indicated the enrollment of their schools was about evenly divided between boys and girls, a percentage of 11.21. From this above information, slightly more than half of the accredited public white secondary schools would appear to have more girls than boys enrolled.

Number of slow learners in relation to school enrollment. From Table III there appears to be no definite relationship between the enrollment of a school and the number of slow learners within the school. The number of slow learners would appear to fall within the range of eleven to thirty regardless of the size of school. Two respondents indicated that the number of slow learners was half the number of total students enrolled. Most instances in this table would tend to bear out that the number of slow learners would be between ten and thirty per cent of the enrollment.

Sex of most slow learners. Eighty-three of the respondents indicated that most of their slow learners were of the male sex, a percentage of 71.55. There were twenty-two instances where the female sex accounted for the most slow learners according to school officials, a percentage of 18.96. Three school officials indicated that the incidence

of slow learners was about equally divided between the two sexes, a percentage of 2.59. Eight respondents said that it was impossible to answer this question, a percentage of 6.90. Some of the respondents indicating that there were more female slow learners than male indicated this was attributed to the fact that boys dropped out of school more readily than girls.

Grades where most slow learners are found. According to responses made by the school officials the grades where most slow learners are found extended from the seventh grade to the twelfth grade. Table IV presents these findings in tabular fashion.

TABLE III

THE DISTRIBUTION OF SLOW LEARNERS ACCORDING TO ENROLLMENT OF SCHOOL
IN ONE HUNDRED ACCREDITED WHITE PUBLIC SECONDARY SCHOOLS OF VIRGINIA 1951-52

Enrollment	No. of slow learners											Totals
	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	100 and over	
1000 plus	1					1			2		9	13
950-999				1								1
900-949												
850-899		1										1
800-849						2	1					3
750-799					1	1	1					3
700-749		1										1
650-699	1							1				2
600-649			1		1							2
550-599		3	2									5
500-549			2			1					1	4
450-499					1							1
400-449		2	1	1		1		2				7
350-399	1	4	2	2	1	1						11
300-349		3	2						1			6
250-299	2	3	4	3	1	2		1	1			17
200-249		1	1	1	2	1	1		1		2	8
150-199	1	1	1	1	1	1						6
100-149		2	2	1								5
50-99	2	1										3
1-49	1											1
Totals	9	21	18	4	8	10	4	4	4	1	12	100

TABLE IV

GRADE LOCATION OF SLOW LEARNERS IN ACCREDITED WHITE PUBLIC
SECONDARY SCHOOLS OF VIRGINIA FOR THE YEAR
1951-52

Grade	Number of Schools Replying	Percentage of Schools Replying
Seventh Grade	1	0.86
Eighth Grade	7	6.03
Ninth Grade (Freshman)	74	63.79
Tenth Grade (Sophomore)	12	10.34
Eleventh Grade (Juniors)	3	2.59
Twelfth Grade (Seniors)	6	5.17
Other Replies		
Equal distribution between Ninth and Tenth Grades	7	6.03
Equal distribution through- out all grades	2	1.72
Impossible to determine this information	4	3.45
Totals	116	100.00

From the table above the reader may see that most slow learners are found in the early stages of secondary school. The freshman class is represented having slightly less than two-thirds of the slow learners according to response made by school officials.

Slow learner dropouts and graduates. Ninety-eight schools supplied figures as to the number of slow learner dropouts for the school year 1950-51. There was found to be a total of seven hundred and eighty-seven dropouts in these schools or an overall average of 8.03 per school. Ninety schools reported data regarding the number of slow learners who did not return to school in September, 1951. The total number was five hundred and six or an average of 5.62 per school. Ninety-seven schools supplied data as to the number of slow learners completing the required high school course and graduating in June, 1951. The total figure was found to be five hundred and forty-five or an average of 5.62 per school. This average is the same as that given for those slow learners who did not return to school in September, 1951 as reported by the respondents.

The respondents indicating the reasons why most slow learners dropped out of school gave possible indications that the present curriculum offered in a majority of the schools is not adequately meeting the needs and interests of youth. The reasons have been set forth in Table V.

TABLE V

REASONS GIVEN BY SLOW LEARNERS TO SCHOOL OFFICIALS
FOR DROPPING OUT OF SCHOOL

Reason	Number of Schools Indicating This Reason
1. Dislike of school	58
2. Desire to find employment	51
3. Inability to do school work	44
4. Wanted at home	16
5. Drafted or enlisted in Armed Forces	11
6. Marriage	4
7. Sent to corrective institution	2
8. Reached compulsory age limit	2
9. Received no encouragement from the home	2
10. Lack of interest	1

Lack of interest might possibly be attributed to three of the leading five reasons notably: dislike of school; desire to find employment; and inability to do school work.

Occupational areas of fathers of slow learners. The day laborer as an area of occupations was attributed by the respondents to have the highest frequency of response; forty-seven instances were found in this area. The unskilled trades and farmers were next with frequencies of thirty-nine and thirty-eight respectively. Respondents indicated that the more highly specialized areas of occupations were not held by most fathers of slow learners. Fourteen respondents indicated that some of the slow learner fathers were members of semi-skilled trades; seven school officials indicated some of the fathers had highly specialized jobs, and one respondent indicated a slow learner's father was the member of a profession.

Identification of slow learners. Seventy-four of the school officials replying to the question concerned with the identification of slow learners stated that such identification was made by a combination of the three ways given on the instrument, namely: recommendation of the previous school, study of the cumulative record, and study of the results of a test or series of tests. Thirty-three respondents suggested that they studied the results of a test or series of tests. Twenty-five indicated they studied the cumulative record. No respondents indicated they used recommendation of the previous school as the sole basis for the identification of their slow learners. Other ways suggested in a few instances were: the case study approach, observation in class, and the study of samples of work done by the child. Many respondents who checked

the item on the use of test or a series of test results and the study of the cumulative record marked both reasons.

Population of the sample from the questionnaire. Seventy-four of the one hundred and sixteen school officials supplying data from the questionnaire indicated their school was located in a large or small rural area. Twenty-five respondents indicated their school was located in a large or small urban area. Ten school officials stated their school was situated in a suburban area. No indication as to the type of area was given in six instances.

Sixty-four schools were consolidated schools for a given area. Forty-six schools were not consolidated and two schools were partially consolidated. Four school officials did not give data for this question. A majority of the schools which were not consolidated were from the large urban areas, small urban areas, or suburban areas.

CHAPTER IV

THE NATURE OF EDUCATIONAL OFFERINGS IN THE ACCREDITED PUBLIC WHITE SECONDARY SCHOOLS IN VIRGINIA FOR THE YEAR 1951-52

The primary purpose of this chapter is to present data with regard to the over-all nature of the educational program for students in the accredited public white secondary schools of Virginia for the year 1951-52. Special emphasis is placed on program offerings and educational services provided for slow learners. Some of the data reported necessitated a shift from the tabular presentation to the digested comment technique.

Administrative Services

This section of Chapter IV presents such phases of the administrative services of the schools as: (1) information concerning the person in charge of administering the program for slow learners, in each school; (2) how and by whom the special program for slow learners was determined; (3) techniques used in developing the program; (4) the provision of and use of special materials for slow learning students; (5) the nature of assistance given teachers of slow learners; (6) the promotional and grading policies of the school; and (7) qualifications necessary for teachers of slow learners.

Persons in charge of administering the program for slow learners.

Some respondents indicated that more than one person was in charge of administering the program for slow learners in their respective schools.

Responses made by school officials with regard to the person or persons in charge of administering such a program have been set up in tabular fashion in Table VI.

TABLE VI

PERSONS IN CHARGE OF THE ADMINISTRATION OF PROGRAMS
FOR SLOW LEARNERS IN ACCREDITED WHITE
SECONDARY SCHOOLS OF VIRGINIA
1951-52

Person or groups in charge of administering the program.	Number of responses
Individual teacher or members of the faculty	60
The school principal	50
The guidance director	38
The elementary supervisor	2
The assistant principal	2
A faculty committee	2

How and by whom the programs were determined. Replies from school officials with regard to how and by whom the programs were determined varied. Response to this item was obtained by having the respondents write in their comments. Their responses have been set forth in Table VII. Twenty-six school officials did not supply data and five indicated they had no special program.

TABLE VII
THE MEANS EMPLOYED BY SCHOOLS FOR DETERMINING PROGRAMS
FOR SLOW LEARNERS

Means for determining the program.	Number of responses
Some form of faculty study on a cooperative basis	22
Study of available test results	18
Study of the needs of children	15
Conference among school staff, parents & pupils	15
Study of past performance of child	8
Use of the case study technique	5
Individual teachers decide on their own method	3

One respondent suggested a plan which the investigator believes worthy of special mention.

"Full staff studies the problem _____ committee studies the plan _____ teacher applies case study techniques _____ report made to staff _____ adopt plan."

The question with regard to who determined the program for slow learners was quite closely related to how the program was determined. A majority of school officials suggested that more than one person determined the program in their schools. This information is presented in Table VIII.

TABLE VIII
 PERSONS DETERMINING THE PROGRAMS
 FOR SLOW LEARNERS IN EIGHTY-SIX SCHOOLS

Person or persons determining the program	Number of Schools
School faculty	85
Principal	37
Guidance Director	37
Parents	2
School Board	2
Supervisor	2
State Department of Education Officials	1

The facts presented seem to point out one distinctive characteristic concerning the determination of a program for slow learners. Namely, the manner by which the programs were determined in most schools would appear to be a cooperative venture, utilizing the services of all available personnel

Techniques used in developing the program. As stated in Chapter II, authorities appeared to be in agreement that classes which include exclusively slow learners should not provide a "dumping ground for students of normal intelligence who have developed serious emotional and/or behavior problems. Ninety-two of the one hundred and four respondents

supplying data stated that no provisions were made in their schools for making such a division of students with problems. It is possible that no provisions were made in many of the schools for special instruction of students who appeared to be maladjusted.

