

A STUDY OF SLOW LEARNERS
IN THE ROSSVILLE ELEMENTARY SCHOOL

by

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INTRODUCTION

Over-age boys and girls have been found in many American public school classrooms. They could usually be found in the back of the room where generation after generation of retarded pupils have found their places. In some instances such retarded pupils have been the victims of mental retardation; in some cases they were exceptional children; and in still others, they were normal children who had been deterred in their educational career by any number of things such as poor curricula, bad home conditions, and absence from school to help support the family. It was with the last group that this study was concerned.

A definition of terms referred to in this study are listed as follows:

1. "Educationally Retarded" - A child retarded not because of mental ability but because of school conditions.
2. "Exceptional Child" - A child feeble-minded, gifted, blind, epileptic, or mentally disabled.
3. "Failed Pupil" - A pupil who has been retained in a given grade for more than one term.
4. "Mentally Retarded" - The child, who, because of poor intellectual endowment, has been unable to cope with the standard requirements of regular grades.
5. "Normal" - The child who has been able to achieve

in school at a level equal to that of a majority of his age-grade group.

6. "Over-age" - A child over 16 years of age. Sixteen is the age in Kansas after which a pupil may be legally withdrawn from school if he has not graduated from the eighth grade.

7. "Slow-Learning" - As used in this report, slow-learning indicates the pupil who has experienced failure in grade progress.

8. "Transfer" - Transfer means that the youth had changed from one school to another.

9. "Uneducable" - The child who has been unable to learn under formal practices.

Slow-learning children, along with the rest of society grow up to take their places in the world. These children cast their votes, make homes, and participate in various organizations. The schools have tolerated this group of children and have convinced them through repeated failure that they are of little consequence.

The standard or level of ability for grouping children into the slow-learning class has, in most instances, been set by the teacher. Teachers have contended that a given amount of essential knowledge existed for all children in the elementary school, and that every pupil must have an understanding of "the basics" or be kept behind for the second or third chance. Elsbree makes this point as follows:

Progress through the grades commonly depends upon achievement in reading, spelling, arithmetic, and social studies, despite the recognition by teachers of a vast area of valuable human experience that has not yet been reduced to quantitative terms.¹

Some teachers have placed more value on the basic or tool subjects and tended to disregard the value of individual experience to the life of boys and girls. In some instances, school-board regulations have stressed the level of achievement expected of the pupils. Teachers have expected an average of "80" or above from pupils if they were to be in line for promotion. It was significant to note that in a number of schools, conduct, punctuality, etc. were still determining factors to a pupil's progress. Fortunately, such practice has been losing ground. The more modern procedure allows the principal and teacher to determine the assignment of pupils on the basis of subjective judgments. It has been found to be true that teachers and principals still cling stubbornly to grade standards for promotion and non-promotion.

In support of the reasons for failing pupils, Elsbree made these statements:

Probably the most common reason offered for requiring pupils to repeat grades has been failure to keep abreast of the average members of the class, in other words, insufficient achievement as revealed

¹Willard S. Elsbree, Pupil Progress in the Elementary School, p. 3.

by standardized tests or as estimated by the teacher in terms of what other pupils in the grade have accomplished. The only weakness in this simple logic is that research studies have consistently shown that pupils who repeat grades do little if any better the second time in the grade than they did the first....

...A second reason given in defense of non-promotion and the grade-standard theory is the inadequate mental capacity of many pupils. Tests have repeatedly shown that children differ widely in their ability to do scholastic work and in their rate of achievement. It has been argued, therefore, that since Johnnie is slow mentally and is frequently not ready by June, or when school closes, for the work of the higher grade in the fall, he should spend a longer period of time in his present grade. This reason is invalidated, however, by the fact that slow-learners, like normal learners, usually improve but little through grade repetition.¹

An examination of the reasons for this adherence should be helpful to teachers and school administrators interested in developing sound practice in determining pupil-progress.

In some respects slow-learners have been found to be comparable to other children. Even though pupils were found to be weaker in matters of health, they were found to be comparable to the average or bright pupils in their powers of adjustment. Evidence has not been found which would indicate that a teacher is justified in assuming a pupil is weak in all things merely because he cannot read as fluently as others in his class. Such defects as hearing, malnutrition, defective tonsils or vision have been found to be among the root causes for a pupil's being retarded and "branded" as a slow-learner. Poor health has been found to be responsible

¹Elsbree, op. cit., pp. 12-14.

for laziness and inattention. Even though there might not have been anything wrong with a pupil's intellectual powers, he should not have been expected to compete with his associates in school work if his health was poor.

