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A STUDY OF CLASS PLACEMENT FOR THE
EDUCABLE MENTALLY RETARDED

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Lucretia A. Osen
August 1967

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

I. THE PROBLEM

The school has a limited, yet specialized role in the processes of education today. Decisive knowledge must be simplified and arranged to meet the needs of each individual child. A modern program of education must surely have as a basis an understanding of the developmental characteristics and learning processes of the pupil it serves. It is necessary to understand this development in relation to the environment in which the child is growing. It is also necessary to understand the pressures and demands society will make upon him as he matures.

In order to meet the cognitive demands of society, schools today are putting more and more emphasis on specialization: special classes in modern mathematics, special classes in foreign language, and special classes in the arts. Much more emphasis is on the content subjects in the elementary grades, including team teaching as a common approach.

With the educational focus on the individual and specialization, attention is turned to the less fortunate in our society. The problems of providing an adequate educational program to meet the needs of the educable mentally

child are equally apparent to the teacher and parent, as well as the school administrator. Past experiences of educators and the results of some previous research indicate that patience, kindness, extra attention, and smaller classes may not be sufficient to prepare these children for life as an adult.

The needs of the individual child must more nearly be met. Even so, to meet these needs it is necessary to evaluate each child at his work and play, to observe his relationships with others in and out of the classroom, to find out what he has accomplished and what can hopefully be expected of him. It is well to keep in mind that this child, spoken of here, is educable and capable of more than just training. He will benefit from learning situations in an educational setting. It is only the manner in which these needs can be met that varies. He, too, must leave the educational setting prepared for living productively in our complex world.

With specialization and focus on the individual has come a tremendous expansion of the special class programs for the educable mentally retarded. Implicit in this expansion has been the assumption that special class placement is superior to other educational placement. It was the purpose of this study to (1) examine available research and studies relevant to the subject of placement of the educable

mentally retarded, and (2) to determine the effectiveness of the programs for the educable mentally retarded; and to report on the findings in literature as well as interpret the findings in the light of present day situations. A brief summary with recommendations will conclude the paper.

II. DEFINITION OF TERMS

For the purpose of this study, the writer has chosen to use as a definition of educable mentally retarded, the one set up by the state of Washington as quoted from the Handbook for School Administrators of Special Education:

Intellectual subnormality is associated with correspondingly subnormal academic achievement but with social competence sufficient for successful adult independence

CHAPTER II

REVIEW OF RELATED RESEARCH

A significant number of authorities have written concerning the problem of class placement for the educable mentally retarded child. Some have been the result of carefully designed and controlled studies attempting to establish important implications for the best possible learning situations for the child known as retarded (10). Others have written with isolated facts in view or after reviewing the research of others (14). Several studies tended to indicate that these children profited immeasurably in social adjustment in the special class (16). Other studies show without question that achievement in scholastic skills is greater in the regular classroom (15). Some tended to believe the curriculum was at fault, differing little from the regular room (14). The problem is to determine which of these studies, if any, shows which is the best educational setting for these children.

One of the most worthy of note was conducted very recently (1965) by Goldstein, Moss, and Jordon. Their findings were based on a four-year study designed to determine the efficacy of special class placement with respect to their academic achievement, intellectual development, personal and social adjustment.

The tentative hypotheses were: (a) development of the intellect would be faster in special rooms, (b) a higher academic achievement would be obtained, and (c) a better social adjustment would be in evidence.

Results of the tests showed no support for the hypothesis that students in special classes would gain significantly in IQ scores. It was found, however, that children enrolled in special classes at the early age of four and one-half had increased eleven points on the Binet IQ scale by the age of six years. There was no indication of loss in points after several years spent in the special classroom. Children enrolled at the age of six in either type of room made gains of approximately seven points in both cases.

Further results of this same study indicate that for both groups there were no outstanding differences between achievement levels of students assigned to special classes or those in regular classes. It did show a slight trend toward achievements with higher scores for students with IQ's above 80. At the same time, in the special group children with IQ's 80 and below did much better in reading and language, arithmetic and social information.

Since there were no significant differences between the groups, some might advocate no special classes; however, since those with terminal IQ's of 80 and below did show

higher scores in the areas mentioned above, the hypothesis that mentally retarded children will benefit from special classes is upheld by Goldstein, Moss, and Jordan (10:16, 95).

