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**A Study of Retardation in Five Negro High Schools in Fort Bend
County, Texas 1942-1943**

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A STUDY OF RETARDATION IN FIVE
NEGRO HIGH SCHOOLS IN
FORT BEND COUNTY, TEXAS

1942-1943

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1944

A STUDY OF RETARDATION IN FIVE NEGRO HIGH
SCHOOLS IN FORT BEND COUNTY, TEXAS
1942 - 1943

by

Michael K. Barlow

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A Thesis in Educational Administration and
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Submitted in Partial Fulfillment of the
Requirements for the Degree of

MASTER OF SCIENCE IN EDUCATION

in the

GRADUATE DIVISION

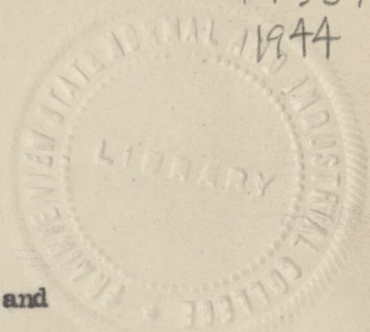
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DEDICATION

This thesis is dedicated to my wife, Eva Jane McCullough Barlow, to my daughter, Earnestine Barlow, to my late parents, Mitchell Barlow and Harriet Barlow, and to my brother, B. J. Barlow whose lives to me have been an inspiration.

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BIOGRAPHY

The writer of this thesis was born about four miles southeast of Woodville, Tyler County, Texas.

At an early age, he began attending the elementary schools of his native county and in May 1915, he was graduated from Doucette Elementary School, Doucette, Texas.

In the fall of 1916, he was admitted to Tuskegee Institute where he remained three years working on the college farm during the day in order to attend school two and one-half hours at night.

In the fall of 1919, he entered Roger Williams University, Nashville, Tennessee and studied two years.

The next step in his education began when he was elected principal of a school at Deweyville, Texas in 1921. While at this school for a period of eight years, he attended seven summer sessions at Prairie View College.

Severing his connections with the school mentioned above, he attended Prairie View College from the fall of 1929 to January 1931 including the summer sessions.

He was elected principal of Sabine Pass High School in January 1931 and held that position until 1935. He completed requirements for his Bachelor of Science degree at Prairie View College at the end of the summer session of 1933.

He has been principal of Four Corners High School, Sugarland, Texas since September 1935.

His graduate work at the above named college began in the summer of 1938.

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CHAPTER I
INTRODUCTION

Educators throughout the United States are seriously concerned with the problem of retardation, for it is fundamentally important to every community. A vast number of students are retarded year after year and it is perhaps a conservative estimate that one-third of the nation's children have fallen behind a year or more. This widespread prevalence of retardation has a detrimental effect upon our schools of today. This is not only a significant problem from the standpoint of the cost to the schools and to the parents, but also from the standpoint of the humiliated and often discouraged pupil. One failure may not do serious injury to a student, but once the habit of failure is formed this habit often tends to hinder the social development of the child.

Irwin and Marks¹ are convinced that "repeating grades is the greatest crime against the educational development of the child that the school can commit." Too much time and thought cannot be given toward an analysis of the important problem and for suggestive remedial measures for the betterment of the situation.

Statement of the Problem

This investigation is a study of retardation in five Negro High Schools in Fort Bend County, Texas for the school year 1942-43.

¹ E. A. Irwin, and L. A. Marks, Fitting the Child to the School, New York City: The MacMillan Company, (1928), p. 317.

The problem involved in this study finds expression in a series of questions.

1. What is the status of retardation of children in the Five Negro High Schools of Fort Bend County, Texas?
2. Is the status of retardation of the children in Five Negro High Schools of Fort Bend County, Texas similar to the status of other children in the nation?
3. What are the causes of retardation?