It has been found that liking for a particular kind of work can be destroyed through repeated failure. One of the chief aims of life has been found to be success. Pupil withdrawal from school before graduation has been traced to retardation, particularly in the elementary schools.

A bulletin prepared by the Research Division of the National Education Association of the United States has this to say:

Young people should be kept in school as long as possible - through high-school graduation if they can profit from the school program. First, there is a positive correlation between the earnings of workers and their educational attainment. The U. S. Bureau of the Census estimated that in 1946, non-farm workers, 25 to 44 years of age, who had less than seven grades of schooling were earning an average of about \$1600 a year; those who had a year or more of college work, \$3000.

Secondly, educational attainment determines to a great extent the type of work a person must do. The U. S. Bureau of the Census in a survey found that most of the clerical and sales personnel had graduated from high school; skilled and semi-skilled manual workers usually had had some high-school training but had not graduated; and laborers and farm workers had had five years of schooling or less.

Thirdly, workers under 18 years of age in manufacturing industries were more often injured on the job than workers 18 years of age or over. Besides, the younger workers have almost twice as many permanently

disabling injuries as do older workers.¹

The above evidence does not infer that a pupil should spend nine or 10 years in the elementary school. It has been contended that the 13- or 14-year-olds belong in the high schools even though the high schools believe their oncoming students should be able to read at least at the seventh-grade level. Because of age and size, it has been found that over-age pupils created problems that elementary schools were not equipped to solve. It has been assumed that if the elementary school did as good a job as could reasonably be expected, it need make no apologies for passing on over-age pupils even though they were slow-learners.

The slow-learner has faced the very same problems that confront the rest of humanity; therefore, he should not be deprived of educational opportunities that are afforded the more fortunate. The slow-learner's basic needs have been found to be the same as those of other children. Basic needs of all children are food, clothing, shelter, and a balance of activity and rest. His feelings of belongingness and love are no different from those of other children. He needs the opportunity for increasing self-direction as he grows older. He, too, needs to understand and accept himself for what he is. Of particular importance to the slow-learner is the same

¹"School Drop-Outs." Unpublished bulletin prepared by the Research Division of the National Education Association of the United States, Washington, D. C., April 1952.

balance between success and failure that all other children need.

The cause for a pupil's failure should first be attributed to the educational program. Once a survey has been made of the educational program and, if it has been found not to be wholly responsible, then research should be begun elsewhere. The decision "branding" a pupil as a slow-learner should always be made with greatest reluctance.

There are several mistaken notions about slow-learners that have to be carefully avoided. Featherstone points them out as follows:

Compensation - This means that if a pupil is backward in reading or any one particular thing, he will be bright, or at least average, in some other abilities. Even though this is a comforting thought, it has no basis in fact. Nor does this mean that if one is "weak in the head" he will be strong in the back.

Hand-mindedness - When a pupil fails in his scholastic work, we believe he may be a success in the manual arts or skills depending upon the use of the hands. The important thing to keep in mind is that more or less hand-mindedness is characteristic of every individual and every group, no matter what the individual or group I. Q. The belief that a wholly non-verbal curriculum is required for the backward pupil cannot be justified.

Delinquency - Some believe that every slow-learning pupil is a potential delinquent. What people usually mean is that every slow-learning pupil is a presumptive delinquent, which is certainly not the case.¹

Mention should be made of trade schools which some people

¹W. B. Featherstone, Teaching the Slow Learner, p. 9.

believed to be the answer to the problem. Too often young people, upon the first evidence of poor school work, were channeled to this type of school. Also, mention should be made relative to poor home conditions such as income, housing, and management, as well as to poor school facilities in that they have been found to be responsible for a pupil's becoming a slow-learner. Neither the conditions of the home nor the school should be considered alone when children who have been less fortunate as learners are studied. Even though the slow-learner has created problems for the school personnel including teaching staff, school boards, and communities providing the schools, he should be considered as an individual. If the school belongs to the community, then the problems that accompany it have been found to be what might be called community problems. In many instances the one person most capable of dealing with these problems has been found to be the administrator in charge of the school. For this reason, care should be exercised in placing a capable person in charge.