There are very important and practical reasons for upholding this hypothesis, as quoted by these researchers:

In school systems children are generally referred for examinations for eligibility for special classes after they have failed in school for one or more years. Their IQ's at this age (seven, eight, or nine) are comparable to the terminal IQ's of the low-IQ group in this study. If their IQ's had increased significantly as a result of school experience as shown in this and other studies they would have tested above the traditional IQ limit of 80 for assignment to special classes. And it is this group for which, in this study, the special class has shown superiority as an educational setting as compared with the regular class (10:93).

The findings of this study generally showed the children in special classes to have a greater degree of "personal adjustment" than children of the same mentality in regular classrooms (10:92).

In a study of 1300 mentally retarded children, Thurstone found that these children achieved much less in school than children that are normal at the same age. She feels the explanation may be that there still has not been found the correct methods of teaching or the best curriculum devised for successfully educating this group of children.

Thurstone adds further emphasis to the foregoing statements by the following words:

The finding is consistent, however we approach the problem, that the mentally handicapped child in school is doing better work in the regular classroom than he is doing when he is placed in a special class.

It is quite likely that since the facilities for special education are limited, the available places are more frequently assigned to the children who have failed to make academic achievement before they are placed in special education (16:1-5).

Thurstone gives another explanation for the success shown in regular rooms. The fact that special classes do not always place emphasis on academic achievement is reason enough for the lower scores achieved by special class students. Teachers in special classes rather place emphasis on total living experiences (16:4).

Social scales and ratings were gathered from this study to find that children in special classes are better adjusted emotionally; they hold their own abilities in higher esteem; they are more free in participation of social activities as well as learning activities; the traits they possess are held more desirable by their peer group than children with same abilities in regular classes (16:170).

Stanton and Cassidy conducted a study of the performance of the educable mentally retarded in special classrooms and regular classrooms in the state of Ohio. They write of differences in the classroom and effectiveness of the various types of placement. Teachers in regular classrooms must divide their attention among retarded, average, and superior

children. Children with lesser abilities are on a basis of competition in every way--social as well as academic--with the superior children in their group. In a special classroom the entire attention of the teacher is centered upon the child with lesser abilities. Competition is thus reduced to a minimum for this student (15:10).

From the same study of Stanton and Cassidy comes this quotation:

The superior academic achievement noted for the regular class group is balanced by the superior social adjustment of the special class group. Both of these results must be approached with caution. The "better" academic achievement of the regular class group, while statistically significant when compared with the special class group, is still very modest when related to the achievement of typical children of the same chronological age.

The segregation of mentally retarded children into a homogeneous educational environment must certainly constitute one of the most important factors differentiating the special class from the regular class pattern, both in removing them from competition and contact with children intellectually more adequate and in making it feasible to train teachers especially to meet their needs (15:11).

These same authors suggest that perhaps the reason for class placement should be based on other than academic achievements and abilities. It could be that goals hoped for are only incidental of educational import. Or it could be that the best setting for educating these children has not been achieved in our present day culture (15:12-13).

An analysis of the adult adjustment status of alumni from Altoona's Special Education classes was recently conducted by their supervisor, Jack Dinger. The problem was limited to the study of former pupils who were employed and residing in the city of Altoona. IQ's ranged from 50 to 85 as recorded by the Stanford Binet. Forty-two per cent of the age-eligible males had an annual income greater than the beginning teacher who is a graduate of a four-year college training program in that state. Sixty-five per cent of the age-eligible males had served in the armed forces and had received promotions. Eighty-two per cent of this group were entirely self-supporting. Dinger comments thus:

. . . This study has found that occupational success is not highly related to differences in intelligence but a reflection of the desirable personal characteristics possessed by the retarded worker (4:347).

Only as a special education faculty comprehends the diversity of requirements made on the retarded as adult workers, citizens and homemakers, can the necessary skills, knowledges and attitudes be identified and arranged into a valid curriculum for them. . . . Adults who had previously been students in classes for the retarded have successfully played the above roles in spite of their limited academic acumen. The specific qualities which were responsible for these must be isolated and developed in students through curricular experiences. Research results indicate that personal-social development will occupy proportionately greater emphasis in the valid curriculum's content (4:358).

Dinger was not able to identify these adult subjects as retarded. Their homes, jobs, dress, and general

appearance as well as conversation were apparently that of average intelligence. Dinger suggests from his study of this group that "it is doubtful whether the criteria for the diagnosis of retardation in adulthood are the same as those used for this diagnosis in school age children" (4:357).