All one hundred and sixteen respondents indicated that attempts were made to study the home background of slow learners. Most of the respondents stated that the studies of the home were conducted by more than one person of the school staff. Ninety-eight of the school officials indicated that the teachers were responsible, or partially responsible, for obtaining information about the home background of slow learners. Eighty-six school officials stated that principals made an attempt to study the home background of slow learners in their schools. The visiting teachers also aided school officials in studying the home background of slow learners in fifty-nine instances. The respondents also indicated that guidance directors participated in the study of home background of these children in forty-nine schools. Two respondents indicated that the supervisors aided in obtaining this knowledge.

The procedure for learning about the home background of slow learners indicated by the most respondents, one hundred and two of them, was by making visits to the homes. Surveys of home conditions and a visit to the school by parents were the means used by forty-five schools. Other ways mentioned by the respondents were: consultation of the cumulative records, observation, and use of the questionnaire technique. More than one means was given by a majority of the respondents.

A workshop or a series of faculty meetings in which the problems of slow learners were studied were held in 26.67 percent of the one hundred and five schools. The regular faculty meeting within one school was the most widely used method. Inter school faculty meetings and discussions were conducted in a few instances. Two school officials indicated that a division workshop was held on the problems of slow learners.

Availability and use of materials. Data concerned with the availability and use of materials for the specialized instruction of slow learners were furnished by one hundred and eight respondents. Special textbooks, reference books, and other instructional materials were available in ninety-one of the schools, a percentage of 84.26. Slow learners made use of these materials in eighty-four instances or 92.31 per cent of the time. Sixty-eight respondents indicated slow learners made use of them in reading for pleasure, a percentage of 74.73. Sixty-six respondents indicated slow learners used them in preparation of their assignments, a percentage of 72.53. Thirty-six school officials indicated slow learners made use of them in the preparation of future work, a percentage of 39.56.

The small percentage of instances of slow learners who did not use these materials might, as indicated by some of the respondents, be because teachers did not direct the attention of the pupils to the materials.

Teachers made use of these materials ⁱⁿ 93.41 per cent of the schools

where they were available. Roughly seventyone per cent of the respondents indicated use was made of the materials in class assignments, and thirty-eight per cent of the respondents stated use was made of them in the preparation of pupils' lessons.

Assistance given teachers of slow learners. Assistance was given teachers in planning the work for slow learners in ninety-four cases of the one hundred and four supplying this data. Most school officials indicated more than one way or manner by which this assistance was given. The provision of materials was the most widely given assistance for teachers. This aid was given in 80.77 per cent of the schools supplying this information. Supervision of teaching was indicated by the respondents to be the next most frequent form of assistance. This assistance was given in 55.77 per cent of the one hundred and four schools. Aiding in the planning of course content was indicated as a form of aid by 51.92 per cent of the respondents. The development of interest in field trips and similar activities was mentioned as the type of aid by 38.46 per cent of the schools.

The largest share of the responsibility for the administration of this assistance to teachers of slow learners would appear to rest with the principals. It was indicated that the principals gave or helped give assistance to teachers with the programs for slow learners in 82.69 per cent of the schools. The supervisors participated in assisting in the program for slow learners in 38.46 per cent of the schools. The guidance directors

took part in assisting the program in 32.69 per cent of the schools. School board officials, school librarians, and fellow teachers were also mentioned by the respondents as contributors of assistance to the program for slow learners.

Promotional and grading policies. One hundred and eleven school officials indicated that no distinctions were made in the type of diploma received by their graduates. Five schools made distinctions, a percentage of 4.50. These distinctions were as follows:

1. "The offering of four diplomas--most slow learners get the 'general' diploma which includes a minimum number of required subjects."
2. "Slow learners are given a certificate and a diploma is given to the others."
3. "They usually take courses other than college preparatory, earning sixteen units in shop, mechanical drawing, home economics, etc. in addition to courses which are required of everyone; this course is called the 'elective course'."
4. "Quality and quantity credits are used."
5. "General diploma is one received by slow learners."

Two school officials stated that plans were in the process for awarding different types of diplomas. Although a different type of diploma was granted to slow learners in only five schools, this differentiation might possibly be an indication that some administrators and school officials consider it advisable to make distinctions with regard to the type of diploma granted to students of various levels of ability and achievement.

The policy of the schools, in regard to the evaluation of work of slow learners as contrasted to the evaluation of the work of children of normal intelligence appears to indicate a dichotomy exists. One hundred and twelve schools supplied data with reference to the grading policies of their schools. Sixty-two school officials indicated that their slow learners were graded on the same basis as children of normal intelligence, a percentage of 55.36. Forty-respondents indicated they were not graded on the same basis, a percentage of 35.71. Ten respondents stated that their slow learners were graded on "not quite" the same basis as regular students, a percentage of 8.93. The distinctions would appear to originate from teacher emphasis in determining the marks rather than the substitution of a special report card for slow learners. The distinctions supplied by the respondents included: (1) the student's mark is given in terms of his native ability and not by comparison to class standards; (2) the slow learner is graded on an individual basis; and (3) attitude and effort were the primary factors for determining the mark.

Qualifications for the teachers of slow learners. The qualifications for the teachers of slow learners mentioned by the school officials included such qualifications as: (1) special training, (2) patience and understanding, (3) sympathetic nature and attitude, (4) experience, (5) love of children, interest in their welfare, willingness to work with them, (6) ability and suitability to the job, and (7) a pleasing personality. These qualifications are arranged in rank order.

The foregoing information about the administrative services of the schools contributing to the welfare of slow learners suggests that certain points may be worthy of repetition. These points are:

1. The administration and determination of programs for slow learners appears to be a cooperative enterprise with participation from the school faculty, county school board officials, and the parents and children of the school community.

2. The means employed by schools for determining programs for slow learners were: (1) some form of faculty study on a cooperative basis, (2) study of available test results, (3) study of the needs of children, and (4) conference among the school staff, parents and pupils.

3. No provisions appear to be made with regard to the separation of children of normal intelligence with serious emotional and/or behavior problems from the slow learners.

4. Visits to homes of slow learners appeared to be the most effective and popular procedure for ascertaining the home backgrounds of these children.

5. Approximately one-fourth of the schools supplied information to indicate some form of school-wide discussion was held on the problems of slow learners.

6. Textbooks, reference books, and other instructional materials at different levels of difficulty and interest and geared at the social maturity level of slow learners were available. In most cases the slow learners used these materials.

7. Provision of teaching materials was the form of assistance given most often to teachers of slow learners. This assistance was a cooperative venture of the school, but most of the responsibility for providing such materials appeared to rest with the principal.

8. A distinct type of diploma was awarded to slow learners in only five schools. Some progress seemed to be indicated in the differentiation of the grading of slow learners. The differentiation would appear to originate from the emphasis of the teacher rather than the substitution of a special report card for slow learners. Individual effort and ability were considered as primary factors.

9. The leading qualifications of teachers of slow learners were: special training, patience and understanding, and sympathetic nature and attitude.

Guidance Services

In this study two main areas were surveyed under the category of guidance services: (1) the over-all organization of the guidance program and (2) the special services of the guidance program which might possibly benefit slow learners. The following special services were included: (a) orientation program, (b) the testing program, (c) the availability of services from specialists, (d) informing the parents of special programs, and (e) provision of a physical inspection of all pupils and the nature of the health of slow learners.

The over-all organization of guidance in the schools. Ninety-five of the one hundred and twelve respondents supplying information about guidance services indicated that there were organized programs of guidance in their schools. The seventeen who stated that there were not organized programs of guidance, were for the most part employed in schools with small enrollments. This factor might enable them to carry on informal guidance within the structure of other phases of the school program. Eighty-six of the ninety-five which had an organized guidance employed a director of guidance, a percentage of 90.52. The remaining nine respondents reported no guidance directors or left the question unanswered. Those persons who supplied reasons for employing no guidance directors indicated that faculty committees were the substitute. Seventy-five of the eighty-six schools having guidance directors suggested that it was a part-time job. Five schools indicated they had full-time guidance directors. The remaining six school officials failed to supply this information.

The teachers evidently have an important role to play in the counseling program of the schools whether there are organized programs of guidance or not. One hundred of the one hundred and sixteen schools indicated that teachers took part in the counseling program. Table IX has presented the ways and the number of respondents indicating each way of teacher participation in the counseling program of their school.

TABLE IX
TEACHER PARTICIPATION IN THE COUNSELING PROGRAM
OF ONE HUNDRED ACCREDITED PUBLIC WHITE SECONDARY SCHOOLS OF VIRGINIA

Way of participation	No. of schools	Percentage of schools
1. Offer group guidance in the homeroom or other classroom periods	85	85
2. Provide educational or vocational guidance	54	54
3. Have definite students assigned to them for guidance and counseling	29	29
4. Give counseling in line with student's difficulty in subjects failed	52	52
5. Give counseling and guidance as need arises	75	75

The data presented in Table IX appeared to indicate that a majority of the administrators who responded to this section of the questionnaire were of the opinion that classroom teachers contributed to the counseling program largely through their work with homeroom and classroom groups. This contention seemed to be further substantiated by the responses which indicated that classroom teachers were assigned with responsibilities for counseling individual students in only about one-fourth of the schools included in this study. The opinions of the

respondents appeared to be equally divided in regard to the responsibility of classroom teachers for providing students with occupational and educational information and for counseling with students concerning academic difficulties.

Special services of the guidance program.