STATEMENT OF PROBLEM

The school that has not served the needs of the pupils attending that school has not performed the functions intended by those who made schools possible. While it has been found to be true that all schools cannot properly cope with every

situation presenting itself, such schools should at least acknowledge problems calling for special attention.

In making a study of slow-learners in the Rossville Elementary School, the objectives set up were: (1) to identify the slow-learners; (2) to find the causes for there being slow-learners; and (3) to find out what could be done about correcting the causes and helping those already classified as slow-learners.

Study of slow-learners included those so classified during the years from 1941 to 1951. Twelve of the 20 slow-learners involved in the study were found to be still attending the Rossville Elementary School while five were in the Rossville High School, and three were not attending school.

PURPOSES

1. To ascertain the causes for the retardation in the Rossville Elementary School.
2. To find some means for alleviating existing conditions which have brought about retardation.
3. To learn more about school problems which result from retardation.
4. To start teachers thinking about pupil progress by studying the causes of failure.
5. To find ways of strengthening community-school relations by attacking a school problem directly affecting

the community.

6. To discover whether a need for a special-education room existed, and if so, whether the school could meet the requirements for such a program.

METHODS AND PROCEDURES

The methods and procedures used in this study were:

1. Used enrollment cards to identify individuals who had been failed one year or more.
2. Reviewed school registers to check attendance records, grades failed by each pupil involved, the number of drop-outs, and teacher loads for the ten-year period.
3. Reviewed individual cumulative records to learn:
 - (a) In what grades retardation occurred.
 - (b) Employment of parents.
 - (c) Number of schools attended by the slow-learner.
 - (d) Home status of slow-learners.
 - (e) What grades were most frequently repeated by slow-learners.
 - (f) Number of brothers and sisters in the families of slow-learners.
4. Administered a test of mental ability to determine I. Q.'s of slow-learners.
5. Reviewed literature relative to:
 - (a) Mentally retarded children in Kansas.

- (b) Helping the slow-learner.
- (c) Teaching the slow-learner.
- (d) Pupil progress in the elementary school.
- (e) Early school leavers.
- (f) School drop-outs.
- (g) Curriculum adjustments for retarded pupils.
- (h) Contemporary thinking about the exceptional child.

FINDINGS FROM LITERATURE

To many observers, pupil progress may not appear to constitute a problem of major importance. In the typical elementary school in the United States, pupils enter at approximately six years of age and are expected to spend one year in each grade acquiring the subject matter that has been designated for that grade. The majority of pupils are able to measure up to the established standards or norms in the time allotted; the minority spend a second and sometimes a third year in one or more of the grades.¹

Just what per cent Elsbree considered a majority was not revealed, however, his ideas were atypical to the practice found in some schools yet today. In many respects, the practices followed today have not differed greatly from those which prevailed during the second half of the last century.

It was found that present-day administrators had introduced a number of refinements, such as standardized tests, which have added objectivity to the evaluation process, and

¹Elsbree, op. cit., p. 1.

remedial teaching practices. When considering classroom problems every teacher should examine the educational theory underlying them and should study the effects of plans of solution on the individual child.

The trend in the rate of non-promotion was downward.

In a report by Elsbree, the following was made known:

...A more recent analysis by Saunders shows a drop from 8.7 per cent to 4 per cent in the average rate of non-promotion for seven large cities during the past two decades (1920-40).¹

Some teachers and administrators of the modern school of thought believed the function of the school was to take pupils of varying physical and intellectual capacities and offer them the kind of program which seemed best suited to their needs. The pupils learned what they could and at an appropriate age were promoted to high school. This policy called for the abandonment of old ideas with respect to the grade-standard theory and norms. It also suggested continued progress for all normal pupils and implied that a pupil's membership in a group should be permanent to a certain degree.

Many factors to be kept in mind when ascertaining the working ability of a pupil suggested by Elsbree were:

There are a number of guideposts which experience has proved to be helpful to the teacher in the modern school. Some of these are the scores registered on intelligence tests, achievement tests, and diagnostic tests. Every teacher needs to know something of the use of limitations of these devices, and should be trained to administer and interpret them....

¹Elsbree, op. cit., p. 7.