Goldstein and Koss compared a group of twenty-one educable mentally retarded with a group of twenty-one gifted children of the same mental age on an incidental learning test. It was found that children who are retarded, as well as those who are gifted, were able to acquire learning of an incidental nature. The retarded, however, were not as accurate as the gifted in tasks of a more complex nature. From this study they concluded:

. . . that teaching for facts and concepts related to objects, people and conditions might be far more profitable for educable mentally retarded children than simply teaching for names and places; also, that teachers and their educable mentally retarded pupils can exploit incidental learning through careful planning and administration of classroom activities (9:249).

With increasing emphasis on special class placement for the educable mentally retarded children has come research and studies of research. Sparks and Blackman are among those to review research. It was their opinion that all evidence shows a lack of achievement in academic skills by this group of children. According to Sparks and Blackman, it was even doubtful that there was a better social climate

in the special room. Proof is lacking that special classes are outstandingly different, according to these researchers (14:246). They wrote:

. . . In view of the need for determining, empirically, some of the essential differences between special and regular teaching, it is necessary to determine the extent to which special methods courses for teaching educable mentally retarded children actually result in a special approach to the special child as contrasted with the approach to a normal child by a regular class teacher. Needed research in this area, therefore, would include ecological studies comparing the "natural habitat" classroom behaviors of special and regular class teachers along some clearly defined and easily observable dimensions (14:246).

The physical, personality, and academic status of children who are mentally retarded attending special classes as compared with mentally retarded children who are attending regular classes was analyzed by Burton Blatt. The study evaluated two different types of classroom situations with the same type of child attending each. It was found that regular class children and special class children differ not at all in skills of academics and physical appearance. Blatt did find the children in the special class having more physical defects than those in a regular class. He also noted that "mentally retarded children in both special classes and regular classes appear to have a greater degree of personality maladjustments than typical children" (1:818).

Kern and Pfaeffle compared data gathered from the social adjustment section of the California Test of Personality for the Educable Mentally Retarded in special classes

or in regular classes. The results showed that special classes for school children had the best adjustment socially. Regular class retarded pupils had the poorest social adjustment (11:413).

Chazan made known reports from a study of maladjustment prevalent among the EMR children in regular classes and special classes. Educationally subnormal children attending either day or residential special schools in South Wales were matched with children in ordinary schools for age, sex, and socio-economic background. He used the Bristol Social Adjustment Guide completed by the teacher of the subject to evaluate the maladjustment of the children studied. On the basis of this study, over one-third of the educationally subnormal children showed maladjustment. Chazan said: "The E.S.N. children showed significantly more depression, hostility toward adults and inhibitions than the controls, as well as more symptoms of emotional tensions" (3:298).

The Robinsons have spent much time and research with the retarded in an attempt to understand their learning processes and to better understand the care best suited to their needs. They have included in their recent book a chapter specifically on training and education of the retarded. In this chapter the following quotation appears:

Many studies have been made of the effects of school placement, but thus far there are few worth summarizing; most of the evidence has been taken from comparisons of children in special classes with those in regular classes. Such evidence is at best equivocal. It suffers mainly from the selective factors that determine which children were placed in special classes and which were retained in regular ones (13:465).

This same study includes the factors often used in selecting the child for the special class. It may be the child the teacher finds very difficult to manage, or the one learning much less than he should be. It may be the one that has remained in the same grade or the child with cerebral damage referred by his parents. These are the children who usually go to the special room. Sometimes classes are crowded and the retarded are in a regular room but remain on a waiting list (13:465).

The Robinsons feel "the special class in a neighborhood public school is today the most popular and highly recommended arrangement for the majority of retarded children" (13:465).

A statement from Kirk's book accents the statement relative to types of children placed in special classes.

Studies measuring academic progress must be viewed with caution, for finding that retarded children of the same IQ in the regular grades are academically superior may only mean that those who were most educationally retarded in a school system were the ones who were placed in the special class. It is natural for a regular teacher to refer to a special class the child who is most retarded educationally and who is the greatest problem in the class (12:126).

Kirk also advises that studies of sociometric tests show the retarded children in regular classes to be rejected and isolated by others in their room. Studies that indicate low academic achievement show a better social adjustment for those retarded in the special rooms (12:126).