Definition of Terms

Retardation - In the school systems over the nation most of the children enter the first grade at the age of six or seven. Some of them are promoted each year and enter the eighth grade at the age of fourteen and fifteen while others are not regularly promoted from grade to grade. They fall behind, and at the age of fourteen they find themselves not in the eighth grade, but in the fifth or sixth, and so on throughout high school. This falling back process termed retardation refers to the pupil who is above the normal age for his grade, irrespective of how the pupil in question happens to be above the normal age. The explanation may be that the pupil has progressed slowly, or that he has entered school late, nevertheless, the fact remains that he is retarded for he has not caught up with the other pupils of his own age. In either event, as the term is employed in this investigation, it expresses a condition, not a process or an explanation.

Acceleration is a related term that is closely associated with a study in retardation. Pupils are said to be accelerated when they are under age for the grade in which they are found.

Elimination is a term that is closely related to retardation. By elimination of pupils is meant their withdrawal from school before they have completed their school course.¹

Method of Investigation

The steps or procedure followed by the investigator in making this study, as indicated in the preceding sections, and in the Table of Contents are set forth below.

1. A survey of similar and related studies was made in order to benefit by the thinking and findings of other investigators interested in problems similar in nature to the present study.
2. A critical study was made of selected general educational literature bearing on the problem of retardation. The points of view of outstanding educational writers were noted and recorded. As a basis for sound thinking in considering the issues involved in this particular study, such educational literature included textbooks, periodicals and theses as indicated in the bibliography.
3. Personal interviews with students, parents and teachers were held for additional information. The questionnaires were carefully designed to make inquiry concerning the causes for

¹ Arch O. Heck, Administration of Pupil Personnel, Ginn and Company, Dallas, 1929, p. 341.

pupils' retardation. The questionnaires were given to principals of the schools involved in this study. The questionnaires were explained by the investigator to principals to insure accuracy of the information secured from high school students.

4. As rapidly as the questionnaires were collected the respective responses were tabulated on a master sheet. The tables appearing in this study were in turn made up from this sheet.
5. A critical analysis of the data was made to determine some of the causes of retardation in Five Negro High Schools in Fort Bend County, Texas. Interpretations were made in the light of the writer's findings in the performance of steps one and two above. That is to say, the tabular data pictures set forth in step five were related to the findings made in steps one and two.

The basic measurement for retardation in this study is chronological age.

Survey of Literature

It is the purpose of the present section to review some of the more important studies which have been conducted relative to retardation.

Superintendent William H. Maxwell of the New York City schools reported in 1940 that thirty-nine per cent of the pupils in the elementary grades were above normal age for their grade annually. Since that time, additional data have been published by him which

support this finding.³

Early in 1908, Cornwell⁴ showed the value of an age-grade table as a standard for measuring the extent of retardation, and the table was used as a means of comparing the pupils of different systems. Conditions were then compared relating to retardation in Camden, Kansas City, Boston, Philadelphia, and New York. During the same year Faulkner⁵ expanded the subject of retardation and further compared the conditions in these localities.

Ayres⁶ made a detailed investigation of the school records of 20,000 children in fifteen schools of New York and found that in New York City alone about twenty per cent of the students fail each year. Included in this study of the fifteen schools in New York is a comparative study of retardation in thirty-one cities over the United States. This investigation revealed that while only seven per cent of the students in Medford, Massachusetts were retarded, in Memphis, Tennessee, seventy-five per cent of the children were repeating grades due to the large number of colored students who attended schools there. The average per cent of retardation in those thirty-one cities was a little more than sixteen and at that time the United States was spending \$27,000,000.00 annually in the cities

³Louis B. Blan, "A Special Study of the Incidence of Retardation", Teachers College, Columbia University, New York: 1941, p. 36.

⁴Oliver P. Cornwell, "A Study of Retardation in Five High Schools", In Psychological Clinic, Vol. 1, 1908, pp 57-7b.