A. Orientation Programs

Eighty of the one hundred and eleven respondents supplying information about orientation programs reported that these services were provided for all students when they first enter the school, a percentage of 75.68. The respondents indicated that orientation programs were carried on in a variety of ways and in most instances more than one technique was used. This guidance service was presented within the framework of regular classes in fifty-one instances, a percentage of 60.71. The next most frequent way for handling the orientation programs was by means of holding a mass meeting of all new students. This means of presentation was indicated by forty-eight school officials, a percentage of 57.14. Forty-one respondents indicated use was made of the conducted tour of the school technique, a percentage of 48.51. Assignment of big brothers and big sisters was stated by twelve school officials as the technique used, a percentage of 14.29. Other ways reported by the respondents included: the setting aside of one day or more for this service prior to entrance into the new school and the use of a handbook.

The principal would appear to be the school official most often responsible for directing such a program. Forty-nine respondents reported

that the principal provided leadership for the orientation programs, a percentage of 58.35. Thirty-two school officials stated that a large share of the responsibility rested with the guidance director, a percentage of 38.10. The work of individual teachers and committees of faculty and students were suggested by thirty-two respondents as providing aid in orientation programs.

B. The Testing Programs

One hundred and thirteen school officials supplied data concerning the nature of their testing programs. One hundred and one of these schools had an organized program of testing covering the purposes found in Table X.

TABLE X

DESIGNATED PURPOSES OF TESTING PROGRAMS IN ONE HUNDRED AND ONE ACCREDITED PUBLIC WHITE SECONDARY SCHOOLS OF VIRGINIA 1951-52

Purpose	No. of schools	Percentage of schools
1. To diagnose and/or screen pupil's mental and performance difficulties	75	74.26
2. To discover correlations between pupil's ability and achievement	84	83.17
3. To discover general and/or specific aptitudes	64	63.37
4. To discover vocational interests	61	60.40
5. To discover personality adjustment	27	26.73
6. To discover social adjustment	21	20.79
7. To discover emotional adjustment	22	21.78
8. To discover discrepancies in child's physical health	24	23.76

The respondents indicated that in most instances correlations should be computed between the pupil's mental ability and achievement as a primary purpose of a school's testing program. The next purpose most embodied within the testing program of the schools would appear to be the diagnosis and/or screening of pupil's mental ability and performance difficulties. The discovery of general and/or specific aptitudes would appear to have high rank as a purpose of the testing program by school officials. Slightly over sixty per cent of the schools would appear to give some attention to vocational adjustment of their students.

A minimum number of respondents supplied data with regard to the ranking of the four purposes thought to be of most value in working with slow learners. This information was too limited to be of value so the investigator eliminated it from the presentation of the findings.

The data indicated that many different tests were chosen for use in the testing programs of various schools. Possibly most of the schools supplying data regarding tests used additional tests to supplement the required testing program of the State Department of Education. On the secondary level, the state program has included: The Iowa Silent Reading Test and the Short Form of the California Test of Mental Maturity to be administered in the eighth grade and the A.C.E. Psychological Examination for High School Students to be administered in the twelfth grade.

Tests used by the respondents will be grouped for the discussion which follows as they were listed on the questionnaire, namely: (1) Mental Achievement and Diagnostic Tests, (2) Interest or Personality

Inventories, (3) General and/or Specific Aptitude Tests, and (4) miscellaneous tests and/or inventories.

1. Mental Achievement and/or Diagnostic Tests. Tests in this category mentioned by the respondents and arranged in order of frequency included: some form of the

Otis Achievement Tests
 Stanford Achievement Tests
 Myers Ruch Achievement Tests
 The Progressive Achievement Tests
 The Iowa Every Pupil Tests of Basic Skills
 The Pressy Diagnostic Reading Test
 The Gates Reading Tests
 The American School Achievement Test
 The Progressive Reading Tests
 Essentials of English Test

2. Interest or Personality Inventories. Most respondents suggested that most of the inventories included in this grouping were administered to individuals rather than class groups. A possible exception to this was the administration of the Kuder Interest Inventory. This inventory was administered by forty-eight schools, and most of the respondents indicated that it was administered the last two years of high school. Other inventories mentioned by the respondents to be administered in five schools or less included:

The California Test of Personality
 The Washburne Social Adjustment Scale
 The California Occupational Interest Inventory
 The S. R. A. Youth Inventory
 The Heston Personal Adjustment Inventory
 The Bell Adjustment Inventory
 The Mooney Problem Check List
 The Thurstone Interest Inventory
 The Gentry Vocational Inventory
 Kuder Personality Inventory

3. General and/or Specific Aptitude Tests. These tests like the Interest and/or Personality Inventories were also administered to selected individuals rather than class groups in most instances. Aptitude tests of special subject matter were the type of aptitude tests most often administered by the schools. The subject matter aptitude tests mentioned were: mathematics aptitude, aptitude tests in commercial subjects, engineering and physical science aptitude, and English aptitude tests.

Specific names of these tests were frequently omitted by the respondents. When names of the tests were supplied, the ones most frequently mentioned were:

- The Differential Aptitude series
- The Seashore Measures of Musical Talents
- The Meier Art Judgment Tests
- The California Aptitude Test for Occupations
- The California Prognostic Test for Mechanical Ability
- The Minnesota Manipulations Tests
- The Minnesota Paper Form Board
- The Hunt Nursing Aptitude Test
- The Detroit General Aptitude Test

4. Miscellaneous other tests. Few respondents indicated that tests were administered in areas other than those previously discussed. Some respondents indicated that intelligence tests were given in addition to The California Test of Mental Maturity which is required by the State Department of Education. The Henman Nelson Intelligence Test and The Kuhlman Anderson Intelligence were two of the other intelligence tests used. Other respondents indicated that comparable forms of The Iowa Silent Reading Test and other diagnostic tests of reading and achievement

were administered in remedial classes and in special classes for slow learners. Other tests mentioned were:

- The Wrenn Study Habits Inventory
- American Government Tests
- The Armed Forces Test in Plane Geometry
- The Moody Schrammel Constitution Test
- The Cooperative Test of Recent Social and Scientific Development

Some school officials indicated use was made of teacher devised tests or inventories of adjustment. Some subjects of the teacher made adjustment inventories included: "Why I am liked or disliked?"; "What I would like to be?"; and "How I spend my leisure time?"

Responses made by the school officials in regard to the administration of the tests and inventories would indicate that the classroom teacher had the largest share of the responsibility for the administration and scoring the tests. Seventy-six of the one hundred and one schools which had an organized testing program supplied data to indicate that the classroom teacher administered or helped to administer these tests. The guidance director or guidance committee administered these tests in forty of the schools while the principal participated in test administration in fourteen schools.

Ninety-eight school representatives indicated use was made of test results in their schools for giving aid to slow learners through individual counseling and guidance in light of the test results. Thirty-six respondents indicated that they used the test results as the basis for referral of the child to a specialist for further aid. Twenty-eight

school officials indicated use was made of the test results in providing placement of slow learners in special sections or classes.

The respondents stated that it was not always advisable to inform the slow learner of the test results. Forty-eight respondents indicated that slow learners were not informed of the test results and forty-nine respondents indicated they were informed of the results of the tests. Twelve school officials supplied data to indicate that slow learners were "indirectly informed" of the results or informed "in a general way dependent on the nature of the test". The technique used by the greatest number of respondents to inform the slow learner of the test results was the private conference with the homeroom teacher. Some indications were found to indicate that slow learners were informed of the results in a private conference with the guidance director. Relatively few instances were found in which a private conference was held with the principal. No occurrences of a private conference with a guidance specialist were reported.

Entry of scores in the slow learners' cumulative record was the most widely used means for recording of their test results. This was the case in one hundred and three cases of the one hundred and nine schools supplying this information in this area. Eighty-eight instances were found to indicate that records of slow learners progress in other areas were also placed in the cumulative record folder of these children. One school official indicated that no record was made by his school of slow learners' progress.

C. Specialists connected with the guidance program

70

Ninety-one school representatives supplied data concerning specialists connected with the guidance program in their schools. This information has been set up in tabular form in Table XI.

TABLE XI

SPECIALISTS CONNECTED WITH THE GUIDANCE PROGRAMS
IN NINETY-ONE ACCREDITED PUBLIC WHITE SECONDARY SCHOOLS OF VIRGINIA
in 1951-52

Specialist	No. of schools	Percentage of schools
1. Guidance Director	54	59.34
2. School or County Nurse	31	34.07
3. Psychologist	6	6.59
4. Psychiatrist	4	4.40
5. Placement Director	3	3.30
6. Visiting Teacher	51	56.04
7. Boy or Girl Counselor	7	7.69
8. School Physician	11	12.09
9. Health Officer	1	1.10
10. County Dentist	1	1.10
11. Hospital or Clinic Officials	6	6.59

An analysis of the data included in Table XI seems to indicate that assistance for the slow learner came from one of three major sources: the guidance director, the visiting teacher, or the school or county nurse.

Some significance might be attached to the fact that some schools have more access than others to special assistance from such persons as a psychologist, a psychiatrist, a boy and girl counselor, a school physician, or hospital and clinic officials. No respondents indicated the school had the services of a psychometrist available.

D. Informing parents of special programs

The greatest number of responses indicated that the practice of informing the parents of special programs for slow learners was through a visit to the school by the parent. Home visits by teachers were reported by a large number. These and other means for informing the parents of a special program have been set up in Table XII.

TABLE XII

METHODS USED TO INFORM PARENTS OF SPECIAL
PROGRAMS FOR SLOW LEARNERS

<u>Method used by schools</u>	<u>No. of schools using method</u>
Visit to school by parents	80
Home visits by teachers	34
Home visits by principal	17
Letter sent to parents	14
Parents not informed	24

School officials seemed to feel that in a majority of instances the reaction of the parents to the special program for slow learners was "favorable and cooperative". Few respondents felt that the attitude might be "indifferent".