Garrison and Force, educators and writers in this specialized field, have much to say about education of the educable mentally retarded child. They feel that the mentally retarded in the regular classroom differs a great deal from the child that is normal, especially in the manner by which he is motivated to learn. These differences are likely a result of attitudes and reactions which develop as a result of his retarded state rather than differences innate to the individual's needs. A quotation from them elaborates further:

. . . The mentally retarded child is continuously exposed to intellectual competition in which he is inevitably the loser. Being the loser over a period of time can have a devastating influence upon his adjustment and personality characteristics (8:100).

Garrison and Force observed these children showing a reaction of avoidance rather than characteristics of eagerness when faced with the task of learning academic work too advanced for their abilities. As a result, attitudes that are negative become evident in many different ways among the retarded students. This presents varied problems for those working with the retarded, among which the problem

of motivation looms very large. It is necessary to help the child achieve success to bolster his ego and develop an attitude of self-esteem. Feelings of frustration are in evidence and it is important for the child to succeed in the eyes of others as well as his own (8:100).

Dunn, another prominent educator of the retarded, recognizes the fact that most mentally retarded children still receive their education in regular classrooms. Since academics are the core of the curriculum in regular classes, it is here that the student of this type presents the greatest problem to the classroom teacher. This trouble child may be working up to his ability or perhaps beyond, but he is still behind the other members of his class. These children get further and yet further behind as they get older, while pressures are increased each year. As a result, many leave school, while others turn to unacceptable behavior (6:111).

Dunn gives a reason for the dismal picture on the effectiveness of academics in the special class:

. . . First, it must be pointed out that most school systems do not place the educable mentally retarded in special classes immediately upon enrolling in a school. Instead, they wait until the retarded child has been in the regular grades two or three years, has experienced repeated failure in that setting, and is out of rapport with the school. This is an exceedingly important factor to consider. It is likely that two or three years of failure in the regular grades predisposes lack of success after special class placement (6:111).

Edgar A. Doll, psychologist and pioneer in the field of mental retardation, feels that these children need a curriculum designed especially to meet their needs which can best be realized in a special class setting. Most of these children are at a disadvantage socially by their general appearance. Consequently, the program of special classes desirably would include teaching them to conduct themselves in a mannerly fashion, as well as how to keep clean and dress in a becoming manner. If success is to be realized in these efforts, poise and self-assurance without nonconformity will be evident as the child matures to adulthood (5:83).

Doll writes:

In special education parlance a curriculum is a personally prescribed program of education and training based on the individual special child's capabilities, propensities, and social needs or desirabilities. For the special child, this entails what has been called a prescription education, and Rx-type curriculum written for each child in terms of disage and timing as well as materia educabilia. The curriculum for the special child must depart from the traditional course of academic-scholastic study of the humanities. The proponents of the classical curriculum deplore modern departures into non-scholastic areas such as social adjustment, vocational and avocational (recreational) pursuits, home-making, health and safety, personality or mental health, and so on. For the special child, such conservatism borders on defeat since these departures are so often the very epitome of his needs in relation to his capabilities. Education ideally prepares for living and a livelihood (5:84).

Dr. Doll concludes that teaching the child to read and write truly is to be desired if that child is capable of this undertaking. If a curriculum of academics is to be taught, he advises "training devices" (5:85).

CHAPTER III

INTERPRETATION OF FINDINGS

Research studies pertaining to values of educational placement for the educable mentally retarded have been few and results non-conclusive. Some studies have produced disappointing results; some have produced positive and reassuring results; others indicate important implications for the future education of this group.

The study of Goldstein, Moss, and Jordan attempted to eliminate all the weak points that have been evident in previous studies. Their program was initiated for subjects of both control and experimental groups at the age of six. The control group and the experimental group had no previous school experience. The special classes were designed and conducted as "special" classes hopefully should be. All of the teachers had special education majors. All special classes used as their curriculum guide the Illinois State Guide for Special Education. Definite goals and specific measures to coincide with the goals which were to be used as determiners of progress were agreed upon.

Contrasted to the results of earlier studies, the achievement in academic area showed the special class children not to be inferior to the same IQ level in regular classes. In fact, those below the eighty IQ level

indicated better achievement. The scores were not to the extent of superiority that it would justify special class placement in all cases of retardation. The indication in this study that children with IQ's above eighty should not be placed in special classes is especially pertinent. This fact interpreted further showed that these children tended to regress to the mean of the group in which they were placed.