⁵R. P. Faulkner, "Some Further Consideration Upon the Retardation of the Pupils of Five City School Systems", In Psychological Clinic, Vol. II, 1908, pp. 57-75.

⁶Leonard P. Ayres, "Laggards in our School", Russel Sage Foundation, New York City: 1909, pp. 62-82.

alone for repetition of work.

Ayres listed the causes found in the thirty-one cities studied as follows: economic, poor health, failure, transfers, marriage, death or sickness in the family, expulsion, and lack of ability. It was found that the causes of the major portion of eliminations were economic conditions and discouragement from repeating grades.

The United States Bureau of Education conducted a study of the administration and support of the public school system in Colorado and stated that the causes⁷ of slow progress are: (1) lack of supervision, (2) unqualified teachers, (3) too many grades or too many pupils for one teacher, (4) short terms and irregular attendance, and (5) a course of study which does not provide for children who are more interested in things than books. It was observed that there was a need for better qualified teachers and a curriculum which would provide for the retarded groups.

O'Brien⁸ found from a study of eight schools, with an enrollment of 6,141 pupils, that sixty-six per cent had failed at the same time. The percentage of boys failing was higher than the percentage of girls for the first four semesters. One-third to one-half of the pupils failed in each semester to the seventh. Mathematics, Latin, and English head the list in percentage of the total failures. Non-attendance is a large factor in subject failure, while physical

⁷
Report of Inquiry I_n to the Administration and Support of the Colorado School System, Department of the Interior, Bureau of Education, Bulletin #5, 1916, pp 72-73.

⁸
F. B. O'Brien, The High School Failure, Bureau of Publication, Columbia University, New York, 1930, p. 118.

defects are only a small factor except in the instance of vision.

It was concluded that "the percentage of failures for those leaving school is no higher than for the students who do not leave school."⁹

Reavis¹⁰ based his investigation on four purposes; (1) to present clearly maladjustment in high schools, (2) to offer an analytical method by means of the case method, (3) to show the technical procedure in the use of this method, and (4) to show that the case method, when properly applied, is a correct means of operation and will certainly aid in lessening the number of retarded and maladjusted pupils and will alleviate the problem of elimination.

Irwin and Marks¹¹ report an experiment conducted in one school in New York City over a period of six years. The particular school was a large public school composed of complex clientele. These authors studied the variation in children of the same chronological age, as to physical and psychological differences. A survey was made of the pupil enrollment and the following data were recorded regarding each pupil: health conditions, family conditions, occupation and social environment. An intelligence test was given in each grade in order to diagnose the similarity of aptitudes. In grading the tests, the investigators kept these purposes in view: (1) to reduce or eliminate retardation, (2) to select homogeneous groups

⁹ F. B. O'Brien, Op. Cit., p. 119.

¹⁰ W. C. Reavis, Pupil Adjustment, D. C. Heath and Company, Dallas, 1926, pp. 68-72.

¹¹ E. A. Irwin and L. A. Marks, Op. Cit., pp. 318-319.

for instruction, and (3) to increase their understanding of the child. Next, classes were arranged in which children having the same interests and ability were grouped; in other words, grouping was made according to their potential mental age. During the entire six years of this experiment, no student was eliminated from the experimental school. At the end of the six years and the conclusion of the experiment, the proportion of eighth grade graduates entering secondary schools throughout the city was sixty-one per cent and the proportion of eighth grade graduates in this particular school was eighty-four per cent. The effect of the experiment was felt in the organization of the school, the classification of students and the teacher-pupil attitude.

Strayer,¹² in a summary of a statistical study of 319 cities of varying size in all sections of the United States, found that between fifty-five and sixty per cent of the pupils in the public and secondary schools were normal age; and about one-third were below the grade where they might have been expected to be according to their age. It was stated that many of the retarded children did not enter school until late in life. A large percentage of the children of the ages six to nine did not attend school and they would be retarded even from the beginning of the first year in school. The most important problems of retardation were that: (1) it increases the diversity of age in any grade, (2) it forces the

¹²

G. D. Strayer, "Problems in City School Administration", Journal of National Educational Association, 1929, p. 55.

withdrawal of pupils from school, (3) means a greater expense in the maintenance of the school, and (4) represents a large economic and social loss. Strayer advocates the formation of special classes for the bright, the slow, the backward, and the deficient child.