E. Reaction of other pupils and slow learners to the special program

The respondents indicated that the reaction of other pupils towards the program offered slow learners in their schools was equally divided between a "cooperative" and "favorable" attitude. Some respondents indicated the presence of an "indifferent" attitude toward the special program.

School officials indicated that slow learners were cooperative in most instances and had a favorable attitude toward the program offered for them. Some respondents indicated that in a few instances slow learners were resentful and antagonistic to the programs offered for them.

F. Physical inspection of all pupils and health of slow learners

Data relative to the holding of a physical inspection for all pupils were reported on one hundred and ten forms. Fifty-eight respondents stated that annual inspections were made of the physical health of all pupils. Thirty-nine respondents indicated physical inspections were given semi-annually. Twelve respondents stated that such inspections were carried on bi-annually. One instance was found where an inspection was given "as often as needed".

Seventy-seven per cent of the respondents stated that the health of slow learners would appear to be about the same as that of normal children. No difference in the health of slow learners and that of normal children was reported in ten instances. Thirteen respondents indicated that the health of their slow learners appeared to be worse than that of normal children. None of the respondents reported that the health of slow

learners was better than that of normal children.

Several facts of the guidance services of the representative schools contributing to this investigation have been presented below. These facts have been presented in succinct fashion with the purpose being to present an over-all view of the guidance program and the special services connected with such a program. The findings are:

1. Most of the schools reporting would appear to have an organized program of guidance. Most of these schools had a part-time director of guidance.

2. Teachers tend to play a major role in implementing the guidance and counseling program. The school officials indicated that teachers contributed largely through their work with homeroom or classroom groups. Few instances were found to substantiate the fact that much counseling was done by the teachers with individual students concerning occupational and educational information.

3. An orientation program was provided in approximately three-fourths of the schools. This program was usually conducted through regular class activity or by means of a mass meeting of all new students. The principal, in most instances, provided the leadership for such programs.

4. Organized testing programs were found in approximately nine-tenths of the schools. The testing program had two leading purposes: (1) the discovery of correlations between pupil's ability and achievement and (2) the diagnosis and/or screening of pupil's mental ability and performance difficulties.

5. An extensive list of tests and inventories was reported to be incorporated into the programs to supplement the minimum testing program required by the State Department of Education. A majority of these additional tests were administered to individuals or in remedial classes.

6. Teachers were responsible for the administration and scoring of many of these tests and inventories.

7. The most widely representative use of the results from tests and inventories was to aid in the giving of further assistance and counseling to the child's difficulties.

8. Opinion regarding the advisability of informing slow learners of the test results was equally divided. Some respondents suggested that slow learners were informed in a "general or limited way", dependent upon the nature of the test.

9. The placement of test scores and other information in the child's cumulative record folder appeared to be the general practice for keeping a record of slow learners' progress.

10. The three types of guidance workers who were most often employed in the secondary schools of Virginia would appear to be a guidance director, a visiting teacher, and a school or county nurse.

11. Most respondents indicated that the reaction of the parents of slow learners to a special program for slow learners would be cooperative and favorable.

12. The reaction of slow learners and other children of the school to a special program would also appear to be favorable and cooperative.

13. A physical inspection of all pupils was carried on in most schools on an annual basis.

14. Most respondents were in agreement that the health of slow learners would appear to be about the same as that of normal children.

15. The guidance services, like the administrative services, would appear to be a cooperative enterprise of the school.

Instructional Services

The instructional services might be considered a key to the educational program in any school. Subject area offerings, provision of an orientation course in occupations and/or future planning, course offerings in special occupational areas, extra-curricular offerings, special educational provisions, instructional provisions for exceptional children, and reporting the progress of slow learners are included in this chapter.

Subject area offerings. The over-all class offerings both required and elective were found to be extensive in many of the schools. Required class offerings included the basic subject areas as determined by the State Department of Education. The required courses as set up by the State Department of Education include: four years of English, one year of science, one year of mathematics, one-half year of vocational civics, one-half year of government, and one year of American History. Table XIII has presented the subject area offerings listed by one hundred and sixteen schools.

TABLE XIII

SUBJECT AREA OFFERINGS IN ONE HUNDRED AND SIXTEEN
ACCREDITED WHITE SECONDARY SCHOOLS OF
VIRGINIA FOR 1951-52

Class offering	No. of schools offering class	Percentage of schools offering class
English	116	100.00
American History	114	98.28
General Mathematics	110	94.83
Algebra I.	114	98.28
Civics	113	97.41
General Science	111	95.69
Biology	104	89.66
Physical Education	116	100.00

Table XIV has presented elective course offerings supplied by one hundred and thirteen schools. This list demonstrates the extensive offerings made by these schools in Virginia today.

TABLE XIV

ELECTIVE COURSE OFFERINGS IN ONE HUNDRED AND THIRTEEN
ACCREDITED PUBLIC WHITE SECONDARY SCHOOLS OF
VIRGINIA FOR THE YEAR 1951-52

Course	No. of schools offering	Percentage of schools offering
Journalism	27	23.89
Public Speaking	23	20.35
Dramatics	24	21.24
Spanish	51	45.13
French	46	40.71
Latin	75	66.37
Plane Geometry	95	84.07
Trigonometry	46	40.71
Solid Geometry	56	49.56
Advanced Algebra	97	85.84
Business Mathematics	51	45.13
Typewriting	98	86.73
Shorthand	85	75.22
Bookkeeping	83	73.45
Business English	28	24.78
Office Practice	28	24.78
Industrial Arts	43	38.05
Home Economics	96	84.95
Agriculture	65	57.52
Diversified Occupations	17	15.94
Ancient or World History	59	52.21
Contemporary History	31	27.43
Physics	48	42.41
Chemistry	95	84.02
Choral or Music Classes	25	22.12
Art	8	7.08
Geography	8	7.08
Distributive Education	5	4.42
Radio	2	1.77
Driver Training	3	2.65
General Business	3	2.65
Sociology	3	2.65
Library	8	6.16

Though these offerings of classes would appear to be extensive, the presence of one factor might possibly have significance to the education of the slow learner. Few schools offer subjects in the area of the practical arts suitable for the male enrollment of the schools. Agriculture and industrial arts were offered in fewer instances than the straight "academic" subjects like Latin, chemistry, and advanced algebra. Schools would appear to offer a variety of the traditional business subjects as: typewriting, bookkeeping, shorthand, business mathematics, business English, and office practice. Ninety-six schools offered home economics which would afford girls experiences in home making. The limited offering of practical art subjects for boys in these secondary schools might possibly have more significance attached to it when one learns that in one hundred and three schools slow learners were encouraged to take the practical art subjects. Seventy-three of the school officials indicated that slow learners had better ability in these fields than in the straight academic subjects. Thirty respondents indicated they had some ability in these fields, and only four respondents indicated they had less ability in these fields. The remaining six respondents did not supply information with regard to slow learners' ability in the field of the practical arts.

Orientation courses in occupations and/or future planning.

Responses with regard to the offering by schools of orientation courses in occupations and/or future planning were equally divided. Forty-nine

school representatives indicated that such a course was offered and forty-nine respondents indicated the course was not offered. Eighteen respondents did not answer this question on the instrument.

Course offerings in special occupational areas. Forty-nine respondents reported course offerings in occupational areas and many school officials indicated such training was given in more than one area. Forty-five respondents indicated that special training was offered by their school in homemaking. Thirty-four school officials stated that special training was provided by their school, ^{in agriculture.} Special training in business, in learning a trade, in mechanics, were also provided by some schools. Eleven respondents indicated that some form of on the job training was provided students in their schools. Such experience might afford an opportunity for the child to have first hand training rather than being told about it in abstract and meaningless terms. The training in homemaking and agriculture probably evolve from instruction in agriculture and home economics classes and to a limited extent 4-H, F.F.A. and F.H.A. club work.

Extra-curricular activities offered in the schools. The list of extra-curricular activities supplied by the school officials would indicate that many clubs and activities were provided. The leading organizations in the schools arranged in order were: athletic organizations, Future Homemakers of America, student government, newspaper organizations, school patrol, 4-H clubs, Future Farmers of America, dramatics clubs, science clubs, Beta or honor clubs, literary clubs and

foreign language clubs. These extra-curricular offerings were mentioned by thirty or more school officials. The following clubs had frequencies of fifteen instances or less: mathematics clubs, recreation clubs, chess and checkers, art clubs, Future Teachers of America, Hi-Y, Allied Youth, handicrafts club, social organizations, photography clubs, library clubs, Key Club, Keep Virginia Green, and commercial clubs.

Slow learners were encouraged to participate in extra-curricular activities according to response received by the school officials. Table XV has presented the rank order of extra-curricular activities participated in by slow learners in representative schools. From this table it was possible to discover a trend toward the extra-curricular activity which had an appeal to slow learners. Such activities would appear to be those with attention focused on manual activity and motor coordination to a great degree and on academic powers to a lesser degree. Participation in such activities as Future Homemakers of America, Future Farmers of America, Athletic Organizations, 4-H Clubs, and School Patrol by large numbers of slow learners was indicated by the respondents. This may possibly be attributed to the fact that they may receive recognition in this form of activity and that competition is on more of an even basis.