This study is in agreement with others (Stanton, Cassidy, Thurston) in showing that special class placement is favorable for personality development and social adjustment. An important reason for special classes is that the mental health of these children may be improved, making it possible to achieve more in the total life picture.

IQ's of the children were measured upon entrance of classes at approximately the age of six years and then again later during the study. Although academic gains were not greater for special class placement as had been stated in the hypothesis, results indicated that school experiences increased the IQ seven to eight points regardless of class placement.

It was shown that the IQ does increase in the first year and remains stable in special classes. In the regular class the IQ no doubt did not remain stable or the child would not have been referred for special class placement.

And it is this lower group that benefitted most from the special class setting according to this study.

Studies of Stanton and Cassidy indicated the need for special rooms for two reasons. First, the child will benefit from a teacher specially trained to meet the needs of each child. Second, the child in the special room appears to develop better socially. These studies were very inclusive and open-minded, giving careful consideration to variables possible in the study. One seemingly relevant conclusion noted was that children with problems severe enough to cause classroom disturbances were more often than not the ones placed in special rooms. This in itself makes it difficult to obtain a true picture of comparison.

The assumption that regular classroom teacher's time could better be put to use with children of regular and above average mentality no doubt has merit worth more consideration. Surely the student with average and above mentality is deserving of more attention. Likewise, the student of less ability is deserving of a teacher trained to meet his special needs.

The regular class groups achieved more in academic areas than those in special classes while special classes were superior in social achievement. However, both groups were deficient in the academic areas when compared to expectations for normal children. A study of questionnaires

given also demonstrated that teachers in special classes also stressed social and personal adjustment rather than academic skills.

This study is superior to other studies as it used children for the control group from different school systems, none having special classes for retardates.

It is true that social adjustment of the retarded was measured in a protected environment while the others were in an unprotected environment. It is possible, however, that both would have done much better in the protected environment.

If, then, the primary purpose of special education for the educable retarded is to provide an environment where they can be happy, truly there is support for special classes in this study.

Dinger's study refers to a sampling of retarded students attending special classes in one school system only. There is no doubt that this study gives encouragement to the special education advocate. It is indeed reassuring to find these students accepted by communities, each accepting his share of responsibility in maintaining homes and families. Mr. Dinger felt that this study was proof that academic skills are not the important factors to be stressed in the curriculum of special education classes. The "personal-social" development should occupy a greater emphasis in the content of the curriculum.

The fact that these adults functioned at a near normal capacity would indicate that the school curriculum had met their needs and helped to assure their position in life. The subjects studied were looked upon by others as possessing normal intelligence. Ideally, this is what is hoped would be accomplished with students in all special classes. On the other hand, have these adults suddenly become capable of normal academic achievement or rather is it socially normal achievement? This we do not understand from the study. It would be of value and interest to attempt to determine what these same students would have done were circumstances, including curriculum, different. This represents a survey of 421 former students. Of these, 333 provided information recorded.

The study of Goldstein and Moss on incidental learning with children grouped by mental age would seem to have implications for class placement of the retarded. In this study it was found that the retarded were more capable of incidental learning with stress placed on "learning by doing." There is evidence from past experience that this type of learning could best be done in special classrooms with fewer pupils and varied equipment.

The paper by Sparks and Blackman reflected the increasing emphasis of special class placement for the educable retarded child and its values from a review of

research. They interpret research to say that placement in a regular class is superior if evaluation is based on academic achievement only. Social and personal adjustment may be superior in a special class as indicated in studies. It was felt that there were studies lacking in determining values of the teacher training programs as well as abilities within the teacher's own personality.

It is evident that there is strong feeling here for more study in all areas as to the values of class placement. Perhaps there would be benefit in taking a closer look at the desired goals to be achieved by the student and then look to see if the goals had measured up to all expectations.

The study by Blatt has caused comment by advocates of special class placement because the experimental subjects came from the same school system. It is likely the better adjusted and capable students were the ones in the regular classes. Thus these students would be expected to make much better gains in school. Additional bias is found in the recording of the physical conditions of the pupils in special classes. Many more permanent and uncorrected defects were evident here.

Blatt used the California Test of Personality to measure the social and personal characteristics which may not be an appropriate instrument for use with mentally retarded. The test items reflect values of the middle

class rather than the particular class in which most mentally retarded fall--if they fall in a particular class.