Hillboe¹³ classifies boys and girls from the standpoint of selection for special education. He determines the probable percentage of pupils who are mentally, physically, or temperamentally atypical. The degree to which the school systems investigated are providing for atypical children and the probability of reduction in the future are discussed. A program is then set up that fits the state's minimum program and discusses the current practices in, the method of, and the agencies for, the selection, the diagnosis, the assignment, and the follow-up of each of the types requiring special education. Hillboe writes that "the school cannot be fitted to the individual unless the needs of the individual are scientifically determined." This study is an attempt to determine such needs of children as well as to form the basis for an adequate administrative program.

Featherstone¹⁴ recognizes the dynamic and creative art of learning. The curricula should build a program suited to the interests and the capacity of the mentally retarded child based on the following: (1) a mastery of elementary school subjects and industrial arts, (2) the acquisition of a robust physique by health education

¹³Guy L. Hillboe, Finding and Teaching Atypical Children, Bureau of Publication, Teachers' College, Columbia University, New York, 1930, pp. 63-64.

¹⁴William Featherstone, The Curriculum of Special Class, Teachers' College, New York City, 1932, pp. 38-40.

and by the formation of good health habits; and (3) the attainment of good habitual moral responses.

Baker and Traphagen¹⁵ appraise the problems and difficulties of children. This study presents a comprehensive picture of the crucial elements in the life of a child. It was indicated that no cooperation with the individual child can be genuinely constructive for the child unless his adult friends know the demand made on him. What insecurities threaten the child, and how his organism has thus far molded itself to meet the special stresses and strains of his particular life are also given attention. The characteristics of problem children are as follows: (1) they tend to arouse anger and resentment toward their actions in the minds of parents, playmates, and teachers; (2) their behavior mannerisms are rarely deliberate meanness; (3) a child carries over his attitudes, feelings and emotions from his home to school and from school to home; and (4) the subtle and misunderstood relationship between causes and behavior mannerisms are many and varied.

Chruchwell¹⁶ in a master's thesis on retardation, shows some of its causes in secondary schools with special reference to the Norman, Oklahoma, Junior-Senior High School. What the school is doing to eliminate or lessen the number of failures is also discussed. According to this study, the most frequent causes of failure are:

¹⁵ Harry J. Baker and Virginia Traphagen, The Diagnosis and Treatment of Behavior Problem Children, The Macmillan Company, New York City, 1935, pp. 67-69.

¹⁶ M. M. Chruchwell, Some Causes of Retardation in the Secondary Schools, Unpublished Thesis, The University of Oklahoma, 1936, p. 38.

difficult studies, irregular attendance, transfers, economic reasons, personal aversions, and poor health.

In a study made by Henderson¹⁷ at Salt Lake City, Utah, illness was found to be the chief cause of absences, and fifty per cent of the total school absences was due to colds. She stated that many cases of ear ache, sore throat, and headache may be attributed to colds. She is convinced that the schools should treat a cold as a real enemy and try to prevent it. Henderson emphasized that, if we maintain that health is one of the objectives of the school, we should consider it more critically, more seriously and more thoroughly, especially when so many irregular attendances are due to illness.

Palmer¹⁸ showed in his study that the incidence of communicable diseases had a marked effect upon the retardation rate. It was further shown in Palmer's study that during periods of prosperity boys sixteen years old and over drop out of school and get work so they can make good the family losses during periods of depression.

Reavis, Pierce, Stullken¹⁹ gave illness, work, home conditions, school conditions, the weather, and truancy as the causes of haphazard schooling. They found that the personal illness of members

¹⁷ Louise Henderson, "Study of Absences on the Account of Sickness Among High School Girls", School and Society, pp. 797-800.