TABLE XV

RANK ORDER OF EXTRA-CURRICULAR ACTIVITIES PARTICIPATED IN BY SLOW LEARNERS IN ACCREDITED PUBLIC WHITE
SECONDARY SCHOOLS OF VIRGINIA 1951-52

Activity	Rank 1		Rank 2		Rank 3			
	X	Y	Activity	X	Y	Activity	X	Y
F.F.A., F.H.A.	32	30.19	F.F.A., F.H.A.	46	43.81	Athletic	19	22.62
Athletic	32	30.19	Athletic	18	17.14	F.F.A., F.H.A.	18	21.43
4-H Club	23	21.70	Stud. Govt.	10	9.52	4-H Club	12	14.28
Stud. Govt.	6	5.66	4-H Club	9	8.57	Patrol	11	13.09
Choral Club	4	3.77	Patrol	8	7.62	Stud. Govt.	8	9.52
Allied Youth	2	1.88	Hi-Y	3	2.86	Science	5	5.95
Science	2	1.88	Science	2	1.90	Music	3	3.57
Patrol	2	1.88	Music	2	1.90	Drama	2	2.38
Hi-Y	1	0.94	Newspaper	1	0.95	Hi-Y	1	1.19
Recreational	1	0.94	Crafts	1	0.95	Library	1	1.19
Drama	1	0.94	D.H.	1	0.95	Chess & Checkers	1	1.19
			Drama	1	0.95	Keep Virginia Green	1	1.19
			F.T.A.	1	0.95	Beta	1	1.19
			Photography	1	0.95	Foreign Language	1	1.19
			Vocational	1	0.95			
Totals	106	100.00	Totals	105	100.00	Totals	84	100.00

X signifies the number of schools
Y signifies the percentage of schools

Special educational provisions. Provisions for camp experiences and field trips were made by fifty-three of the one hundred and five schools supplying this information, a percentage of 50.48. Fifteen school officials attributed great value to such provisions, a percentage of 28.30. Thirty-two school officials indicated these aids had some value, a percentage of 60.37. Four respondents suggested the provisions had little value, a percentage of 7.55. Two school representatives failed to indicate any opinion with regard to their value.

Provisions for the use of audio-visual materials in the instructional program of the school were reported to be more extensive than the provisions and use of camp experiences and field trips. Such provisions were made in one hundred of the one hundred and sixteen schools. Forty-eight school representatives attributed great value to audio-visual materials as a means to implement the instructional program of slow learners. Forty-six school officials considered them to have some value. Five respondents stated they had little value and one respondent reported they had no value.

The above information with regard to special educational provisions as camp experiences, field trips, and audio-visual materials would appear from the responses received to indicate use of them in a comparatively large number of schools. Respondents would appear to be in agreement that value is found by using them in implementing the instructional program of the school. Use of audio-visual materials would appear to be more extensive than the use of camp experiences and field trips.

Instructional provisions offered for slow learners and other

exceptional children. Table XVI has been set up to present the type of exceptional children provisions specially suited to slow learners and other types of exceptional children offered by the secondary schools of Virginia.

TABLE XVI

INSTRUCTIONAL PROVISIONS MADE FOR SLOW LEARNERS AND OTHER
EXCEPTIONAL CHILDREN IN THE SECONDARY SCHOOLS
OF VIRGINIA 1951-52

Type of instructional provision	Number of schools offering provision
Individual assistance in regular class	68
Special class in reading	31
Special class in English	24
Special class in mathematics	24
Provision of remedial techniques in basic subjects	19
Individual assistance outside of class	8
Provision for speech defectives and crippled children	7
Provision for hard of hearing	6
Special class for all subjects	4
Special class in writing	3
Adoption of the grouping technique	3

The adoption by the schools of an individualized approach to the instruction of slow learners would appear to be an approach more schools were making than any other. Provisions made by thirty-one schools of special classes in reading might possibly correspond to the statement made by the authorities (in Chapter II) that reading is often a cause of retarded school progress. The responses made by approximately one-fifth of the schools concerning the provision of a special class in English and mathematics indicate the consciousness of some schools to the need of special attention in the basic tool subjects. The provision of remedial techniques in basic subjects made by nineteen schools might help substantiate the fact that schools were adopting corrective educational measures to aid students with difficulties in these subjects. Provisions made by some schools for the physically handicapped might possibly demonstrate more attempts were being made to afford these children a normal education.

These special provisions were for the most part begun within the last four years. Ten school respondents indicated that such provisions were made this year for the first time.

Forty-two school officials indicated use was made of the activity or experience unit. Eight school officials considered it very effective for aiding the instructional program of slow learners. Forty respondents thought there was some value in this procedure and only two school officials considered such procedure not effective.

Progress of slow learners. All one hundred and sixteen school officials reported that slow learners were informed of their successes and failures. The means by which this reporting was carried on differed, and many respondents indicated more than one way. Forty-one school officials still used the regular report card technique and considered it the most effective means. Fifty respondents suggested they used the interview approach to some extent to supplement the reporting on the report card. Forty-six school officials reported that a conference was held with the parent and child to supplement the regular report card technique.

Praise was indicated by one hundred and fourteen school officials to be better for motivating constructive completion of work than blame. Two school officials indicated that both praise and blame were used to motivate the performance of slow learners.

Certain points from the discussion of the instructional services of the schools responding to this inquiry made by the investigator bear repeating. These points are:

1. The curricular offerings though quite extensive concentrate largely on the "academic" subjects rather than the practical art subjects.
2. Little provision was made for the male slow learner in the curricular offerings of many schools.
3. Slow learners were found in most instances to have more ability in the practical art subjects as compared to their performance in other subjects. Slow learners were encouraged by most schools to participate

in these classes.

4. Even distribution was found for those schools offering and those schools not offering orientation courses in occupations and/or future planning.

5. Special training in homemaking and agriculture were reported to be the most widely offered training in occupations by the schools.

6. Offerings in the extra-curricular field were extensive. Most slow learners participated in the manual activities or other activities requiring to a lesser degree the higher intellectual processes--athletic organizations, F.H.A., F.F.A., 4-H Clubs, and student government organizations.

7. Camp experiences and field trips were fairly widely employed by the schools to implement the instructional program of the school. These were thought by most respondents to have "great" or "some" value for slow learners.

8. Audio-visual materials were used more extensively than camp experiences or field trips and most informants stated they had "great" or "some" value for implementation of the instructional program for slow learners.

9. Individualized instruction within the framework of the regular class was the means used by most schools for providing special assistance to slow learners and other exceptional children. Special classes in reading, English, and mathematics were provided exceptional children by

roughly one-fourth of the schools. Most of these special provisions were begun within the last four years. Some schools instituted such provisions for the first time this year.

The activity or experience centered unit was considered an effective device for aiding the instruction of slow learners.

10. An interview with the child or a conference with parent and child were used by schools to supplement the regular report card technique in reporting the progress of slow learners.

Miscellaneous Facts Drawn from the Questionnaires and Letters

This section presents comments of school officials concerning the educational welfare of slow learners. Information was obtained from written comments made by school officials under the headings of ways respondent's school has contributed most to the progress of slow learners in the last few years and suggestions respondents have for the adoption of a program for slow learners. These comments have been categorized into the three areas used throughout the study--administration, guidance, and instruction. Some comments did not lend themselves to these categories and necessitated the inclusion of a heading "miscellaneous".

Contributions made by the school officials for the educational welfare of slow learners.

Administrative contributions.

1. Established a more thorough and comprehensive testing program
2. Increased interest of slow learners in remaining in school until graduation.

3. Provided more materials for the teachers of slow learners to utilize and also materials for the slow learners to use.
4. Employed considerably more effort in discovering who the slow learners were and then set up a program or programs to aid them.
5. Reduced the number of dropouts in the school.
6. Provided special classes or extra assistance for them.
7. Instituted pre-school conferences on slow learners or topics related to them.

Guidance Contributions.

1. Afforded placement for them in jobs after graduation.
2. Devoted more attention to their physical and emotional health.
3. Spent more time in counseling with them.
4. Gave them more guidance.
5. Provided more outlets for social adjustment.
6. Inaugurated a more extensive list of tests to the testing program which would benefit them.
7. Held more conferences with the parents of slow learners.

Instructional Contributions.

1. Adopted a more individualized approach toward the instructional program for them.
2. Incorporated more practical or vocational art subjects into the curriculum.
3. Adjusted the curriculum to meet their needs.
4. Helped make them feel they were not failures by leading them to work in which they can achieve some measure of success.
5. Instituted coach classes in special subject fields.
6. Concentrated on the development of a reading habit.
7. Instituted more remedial techniques in the teaching of basic subjects.

Suggestions made by the administrators concerning the educational welfare of slow learners.

Administrative suggestions.

1. Provide more subjects with which they can work with their hands.
2. Secure specially trained personnel and facilities with proper equipment.
3. Eliminate the "artificial" grading systems.
4. Lighten the load of teachers who work with slow learners.
5. Provide more space.
6. Set up reading clinics in each county.
7. Provide a more varied program of extra-curricular activities suitable to them.
8. Secure the cooperation of the entire school faculty.
9. Make it possible for each student to proceed at his own rate.
10. Employ a full time coordinator of their work.
11. Secure better home-school relations.
12. Section all high school work.

Guidance Suggestions.

1. Provide a more comprehensive testing and counseling program.
2. Make a more comprehensive study of home backgrounds.
3. Make an early diagnosis of all students and then apply appropriate instructional methods and materials.
4. Provide an over-all guidance program for their welfare evolving out of constructive and cooperative planning.

Instructional Suggestions.

1. Adopt the individualized instruction approach in the classroom according to their needs and interests.
2. Institute more remedial classes and/or techniques in the basic subjects.
3. Make the limited curriculum more adaptable to them.
4. Provide a variety of activities in "core" subjects adaptable to their abilities.
5. Institute special work with individualized assignments.

Miscellaneous Suggestions.

1. Secure financial assistance from the state.
2. Make a long range plan and study the needs of slow learners.

Many of the school officials who failed to supply the information called for on the questionnaire indicated a desire to respond, but indicated data were not readily available. This lack of readily available information might possibly indicate that some schools were not keeping an up-to-date record of the students in their schools. Many of the persons not supplying data indicated that this year was their first year as principal in this particular school. This fact seems to indicate that a considerable turnover of administrative officials exists in the secondary schools of Virginia each year.