Kern and Pfaeffle gathered their data from the same test and with Blatt have received considerable criticism from these studies. Even so, they are quoted in the light of these studies by several writers that feel the studies definitely indicate the educable mentally retarded are more socially and emotionally mature after attending special classes.

Thurstone's study was a comprehensive series of comparisons of special and regular classes from the same school districts of North Carolina. The students in special classes were students that were repeatedly unable to achieve academically in the regular class. This probably is the most likely reason for low scores on achievement of academic skills according to Thurstone.

When the children were divided into intellectual groups, fifty to fifty-nine IQ, sixty to sixty-nine IQ, and seventy to seventy-nine IQ, and contrasted as to achievement, the seventy to seventy-nine IQ group attained higher in absolute scores but fell farther short of achievement expectancy than the duller group. All of the children attained higher scores in arithmetic computation and spelling; this has also been evident in other studies measuring various areas of achievement.

In this study by Thurstone, she emphasized the necessity of well developed curriculum and methods of instruction along with superior teacher training and attitudes as being all important in producing adequate special education classes for successful results with the educable mentally retarded child.

Chazan, in an attempt to evaluate adjustment of the educable mentally retarded (ESN) in South Wales found the students came predominantly from homes of lower social classes. These children had more physical problems as well as indications of maladjustment than students in regular classes. Specifically, there were more depression symptoms, more adult hostility, more tensions present. More speech problems existed, attendance at school was more irregular as well as more delinquency associated with their behavior.

From examination of the work by Chazan, it was observed that information concerning relationship between intelligence of both groups as well as its relation to existing problems was omitted. This work may have important implications for the necessity of special class placement, if only for the sake of mental health and social adjustment training of this group of retarded.

Other educators, psychologists, and authors, such as the Robinson's, Kirk, Dunn and Garrison, and Force lean strongly toward special class placement. It is agreed that

selective factors that often determine class placement are chiefly at fault. More often than not, the child is placed in a special class only after he has failed in the regular class and has become a problem too difficult to cope with in an ordinary situation. These social problems may well have been caused by the constant growing feeling of inferiority and failure to succeed.

Edgar A. Doll has been associated with the field of mental retardation from its beginnings in the United States. It is well to take note of a few of the more recent of his writings on this subject. Doll speaks primarily of an ideal curriculum for the retarded, one that would see him adequately into adulthood. This hopefully would be supervised by a teacher not all concerned for teaching the scholastic subjects. The goals of social and occupational adequacy, as well as healthful and purposeful living, can best be taught these children under surroundings peculiar to a special class setting.

I. SUMMARY

At present, most American educators have accepted the thesis that the school must meet the needs of each individual child; precisely the methods of achieving this goal remains a question to which no specific policy (good-for-everyone, or, cookbook) is agreed upon. It can be

concluded from the evidence of the studies that have been reviewed that special education classes for the retardates are desirable but only under specific situations and conditions. This paper has analyzed ideas expressed in the literature concerning the desirability or undesirability of placement of students incapable of coping with the regular classroom work in homogeneous classes for the retarded.

All of the researchers reviewed concluded that special class placement of the educable mentally retarded was superior to regular class placement for the educable mentally retarded, although measures used to evaluate academic achievement were not totally in agreement with this conclusion. Rather, these authors placed more emphasis on personal-social, attitudinal, and emotional attainment which suffers when the educable mentally retarded is placed in a position of competition with children of superior intellect in the regular classroom.

It was found that mentally retarded special education needs better curriculum, better methods of instruction, and teachers with excellent training and attitudes toward the mentally retarded. Also, it was suggested that one method to use with educable mentally retarded children is to teach for facts and concepts related to objects, people, and conditions and to realize the value of incidental learning.

To accept the idea that the only thing special about special education class is the children assigned to it, is erroneous and in need of a revision that considers the true needs of the educable mentally retarded throughout his life cycle.

The best is yet to be imagined.

II. RECOMMENDATIONS

After a close study of literature presently published, it would seem there is still much to be done in providing an adequate educational setting for the educationally mentally retarded. It might prove helpful to study the progress of these children remaining in the regular class as well as their adjustment and success in adult life; to take a successful retarded adult and work backwards to determine the curriculum or factors that contributed to his success. Further help might be derived from research to determine the processes these children can best develop. In any event, the need of long-term research is more in evidence.

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