A teacher's task is to know all her pupils and to provide the help necessary to ensure continuous and uninterrupted progress. To perform this last service teachers need, in addition to wisdom and insight, a thorough knowledge of the scientific findings both in the field of child development and in the various subject matter areas represented in the elementary curriculum....

Normal progress should be the rule and non-promotion the exception. A high failure rate implies that the school is badly organized and administered, and that conditions inimical to the welfare of children are allowed to exist. The good school looks upon success as the natural resultant of school membership and considers its program a failure to the degree that children are unresponsive.¹

It has been found to be very important that children work up to their own capacity and that the teachers should be quick to recognize each pupil's individual worth. The goal set by the teacher should not be higher than that expected of each individual pupil. Dillon's study showed the following about grade repetition:

One study revealed that more than half of the school leavers whose records were available had experienced failure and grade repetition. The fact has become fairly well established that failure of any sort, whether in school or in life, has an adverse effect on the stability of an individual and results in frustration and the desire to escape from situations that put the individual in an unfavorable light with his associates. Also there is found that a general decline in scholarship is prevalent among retarded pupils as they progress from elementary to junior and senior high school.²

If the teacher knew that she would be contributing to the bringing about of these adverse conditions, perhaps she

¹Elsbree, op. cit., pp. 25-26.

²Harold J. Dillon, Early School Leavers, p. 36.

would give considerable thought to the matter of promotion and non-promotion.

In Dillon's survey, it was found that the grades most frequently repeated in the elementary school were the first, third, and fourth. The complete change of environment from the home to school was found to be one of the chief reasons for the first grade topping the list of retardations. Failures for reasons other than health have indicated a need for the understanding of children who were beginning school for the first time.

Findings by Dillon showed that about 70 per cent of school leavers came from homes where they lived with both parents; that 22 per cent lived with one parent, and the balance with relatives or with someone charged with their care. The U. S. Bureau of the Census found that in 1940, about 80 per cent of children 14 through 17 years of age were living with both parents; therefore, school leavers from broken homes were in a minority.

In a study of teacher judgment of pupil by Alexander, the following conclusions were supported:

1. Teachers may be expected to be correct in their judgments of pupils of highest and lowest intelligence in the group slightly less than 60 per cent of the time.

2. Teachers may be expected to be correct in their selections of pupils who are achieving highest and lowest in the group in relation to mental capacity about one-fourth

of the time.

3. Even when teachers attempt to appraise subjectively the achievement of pupils in relation to mental capacity, they are likely to be influenced by the rank of pupils in the group.

AN ANALYSIS OF THE ROSSVILLE PROBLEM

After enrolling the pupils in the Rossville Elementary School for the 1951-1952 school term, it was evident that 22 of the 135 pupils had been retarded. It was evident that community-school relationship was rather weak as parents showed distaste for certain teachers, and pupils openly confessed their dislike for school. School registers bore this pathetic remark "Dropped because of age." Another too common entry was "Repeat."

Out of a class of 29 seventh and eighth graders, eight were repeaters and four had repeated two grades. The total school enrollment was 135 and over 16 per cent of the total enrollment were repeaters. It was a situation that demanded immediate attention.

It was recommended to the board of education that if a teacher had any intention of retaining a pupil, a conference had to be held with the parents at the beginning of the second semester. Evidences of a child's failing work were requested

to be reported to the office of the principal whenever failure was apparent.

The room arrangement in the Rossville Elementary School during the time that these non-promotions were occurring was two grades in a room under the direction of one teacher. There were four classrooms and four teachers doing classroom teaching. The teacher-load over a 10-year period was more than was considered to be best for the most efficient teaching.

Table 1. Teacher-load in the Rossville Elementary School (1941-1951).

Year	: : Room : 1 & 2 :	: : Room : 3 & 4 :	: : Room : 5 & 6 :	: : Room : 7 & 8 :
1941-1942	34	35	31	36
1942-1943	37	31	31	32
1943-1944	35	36	37	26
1944-1945	35	36	30	26
1945-1946	36	26	33	26
1946-1947	39	28	32	28
1947-1948	32	35	28	36
1948-1949	41	36	29	34
1949-1950	41	30	32	26
1950-1951	37	41	32	29
Average	36.7	33.4	31.5	29.9

The data in Table 1 points to the fact that the lower grades had the heaviest enrollments. It was in the first five grades that all of the retardations were found to have occurred. (Table 3.) It was further revealed that the teacher for grades one and two was also the music teacher for the entire school. This would indicate there might be correlation between teacher-load and retardation. The transition made during the third grade from manuscript writing to cursive writing could have accounted in part for the large number of retarded pupils found in that grade. In a two-grade combination room, it was also revealed that too often the teacher expected the lower grade of the two to produce on a level equal to that of the higher grade. A fact most impressive was that there were no retardations in the sixth, seventh, and eighth grades. No reasons could be found for this.