Miscellaneous responses

"Keep slow learners with their specific age group, give them special individual attention, even if it involves using special texts and materials."

"This questionnaire has caused me to think about exceptional children and to consider them with more vision."

"Our work with them has caused 90% of them to make normal progress after two years of special work."

"There should be a check point in the fifth or sixth grade at which time each child should be tested for reading and number achievement. Those who are behind should be given remedial instruction before being restored to normal grade class."

CHAPTER V

SUMMARY AND SUGGESTED RECOMMENDATIONS

Introduction. There appears from the data describing the pupil population in this study sufficient indication that a considerable number of slow learners exist in the accredited public white secondary schools of Virginia. The focus of the attention in this chapter was aimed upon those provisions which were being made for the slow learners in the three areas of education as these appeared on the questionnaire--administration, guidance, and instruction. Some attention was devoted to such miscellaneous description as: reasons for administrators not making "planned" provisions for slow learners; sex differentiation of slow learners; classes with most slow learners; and facts about slow learner dropouts and graduates. The findings with regard to the three special areas has followed this information of miscellaneous nature.

Miscellaneous findings. Lack of space was reported to be the principal reason given for not making "planned" provisions for slow learners. This might possibly be attributed to the fact that respondents were thinking in terms of special classes. The lack of sufficient number of teachers and lack of qualified personnel were other reasons given for the lack of "planned" provisions being made for slow learners. The facts concerning the number of teachers and qualified teachers might have been the real reasons behind the cause for not making "planned" provisions. The shortage

of teachers may possibly have brought about a situation whereby teachers were instructing classes for which they were not certificated. This might have been the reason teachers were unfamiliar with the material and also with the means for diversifying the instruction.

Most slow learners were found to be of the male sex. The cases where females were found to be the most prevalent among the slow learners may be attributed to the fact that many of the male slow learners drop out of school earlier than do the female. This fact was mentioned by some of the respondents as the reason for most of the slow learners of their school being female.

The fact that a majority of school officials indicated that most slow learners were found in the early grades of secondary school may also merit special consideration. Steps, as indicated by the respondents, should be made to make the classes more meaningful to slow learners and adaptable to their needs and interests. Steps should also be made toward the elimination of any causative factors which would prevent constructive action from being made for the education of slow learners.

The fathers of slow learners came mostly from the unskilled trades, day laboring or farming class of occupations. This fact does not necessarily suggest that children of normal ability do not come from this area of occupations. Much would seem to depend upon the nature of the community in which the school was located. In a rural area most of the population would likely be engaged in farming while in a small urban area or suburban area a majority of the population would work in

the unskilled trades or day laboring class of occupations.

The fact that there was a considerable number of slow learner dropouts also has significance. The majority of the reasons supplied by the respondents concerning the reasons why slow learners dropped out of school appears to center around lack of interest and dislike of school in general. There was the possibility the school should make strides in the direction of curriculum revision based on the needs and interests of all pupils, slow as well as fast learners.

Administration. The findings of the study concerning the administrative functions of the school for the program of slow learners indicated that many services have been provided for this group of pupils. There was need for continued study and work to improve these services thereby enabling the slow learner to obtain more benefit from them. There was the indication that the administration of the educational program for slow learners was a cooperative venture with members of the school faculty and community contributing to its success. In most instances the principal or guidance director were found to be the coordinators of the program for slow learners. The administrative services and other facts relating to administration reported were:

1. Visits to the homes of slow learners appeared to be the technique most used for collecting data about pupil's home backgrounds. Most of this visiting was carried on by classroom teachers and principals, but the visiting teacher and the school and county nurse participated in the home visitation program in some areas.

Some school faculty meetings and workshops were utilized for the purpose of studying the problems of slow learners in the schools.

2. Provision of extensive teaching materials was the form of assistance given most widely to teachers of slow learners. This assistance came from different members of the school faculty and the boards of education, but most of the responsibility for such provisions appeared to rest with the principal of the school.

3. Provision of textbooks, reference books, and other instructional materials at different levels of ability, interest, and social maturity of slow learners was made. Use was made of these by slow learners and also by teachers of slow learners. Respondents were of the opinion that most slow learners used these to read for pleasure.

4. Instances were found which indicate that some schools were making distinctions with regard to the type of diploma received by slow learners. This distinction was largely in terms of issuing them a "general" diploma requiring a limited number of the so-called academic subjects and a greater number of the vocational subjects.

5. School representatives were making some attempts to differentiate the evaluation of the mental attainments of slow learners. Emphasis was placed on grading the slow learner as an individual. Separate report cards were not offered these pupils. Individual ability and effort were considered the prime purposes to evaluate.

6. The leading qualifications for teachers of slow learners to have as reported by the respondents were: special training, patience, sympathy, and understanding.

Guidance. The findings of the study relating to the guidance services of the schools indicated that attempts were made to furnish some form of assistance to the slow-learning children enrolled in the schools. There were many services which were established to aid all children. These services would also be a means to serve the needs of slow learners. The findings with regard to the guidance services include:

1. An organized program of guidance was present in most of the schools replying to the inquiry. Most schools employed a part-time guidance director.

2. Teachers in these schools contributed to the guidance and counseling programs through their work with homeroom or classroom groups. Few instances were found to indicate that teachers did much counseling of individual students concerning occupational and educational information.

3. An orientation program was held in about seventy-five per cent of the one hundred and sixteen schools participating in this study. This program, for the most part, was conducted as a part of regular classes or in mass meetings of all new students. The principal was the coordinator of such programs in most schools.

4. An organized testing program was found in approximately nine-tenths of the schools, with two primary purposes indicated: for that program:

(1) the discovery of correlations between pupil's mental abilities and achievement, and (2) the diagnosis and screening of pupil's mental ability and performance difficulties. An extensive list of tests was incorporated into the testing program of the schools to supplement those required by the State Department of Education. Most of these special tests and inventories were administered to individual students rather than to class groups. Some instances were found where tests were used in remedial classes. Teachers were in charge of administering and scoring most of the tests and inventories. Responses with regard to the use of test results indicate that the test results served as the basis for counseling and guidance in line with the difficulties presented by individual pupils.

5. The advisability of informing slow learners of the results of tests was thought by the respondents to be largely determined by the nature of the test. Entry of test scores and other data about the child in his cumulative record folder was made in a majority of the schools.

6. The leading specialists employed by the schools to aid the guidance program were: a head guidance director, the visiting teacher and the school or county nurse.

7. An annual physical inspection of all pupils was conducted by a majority of the schools. Most respondents were in agreement that the health of slow learners was about the same as that of children of

normal intelligence.

8. The reaction of other students, slow learners themselves, and their parents appeared to be cooperative and favorable to the institution of a special program offered by the school for slow learners.

Instruction. The instructional services of the schools was centered around the curriculum established to provide required and elective courses. Special classes and educational provisions were also among the items included in the area of instructional services. Extra-curricular offerings and data with regard to the participation in these activities by slow learners were also presented. The existing data with regard to the instructional services of the schools included:

1. Most schools had a variety of class offerings. Most school officials indicated there was a limited offering of courses in vocational or practical art subjects for boys. Major emphasis would appear to be on the "academic" subjects.

2. Some special occupational training in agriculture, business, and homemaking was provided for slow learners. A few instances of training on the job were also reported.

3. Most schools offered an extensive list of extra-curricular activities. Slow learners in most of these schools participated in such activities as: athletic organizations, F. F. A. and F. H. A. clubs, 4-H Club, and school patrol. A majority of school officials indicated that slow learners were encouraged to participate in these activities.

4. Camp experiences and field trips were conducted by some of the schools. School officials thought these had great value for slow learners.

5. Audio-visual materials were used by schools more extensively than field trips and camp experiences. Most respondents attributed great value to these materials for the implementation of the learning of slow pupils.

6. Respondents indicated that special classes in English and reading were established with greater frequency than special classes in other subjects. Some schools made use of remedial techniques in these basic subjects. The activity or experience unit approach was used by few schools. These schools officials claimed effectiveness of this approach as a means for implementing the instructional program of slow learners.

Suggested Recommendations

Two general assumptions are necessary before making any recommendations for a program for slow learners in the accredited white secondary schools of Virginia. First, such a program should be adaptable to any area--rural or urban, large or small, in the state of Virginia. Second, it should be practical and suitable for adoption to those schools with extensive facilities as well as to those with limited facilities. Proceeding from these general assumptions, the investigator offers the following recommendations.

Administrative

1. Provide a varied curricular offering in so far as present conditions permit. Make the limited curriculum more flexible in order to meet the needs and interests of all children in the school.
2. Secure well qualified and interested personnel for the instruction of slow learners.
3. Make provisions which enable the teachers of slow learners to have a reduced teaching load. Provide such teachers with materials, facilities, and adequate space.
4. Encourage and aid in the promotion and use of audio-visual materials, camp experiences and field trips.
5. Secure the wholehearted support of the faculty in helping meet the needs and in understanding the importance for giving additional assistance to slow learners.
6. Begin special work with slow learners early in their secondary school life. Administer a diagnostic and/or screening test to all pupils in the school on entrance into the school.
7. Maintain an effective public relations program to aid in bringing about better home-school relations.
8. Foster and encourage a home visitation program.
9. Provide different means for evaluating slow learners progress than the means used for evaluating the progress of children of normal intelligence. Consider competition with self more important

than competition with others. Place less emphasis on meeting required classroom standards since these are often too high for slow learners to meet.

10. Utilize all resources of the school for the administration of a working, practical program for slow learners.

Guidance.