¹⁸ Charles W. Palmer, "Absences, Lateness, and Drop-outs in Philadelphia, Pa"., School and Society, pp. 68-69.

¹⁹ W. C. Reavis, Paul R. Pierce and Edward H. Stullken, The Elementary School, Its Organization and Administration, The University of Chicago Press, Chicago, 1932. pp. 108-115.

of their families accounted for more pupil absences than any other cause. They found that respiratory diseases and epidemics led all other diseases in causing irregular attendance. They also stated that work was the second most important reason why pupils were irregular in attendance. This study indicates that this was especially true of schools located in a district where agricultural interests were centered in a particular crop. They also gave economic conditions of the home as a large factor in irregular attendance.

It was found in this study that the preparation and the influence of the teacher exercised a stronger influence upon pupil absence than the character of the building, equipment and grounds.

They found that children between the ages of nine and fourteen had fewer absences than younger or older pupils. Distance from school was found to have little influence upon attendance.

They concluded that health not only influenced attendance, but it influenced the general attitude of the child toward the school. They insisted that the principal must study the causes of retardation and strive to remove them.

CHAPTER II

ANALYSIS OF RETARDATION OF FIVE NEGRO HIGH SCHOOLS
IN FORT BEND COUNTY, TEXAS

Table I shows the actual number of students participating in this study in five Negro high schools in Fort Bend County, Texas segregated according to grade, sex and schools.

The enrollment of the high school students in the five colored high schools in Fort Bend County, Texas is two hundred. One hundred and fifty students filled in the questionnaires sent out by the writer. Therefore, seventy-five per cent of all the students in the five colored schools were studied.

TABLE 1

SEX AND GRADE DISTRIBUTION BY SCHOOLS

School	Grade				Total	Grand Total
	VIII	IX	X	XI		
Powell Point						
Boys	10	8		6	24	
Girls	15	18	11	14	58	82
Rosenberg						
Boys	2	2	2		6	
Girls	2	2	2	6	12	18
Richmond						
Boys	8				8	
Girls	8	2		2	12	20
Four Corners						
Boys	1	2	1	1	5	
Girls	7	4	2	3	16	21
M. R. Wood						
Boys	3				3	
Girls	4		2		6	9
Total	60	38	20	32	150	150

There are eighty-two boys and girls participating in this study from the Powell Point High School of Bendleton, Texas. Table 1 shows Powell Point as the largest colored high school in Fort Bend County. It has more students than all of the other four schools combined. It constitutes almost fifty-five per cent of the entire number of cases in this study. The eighth, ninth, and eleventh grades have the largest enrollment in this school. There are no boys reported in the junior year in this school. The smallest number of girls are found in the junior year in this high school.

The school having the second largest number of students in this study is the Four Corners High School, Sugarland, Texas. There are twenty-one students participating. It constitutes fourteen per cent of the entire number of cases in this study. There are eight students in the eighth grade, six students in the ninth grade, three students in the tenth grade, and four students in the eleventh grade. The Four Corners High School is the only school out of the five that has representatives in all grades.

The school having the third largest number of students in this study is the Richmond Colored High School, Richmond, Texas. It constitutes thirteen and three-tenths per cent of the entire number of cases in this study. There are twenty boys and girls studied. It is in the eighth grade that the largest class is enrolled. The table shows that the boys and girls are identical in number in the

eighth grade. There are two girls in the ninth grade and two girls in the eleventh grade. The table does not show any girls and boys participating in this study from the tenth grade.

The school having the fourth largest number of students in this study is Rosenberg High School, Rosenberg, Texas. It constitutes twelve per cent of the entire number of cases in this study. There are eighteen students participating in this school. The eleventh grade has the largest class enrollment. The eighth, ninth and tenth grades have an identical number of boys and girls.