Table 2. Sex of slow-learners in the Rossville Elementary School.

Sex	Number	Per Cent
Male	14	70
Female	6	30
Total	20	100

Over twice as many boys as girls were found to be retarded as shown in Table 2. This was in harmony with the findings of Dillon. Probably the most significant reason was the greater degree of immaturity usually found in boys when compared to girls.

Table 3. Grade distribution of retarded pupils by sex found in Rossville Elementary School.

Grade Failed	Male No.	Female No.	Total
1	2	4	6
2	2	3	5
3	7	1	8
4	3	1	4
5	3	0	3
6	0	0	0
7	0	0	0
8	0	0	0
Total	17	9	26

The total of over 20 pupils shown in the above table was accounted for by the fact that some of the pupils were retarded more than one year. Where studies by Dillon found the grades most repeated were the first, third, and fourth, this study revealed those most troublesome were the third, first, and

second grades in that sequence. The teachers' reasons when asked indirectly about these retardations were that the pupils could not retain what they had been taught. Using spelling as an example, teachers claimed that pupils learned their lessons to recite in class and the next day much had been forgotten. Studies have shown that words have to be introduced to some pupils as many as 50 to 200 times before they are learned. The cause then could probably be attributed to teaching techniques rather than those of mastery or learning.

Table 4. Attendance record of Rossville's retarded pupils based on days in attendance in the years when retardation occurred.

Days in Attendance	Number of Pupils	Per Cent
Less than 100	1	5
100 - 119	2	10
120 - 129	0	0
130 - 139	0	0
140 - 149	1	5
150 - 159	2	10
160 - 169	8	40
Over 170	6	30
Total	20	100

Table 4 revealed that 70 per cent of the pupils were absent 20 days or less and only 15 per cent were absent over 40 days during the term. Illness was given as the cause of absence for the three pupils who were absent for any length of time. Absence was the reason for retardation as given by the teachers of those pupils, but according to the literature reviewed, it should not have been. Elsbree discovered this in his study:

Absence from school over long periods of time is frequently cited as the unanswerable argument for repetition. This observation should be made before attaching great weight to this contention. Even in the traditional classrooms of three decades ago, investigators discovered that pupils who missed up to twenty-five days during a school year made up for the lost time and maintained their grade in 60 per cent of the cases studied. Some observers believe that pupils can make up as much as 50 per cent of work missed.¹

Seventy per cent of the pupils in this study should not have been affected by absence in terms of promotion.

Table 5. Intelligence quotient of the 20 slow-learners identified in the Rossville Elementary School.

Above	:	:	:	:	:	:		
114	:	105-114	:	95-104	:	85-94	:	Below
	:	:	:	:	:	:	:	85
	:	:	:	:	:	:	:	
1		0		6		9		4

¹Elsbree, op. cit., p. 14.

The above results were obtained from the Otis Test of Mental Ability when given to the slow-learners who were still in the Rossville Elementary School. Only four, or 20 per cent, of Rossville's slow-learners were found to be eligible to be classified as needing special education. Of these four, two showed an I. Q. classifying them as uneducable. Of all those who repeated grades, seven, or 35 per cent had I. Q.'s of 95 or above. Because the average school program's being adapted to students of average intelligence, it would be reasonable to assume that the 35 per cent had the general intelligence to succeed in the school's program.

According to Featherstone, there is no fixed level of ability below which a pupil must be called a slow-learner. Usually the range is from 74 to 91.

Table 6. Marital status of parents of slow-learners found in the Rossville Elementary School

Lives with Both Parents	:	Lives with One Parent	:	Lives with Others
15	:	4	:	1

From Table 6, it was learned that the marital status of parents was just about the same as the national average according to the U. S. Bureau of the Census which found that 80 per cent of children 14 through 17 years of age live with

both parents. Broken homes was not found to be the cause for a majority of the retardations in the Rossville Elementary School.