1. Provide a constructive and well integrated counseling and testing program.

2. Provide more outlets in the school program for the social adjustment of slow learners.

3. Establish a coordinator or special teacher to work with slow learners in selecting their program of study and in aiding slow pupils in the choice of a vocation.

4. Make use of all available special assistance in the county, state, and nation concerned with the welfare of slow-learning or exceptional children.

5. Conduct an annual physical inspection of all students. Make use of the services of a physician or the county nurse. Inform the parent or guardian if further attention is needed.

6. Acquaint the students of the available guidance facilities. Such could be done in a thorough orientation program.

7. Make the guidance program a joint responsibility of all teachers.

8. Use the results of test scores to aid the development of the individual programs of the children. Provide further testing if need for it is apparent. Provide more educational and occupational counseling with regard to slow learners' present and future needs.

9. Secure well trained personnel to administer, score, and interpret the tests administered. Educate the faculty in the proper use of tests and the results of tests.

Instructional

1. Promote more individualized instruction in classes.

2. Adopt remedial techniques in the basic subjects such as English, reading, and mathematics.

3. Provide more vocational and practical art subjects in which slow learners may receive some measure of success.

4. Use field trips and audio-visual aids more extensively. Provide sufficient introduction to them.

5. Afford frequent opportunities for giving praise and recognition to slow learners for work well done. Foster motivation for further success.

6. Unify all phases of the instructional programs towards promoting the child's interest in school. To this end make the instructional program of the school meet the specific present and future needs of this group of children.

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APPENDIX

COPY OF PRELIMINARY SURVEY

(double post card)

September 1951

Dear School Principal,

In connection with my study of special education in Virginia White Secondary Schools, I would appreciate your filling out and returning the attached card. Mr. W. Kuhn Barnett, Supervisor of Special Education, State Department of Education, has approved this study.

Thanking you for your co-operation in this matter, I am

Respectfully yours,

John D. Wells
Graduate Student
College of Wm. & Mary

Does your school offer planned provisions for slow learners?

Yes _____. No _____.

If not, please check reason or reasons below:

_____ Lack qualified personnel. _____ Lack of space.

_____ Lack of sufficient number of teachers.

_____ Lack of time in class schedule.

_____ Other reasons.

Would you cooperate in filling out a questionnaire?

Yes _____. No _____.

_____ Name of School

_____ Number of pupils by sex

_____ Grades included

_____ Number of teachers

(Signed) _____

Title _____

COPY OF FOLLOW-UP TO PRELIMINARY SURVEY

(single post card)

October 31, 1951

Dear School Principal:

Toward the end of September, I mailed you a double post card on which was requested information about your program for slow learners in the high school. I am compiling the information at the present time.

Since you may have over looked the post card in the pressure of school opening, I am writing now to ask if you will return the post card to me.

Thank you for this help.

Very sincerely yours,

John D. Wells
Graduate Student
College of Wm. & Mary

COPY OF FIRST COVER LETTER TO QUESTIONNAIRE

October 1951

Dear _____:

I have received the return post card which indicates that your school has made planned provisions for slow learners and are willing to fill out a more extensive questionnaire. This questionnaire will cover three areas: (1) a series of general questions about slow learners in your school, (2) a series of general offerings and provisions offered all students in your school, and (3) a series of specific offerings and provisions in the areas of administration, guidance, and instruction with specific reference to slow learners.

The name of your school will not be divulged in the final form of the project submitted to the College of William and Mary or to others who may desire the data compiled.

If you could make use of any of the facts which I find in this survey, it would be a pleasure to share some of the findings with you.

Please note the definition of a slow learner at the top of the questionnaire. This definition has two aspects both of which may be used in determining the slow learners in your school in this survey.

Enclosed is a self-addressed stamped envelope for the return of the questionnaire to me. I would appreciate as prompt a return as possible.

Thanking you for your co-operation in filling out this form, I am

Enc: copy of questionnaire
return envelope

Very sincerely yours,

John D. Wells
Graduate Student in Educ.
College of William & Mary
Box 1903
Williamsburg, Virginia

COPY OF REVISED COVER LETTER TO QUESTIONNAIRE

January 1952

I have received the return post card which indicates that you are willing to fill out a more comprehensive questionnaire. This questionnaire will cover three areas: (1) a series of general questions about slow learners in your school, (2) a series of questions on general offerings and provisions offered all students in your school, and (3) a series of questions on specific offerings and provisions in the areas of administration, guidance, and instruction with specific reference to slow learners.

The name of your school will not be divulged in the final form of the project submitted to the College of William and Mary or to others who may desire the data compiled.

State Department of Education officials in Richmond have indicated a keen interest in this study and have requested a final report of the findings. If you could make use of any of the facts found in this survey it would be a pleasure to share them with you.

Please note for application in your local situation the definition of a slow learner at the top of the first page of the questionnaire. This definition has two aspects both of which may be used in determining the slow learners in your school in this survey.

Enclosed is a self-addressed stamped envelope for the return of the questionnaire to me. I will appreciate your co-operation.

Enc: copy of questionnaire
return stamped envelope.

Very sincerely yours,

John D. Wells
Graduate Student in Educ.
College of William & Mary
Post Office Box 1903
Williamsburg, Virginia

COPY OF QUESTIONNAIRE

QUESTIONNAIRE AND CHECK LIST

 Name of school

In this questionnaire and check list a slow learner will be considered to be a child with an I.Q. range from 75 to 90. He may also be considered a child whose school progress is two years less than his chronological age.

General Statistics:

1. How many slow learners are there in your school?

0 to 10. 31 to 40. 61 to 70.
 11 to 20. 41 to 50. 71 to 80. 91 to 100.
 21 to 30. 51 to 60. 81 to 90. 101 and over.

A. What sex has the greatest number of slow learners? Male . Female

B. In what class are most slow learners found?

Freshman. Sophomore. Junior. Senior.

C. In what occupational area do most of the fathers of your slow learners work?

Professional. Unskilled trades.
 Highly skilled trades. Day laborers.
 Semi-skilled trades. Farmers.

D. How are your slow learners identified?

Recommendation of previous school, Test or series of tests.
 Study of cumulative record. Combination of all three.

 Other ways (specify).

E. How many slow learners graduated from your high school last year (1950-51)? F. How many slow learners dropped out before the end of school last year (1950-51)? G. How many slow learners did not return to school at the start of school this year (fall 1951)?

H. What is the primary reason most slow learners gave for dropping out of your school?

Inability to do school work. Sent to corrective institution.
 Desire to find employment. Disliked school.
 Drafted or enlisted in Armed Services. Wanted at home.

 Other reasons (specify)

2. What regular classes for all students are offered in your high school?

- English. General Math. Ancient History. Biology.
- Civics. Beg. Algebra. Amer. History. Gen. Science
- Physical Ed. Plane Geometry. Contemp. History.

3. What elective classes for all students are offered in your high school?

- Journalism. Typewriting. Industrial Arts.
- Public Speaking. Shorthand. Home Economics.
- Drama. Bookkeeping. Agriculture.
- Spanish. Business English. Diversified Occupations.
- French. Business Math. Physics.
- Latin. Office Practice. Chemistry.
- Trigonometry. Solid Geometry. Advanced Algebra.

_____ Others (specify).

4. A. What clubs or extra-curricular activities are offered for all students in your high school?

- Newspaper work. Beta Club. 4-H Clubs.
- Dramatics club. Science club. Athletic Organizations
- Debating club. Math. club. School Patrol.
- Literary club. F. F. A. Student Government.
- Foreign Language club. F. H. A.

_____ Others (specify).

B. Are slow learners encouraged to participate in these clubs or extra-curricular activities in your high school? Yes _____. No _____.

C. Which three of the above do most of them take part in? Rank in order.

1. _____, 2. _____, 3. _____.

5. Are slow learners in your school permitted and encouraged to take the practical art subjects like agriculture, home economics, and industrial arts? Yes _____. No _____.

A. How does their performance in this area rate with that of other subjects?

- Better ability in these fields. Same ability in these fields.
- Less ability in these fields.

6. Are slow learners in your school informed of their success and failure? Yes _____. No _____.

A. What ways for reporting slow learners' progress do you find most effective?

- Regular report card. Conference between parent and child.
- Interview with child. _____
- _____ Other ways (specify).

6. B. Do you find praise or blame more effective for motivating better performance on the part of slow learners? Praise _____. Blame _____.

Instructional Services:

7. What type of program or programs is offered the slow learners in your high school?

- Special class in reading.
- Special class in English.
- Special class for all subjects.
- Provision for speech defectives.
- Provision for the crippled.
- Special class in writing.
- Special class in mathematics.
- Provision for partially sighted.
- Provision for the hard of hearing.
- Provision of remedial techniques.
- Provision for individualized instruction in the regular class.
- Provision for individualized instruction outside of school.

8. How many years has this program or programs for slow learners been used in your high school? _____.

9. If special classes are offered for slow learners in your high school are slow learners given the opportunity to associate with children of normal ability? Yes _____. No _____.

A. In what way or ways?

- Physical Education classes.
- Extra-curricular activities.
- Practical Art classes.
- Homeroom activities.

_____ Other ways (specify).

10. If special classes are not offered slow learners, does your school use the activity or experience unit approach? Yes _____. No _____.

A. How effective do you find it?

- Very effective.
- Somewhat effective.
- No difference.

11. Is any orientation course in occupations and/or future planning offered in your high school for slow learners? Yes _____. No _____.

12. Are any specialized courses in occupational training offered slow learners in your high school? Yes _____. No _____.

A. What training is given?

- Special training in agriculture.
- Special training in homemaking.
- Special training in a trade.
- Special training in business.
- Special training in mechanics.
- Special training on the job.