The school having the fifth largest number of students in this study is the M. R. Wood School of Sugar Land, Texas. There are nine students participating in this study from this school. It constitutes six per cent of the entire number of cases in this study. There are no students reporting in the ninth and eleventh grades. There are three boys and four girls in the eighth grade. There are only two girls in the tenth grade.

There are sixty students in the eighth grade, or forty per cent of the entire enrollment in the five Negro high schools. There are thirty eight students in the ninth grade, or twenty-five and one-third per cent of the entire enrollment. There are twenty students in the tenth grade, or thirteen and one-third per cent. There are thirty-two students in the eleventh grade, or twenty-one and one-third per cent of the total number of students. The eighth grade is

sixty six and two-thirds per cent greater than the tenth grade as to class enrollment in this study.

"The normal age pupils are those who are neither younger nor older than the ages which have been agreed upon as normal for the grade in which the pupils are found. Under age pupils are those who are younger than normal age for the grades in which they are found. Over age pupils are those who are older than normal for the grade in which the pupils are found."¹

In this study, the normal age for the eighth grade is thirteen years. The above statement is not universal. It is only true in a school system based on the 7-4 plan. In some parts of the south the elementary school provided seven grades. In general, it may be said that the eighth year elementary schools have been the prevailing type in America.²

Thirteen years have been agreed upon as normal age for first year high school, computed as of September 1, which is the approximate date on which the school term begins. Age is defined as the age at the nearest birthday of the pupil. The five Negro high schools in this study are using the 7-4 plan.

Table II shows the actual number of students participating in this study in five Negro High Schools of Fort Bend County, Texas segregated according to grade, sex and age. As may be seen, the

¹Ward G. Reeder, The Fundamentals of Public School Administration, The Macmillan Company, 1938, pp. 529-530.

²J. B. Edmonson, Joseph Romer and Francis L. Bacon, The Administration of the Modern Secondary School, Macmillan Company 1938, pp. 12-13.

age of each individual is given in years only, representing the entrance age to the present grade. The total number of students in each grade is found in the total column segregated according to sex. The number of boys and girls reporting in all classes and the aggregate number of students reporting in all five schools are found at the end of Table II.

TABLE II*
AGE-GRADE DISTRIBUTION BY SEXES

Grade	Age										Total	Grand Total
	11	12	13	14	15	16	17	18	19	20		
Eighth												
Boys	0	1	2	3	1	5	1	1	0	0	15	
Girls	2	1	7	4	11	9	1	1	0	0	36	51
Ninth												
Boys	0	0	0	2	3	4	2	0	0	0	11	
Girls	0	0	3	5	11	7	3	3	0	0	32	43
Tenth												
Boys	0	0	0	1	0	1	1	1	0	0	4	
Girls	0	0	0	0	3	7	4	3	1	1	19	23
Eleventh												
Boys	0	0	0	1	0	0	0	2	4	0	7	
Girls	0	0	0	1	2	5	6	7	4	1	26	33
All Classes												
Boys												37
Girls												113
Total	2	2	12	17	31	38	18	18	9	2	150	150

*Henceforth in this thesis no reference will be made to the individual schools reporting.

Table II also shows that of the 150 students participating, 51 are freshmen, 43 sophomores, 23 juniors and 33 seniors. In all four classes the number of girls participating exceeds that of the boys.

Table III shows the number of boys in Five Colored High Schools in Fort Bend County, Texas who are under age, normal age or over age. It also shows the number of years that each boy student is retarded or accelerated.

TABLE III
AGE-GRADE DISTRIBUTION OF BOYS

Years	Grade				Total
	VIII	IX	X	XI	
Under Age					
One	1	0	1	0	2
Two	0	0	0	1	1
Normal Age	2	2	0	0	4
Over Age*					
One	4	3	1	0	8
Two	1	4	1	2	8
Three	5	2	1	4	12
Four	1	0	0	0	1
Five	1	0	0	0	1
					<u>37</u>

*Ages computed as of September 1, 1942. Normal age for eighth grade is thirteen years.