Table 7. Number of schools attended by slow-learners identified in Rossville Elementary School.

1 School	2 Schools	3 Schools	4 Schools	5 or More Schools
11	5	2	1	1

According to Table 7, 55 per cent of the retarded pupils in this study had never attended any school other than the Rossville Elementary School. There was little reason to believe that transfer of schools had any bearing on the pupil retardation considered in this study.

A factor considered by some teachers as being important in the matter of pupil retardation was the size of family. The average number of children in the family concerning this study was found to be four and one-tenth.

Eighty-two children were found in Table 8 to be in the twenty families in the study. This was an average of four children per family. Sixty per cent of these pupils were in homes that consisted of four children or less.

Another factor considered a potential reason for a pupil's failing to do accepted work in school was employment

of parents. It was found that only one mother worked to help increase the family income.

Table 8. Number of children in family of Rossville Elementary School slow-learners.

Size of Family	No.	Per Cent
One child	2	10
2 children	2	10
3 children	5	25
4 children	3	15
5 children	2	10
6 children	4	20
7 children	1	5
8 children	1	5
Total	20	100

CONCLUSIONS AND RECOMMENDATIONS

This study was based upon factual material secured from the literature in the field and from actual conditions found in the Rossville Elementary School. Statistics for the tables found in this report were compiled from the school records of the schools where the various pupils attended. Literature from schools for exceptional children was extremely

interesting especially from the standpoint of helping to recognize the slow-learner and suggesting ways to organize for his teaching.

The following conclusions were drawn from this study:

Failing of grades were too frequent in the Rossville Elementary School since over 16 per cent had experienced failure compared to four per cent from a report of a study made of seven large cities.

Absence from school was not an acceptable cause for retardation in the majority of the cases since only three of the 20 involved had missed more than 40 days during the years they were retarded. Elsbree found that investigators discovered that pupils who missed up to 25 days had maintained their regular grade average.

Transfer was not found to be a factor in pupil retardation because over half of the pupils had not attended any school other than the Rossville Elementary School. Only one-fifth had attended more than two schools. In a study by Dillon, it was found that approximately two-thirds of school-leavers had three or more transfers.

Marital status of the family was not a single determining factor since 75 per cent lived with both parents. Dillon found that 70 per cent lived with both parents.

Size of family had no significance to retardation since the total number of children in the 20 families was 82 or an average of a little more than four. Dillon found that families

with three children contributed a larger proportion of school leavers than families with five, six, or seven children.

The grades most frequently repeated in the Rossville Elementary School were the third, first, and second in that order.

In Dillon's survey, it was found that the grades most frequently repeated in the elementary school were the first, third, and fourth.

Since eight pupils was set as the minimum number needed in qualifying for special education assistance from the State Department of Education of Kansas, it was evident that the Rossville Elementary School could not include a special education room in its program. An ungraded room would have been within the realm of possibility.

Reasons given for having retarded the boys and girls in this study were not found to be good ones; therefore, school organization and teaching practices must have been at fault.

Because of the ill effects which accompany retardation, the following recommendations are offered as related to the situation found in Rossville:

The teacher-load should be lightened by dividing the rooms into eight units and employing more classroom teachers to accommodate this change. This would allow teachers more time for individualized instruction.

The record system should be extended to cover case studies

by the teachers of students whose work in school was questionable.

Faculty and board members should formulate a policy on pupil promotion and non-promotion. One provision should be that no pupil would be retarded more than one grade.

Community assemblies and programs should be planned to bring the patrons of the district into the school. Parents' Nights where examples of pupils' work were displayed would be a medium to strengthen community-school relationships, and strengthen understanding of this school problem.

In-service training for teachers should include such topics as public relations, promotion and non-promotion, and other trends in public school curriculum, organization, and administration.

Professional literature should be provided by the school and teachers requested to report on current trends.

Since it has been proved that a majority of the children are not ready to read until the chronological age of six years and six months, the school law should be changed to require a pupil to have attained his sixth birthday before entering school.

Time should be allowed for home visits by the teachers. Some of the reasons for the child's school troubles may become apparent to the teacher who has visited the home.

Some person trained in testing should be provided the

material and time to give reliable tests in intelligence, aptitude, achievement, interest, and personality, and interpret their results so that these could be used as a preventive measure to retardation.

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