_____ Other training (specify).

13. Is provision made for camp experiences, field trips, etc., for slow learners in your high school? Yes ____ No ____.

A. What value do you associate with them for the gaining of knowledge? ____ Great value. ____ Some value. ____ Little value. ____ No value.

14. Are audio-visual materials used in connection with the instruction of slow learners in your high school? Yes ____ No ____.

A. How valuable do you consider them as an aid in the instruction of slow learners? ____ Great value. ____ Some value. ____ Little value. ____ No value.

Administrative Services:

15. Who has charge of the administration of the program for slow learners in your high school?

____ The school principal. ____ The child's teacher. ____ The guidance director. ____ Others (specify).

16. A. How is the program for slow learners determined in your high school?

_____.

B. By whom is the program for slow learners in your high school determined?

____ Principal. ____ School faculty. ____ Guidance director.
____ School Board. ____ State Department of Education.

_____ Others (specify).

17. Are discipline cases and other seriously maladjusted persons of normal intelligence separated from the instruction of slow learners in your high school? Yes ____ No ____.

18. What qualifications for the instruction of slow learners do you have in your high school? _____

_____.

Rank the three you consider to be the most important by number.

19. Do you regulate the size of classes for all pupils in your high school?
Yes ____ No ____.

A. Do you regulate the size of classes for slow learners in your school?
Yes ____ No ____.

B. What is the average number in classes for slow learners?

____ 0 to 5. 6 to 10 ____ . ____ 11 to 15. 6 ____ 16 to 20. ____ 21 to 25.

20. Are textbooks, reference books, and other instructional materials available at different levels of difficulty and interest and appropriate to the maturity level of slow learners in your school? Yes ____ No ____.

A. If yes, do slow learners make use of these materials? Yes ____ No ____.

B. How do slow learners make use of these materials?

____ Preparing class assignments. ____ Preparing for future work.
____ Reading for pleasure. _____

_____ Other ways (specify).

C. Does the teacher make use of these materials? Yes ____ No ____.

D. If yes, how does he make use of these materials?

____ Preparing child's lessons. ____ Class assignments.
____ Promoting interest in child for using them. _____

_____ Other ways (specify).

21. Is any assistance given the teacher in planning the work for slow learners in your school? Yes ____ No ____.

A. If yes, what kind of assistance?

____ Providing materials. ____ Promoting field trips, etc.
____ Aiding in plans for course content. ____ Supervising the teaching.

_____ Other ways (specify).

B. Who gives this assistance?

____ Supervisor. ____ Guidance director. ____ Principal.
____ School board official. _____

_____ Others (specify).

22. Has a workshop ever been held on slow learners in your high school?
Yes ____ No ____.

22. A. If yes, what kind of program was it?

- Regular school faculty meetings. Use of audio-visual aids.
- Meeting with faculty & community. Inter-school faculty meeting

_____ Other ways (specify)

23. Is effort made by your high school to know the home background of slow learners? Yes . No .

A. If yes, who makes this effort?

- The principal. The school nurse. The guidance director.
- The teacher. The visiting teacher. _____

_____ Others (specify).

B. What means is used to learn the home background?

- Visit homes of slow learners. Visit school by parents of slow learners.
- Make survey of home conditions. _____

_____ Other ways (specify).

24. Is any distinction made as to the type of diploma received by slow learners? Yes . No .

A. If yes, what distinction does your school make? _____

25. Are slow learners graded on the same basis as normal children in your school? Yes . No .

A. If no, what distinction is made between the slow learners' and normal children's grading? _____

Guidance Services:

26. Is any kind of orientation program given all pupils when they first enter your school? Yes . No .

A. If yes, what kind of program is it?

- Conducted tour of the school, Presented in regular class.
- Discussed in meeting of new students.
- Assignment of big brothers & big sisters" to new students.

_____ Other types (specify)

B. Who has charge of the orientation program in your school?
 Principal. Guidance director. Faculty & students.
 Students. Individual teachers. _____

_____ Others (specify).

27. Do you have an organized guidance program in your school? Yes _____. No _____.
 If yes, please answer A. & B.

A. Is there a guidance director? Yes _____. No _____.
 Is the director full or part-time? _____.

B. Do other teachers take part in the guidance program? Yes _____. No _____.
 If yes, how do they take part?
 Offer group guidance in the homeroom or other classroom periods.
 Provide educational or vocational guidance.
 Have definite ~~set~~ students assigned to them for guidance & counseling.
 Give counseling in line with students' difficulty in subjects failed.
 Give counseling and guidance as need arises.

_____ Other ways (specify)

28. Do you have a regular testing program in your school? Yes _____. No _____.
 6

A. If yes, what are the purposes of the program?
 To diagnose and/or screen pupil's mental & performance difficulties.
 To discover correlations between pupil's ability and achievement.
 To discover general and/or specific aptitudes.
 To discover vocational interests.
 To discover personality adjustment.
 To discover social adjustment.
 To discover emotional adjustment.
 To discover discrepancies in child's physical health.

_____ Other purposes (specify).

Please check and number the four you consider the most important and
 advisable to know with reference to slow learners in your school.

B B. What mental achievement and diagnostic tests do you administer in your
 high school to all pupils, and at what grade level are they administered?
 Tests Grade Administered

- 1.
- 2.
- 3.
- 4.
- 5.

C. What interest or personality inventories are given by your school and at
 what grade level are they administered?
 Test Grade Administered.

- 1.
- 2.
- 3.

D. What general and/or specific aptitude tests are given and at what grade level are they administered?

Tests Grade Administered.

- 1.
- 2.
- 3.
- 4.
- 5.

E. What other tests and/or inventories are given and at what grade level are they administered?

Tests or Inventories Grade Administered.

- 1.
- 2.
- 3.
- 4.
- 5.

F. How often is a physical inspection given all the pupils in your school?

___ Semi-annually. ___ Annually. ___ Bi-annually. ___
Other times (specify).

How does the slow learners health compare with that of other pupils?

___ Better. ___ About the same. ___ Worse ___ No difference.

G. Who administers most of the tests given in your school?

___ Classroom teacher. ___ Guidance director. ___ Principal.
___ School psychologist. ___ Other (specify).

29. How are the results used in aiding slow learners?

- ___ Placing slow learners in special classes or special sections.
- ___ Giving individual assistance and counseling in line with difficulties.
- ___ Providing further testing to discover other discrepancies.
- ___ Referring child to specialist for assistance.

Other ways (specify).

30. Are slow learners informed of the results? Yes ___ No ___.

If yes, how are they informed?

- ___ Through private conference with guidance counselor.
- ___ Through private conference with guidance specialist.
- ___ Through private conference with homeroom teacher.
- ___ Through private conference with home principal.

31. What specialists are connected with the guidance program of your high school?

- ___ Head guidance director. ___ Visiting teacher.
- ___ School nurse. ___ Special boy or girls counselor.
- ___ Psychologist. ___ School physician.
- ___ Psychiatrist. ___ Psychometrist.
- ___ Placement Director.

Others (specify).

32. What record is made of slow learners' progress in your school?

- ___ Record of test scores is placed in cumulative record folder.
- ___ Record of other data is placed in cumulative record folder.
- ___ No record is made of slow learners' progress.

Other ways.

Miscellaneous:

33. What would you consider the reaction of other pupils towards the program for slow learners in your high school?

Co-operative. Favorable. Resentful. Antagonistic Indifferent. _____ Other reactions (specify)

#4. What is the reaction of slow learners to their program?

Resentful. Antagonistic. Indifferent. Co-operative. Constructive. Favorable. _____ Other reactions (specify)

35. How are parents of slowlearners informed if a special program is to be offered their child?

Visit to home by school nurse. Visit to home by principal. Visit to home by teacher. Visit to school by parent. Inform parent by letter. No informing done.

_____ Other ways (specify).

What is their reaction?

Resentful. Antagonistic. Indifferent. Co-operative. Favorable. Constructive. _____

_____ Other reaction (specify)

36. In what kind of community is your high school located?

Large urban area. Small urban area. Suburban area. Large rural area. Small rural area.

37. Is your school consolidated? Yes . No .

If yes, how large an area _____.

38. What way or ways has your school contributed most to the progress of slow learners in the last five years? _____

_____.

39. What suggestions would you make for adopting a school program for slow learners? _____

_____.

40. Other comments _____

(please use back of paper for more comments)
(signed) _____

COPY OF FIRST FOLLOW-UP TO QUESTIONNAIRE

(single post card)

January 1952

Dear (addressed personally)

To this date I have not received the questionnaire that was sent you. If you do not have sufficient information available to fill out the questionnaire completely, please complete as many of the items as possible. I am particularly anxious to get as complete a sampling as possible since State Dept. officials of Education in Richmond have requested a final report of findings. If you have lost the form please advise and another form will be sent you.

Very sincerely yours,

John D. Wells Box 1903
Graduate Student
College of Wm. & Mary
Williamsburg, Va.

COPY OF FINAL FOLLOW-UP TO QUESTIONNAIRE

(single post card)

April 1952

Material is now being compiled from the questionnaires mailed out some time ago and I notice your return is not among them. Although you may not have data to fill out fully, answers on as many items as possible will be helpful. State Dept. Officials of Education in Richmond have requested a final report of findings and the sampling should be as complete as possible. If you would like another copy of the form, please advise. Please note change of address as I am now teaching.

Very sincerely yours,

Address:

Box 483
West Point, Virginia

John D. Wells, Graduate Student
College of William & Mary

VITA

John Daggett Wells was born October 6, 1925 at Chicago, Illinois. He received his Bachelor of Arts degree from Denison University in 1948. He attended summer sessions at the College of William and Mary in 1948, 1949, 1951, and 1952. He began teaching at New Kent High School in February, 1952.