Of the 37 boys studied, no boy is accelerated more than two years. Only one boy is accelerated as many as two years. This boy is a senior. Only two boys are accelerated one year of the thirty-seven boys reporting.

Four boys reported normal age. Of this number two are in the eighth grade, and two are in the ninth grade.

Eight of the boys are retarded for only one year; eight are retarded for two years; twelve are retarded for three years; one for four years; and one is retarded for five years.

Table IV shows the number of girls in five colored high schools in Fort Bend County, Texas who are under age, normal age, or over age; it also shows the number of years that each girl student is retarded.

TABLE IV
AGE-GRADE DISTRIBUTION OF
GIRLS

Years	Grades				Total
	VIII	IX	X	XI	
Under Age					
One	1	0	0	2	3
Two	2	3	0	1	6
Normal Age	7	5	3	5	20
Over Age*					
One	4	11	7	6	28
Two	11	7	4	7	29
Three	9	3	3	0	15
Four	1	3	1	4	9
Five	1	0	1	1	3
Total	36	32	19	26	113

*Ages computed as of September 1, 1942. Normal age for eighth grade is thirteen years.

Of the 113 girls studied, no girl is accelerated more than two years; however, six of the girls are accelerated two years; two of these accelerated girls are in the eighth grade. Three of the girls are accelerated one year.

Twenty of the girls are of normal age. This is almost eighteen per cent of all the girl students.

Twenty-eight of the girl students are retarded one year and twenty-nine are retarded two years, but only 27 of all the girl students are retarded more than two years.

TABLE V

NUMBER AND PERCENTAGE OF AGE DISTRIBUTION OF UNDER AGE, NORMAL AGE AND OVER AGE BOYS AND GIRLS

Years	Total Boys		Total Girls		Grand Total	
	Number	Percent	Number	Percent	Number	Percent
Under Age						
One	2	1.3	3	2	5	3.3
Two	1	1	6	4	7	4.67
Normal Age	4	2.67	20	13.3	24	16
Over Age						
One	8	5.3	28	18.67	36	24
Two	8	5.3	29	19.3	37	24.67
Three	12	8	15	10	27	18
Four	1	1	9	6	10	6.67
Five	1	1	3	2	4	2.67
Total	37	24.57	113	75.33	150	99.98

Table V shows that of the 150 students, no student is accelerated more than two years, and only one boy and six girls are accelerated as much as two years. This is less than five per cent of all the cases participating in this study. Five students are accelerated one year this is three and three-tenths per cent of the students reporting. Twenty-four students are of normal age. This is sixteen per cent of the entire group. There are five times as many girls of normal age as boys. Thirteen and three-tenths per cent of the girls are of normal age, while two and sixty-seven hundredths per cent of

of the boys are of normal age.

One hundred and fourteen students of the 150 cases studied are retarded; this is seventy-six per cent of the students. The largest number and percentage are retarded more than one year. In this group is found thirty boys or twenty per cent of the retarded students. Eighty-four girls or fifty-six per cent of the retarded students are girls. There are seven times as many students retarded one year as there are students accelerated for one year. Of all the retarded boys seventy-three and one-third per cent are retarded more than one year.

Whereas sixty-six and two-thirds per cent of the girls are retarded in that group, this comparison proves that the number of boys retarded more than one year is six per cent greater than the number of girls retarded.

The percentage of over-age pupils of five high schools in Fort Bend County, Texas is relatively high when compared with the city schools. Over the nation, as a whole, there is about thirty-three per cent retarded,³ while in the five high schools of Fort Bend County, Texas seventy-six per cent of the students are retarded.

³
 Chester Newton Jarrell, A Study of Retardation in the Class A Schools of Gregg County, Texas, Unpublished Master's Thesis, 1938, p. 8.

CHAPTER THREE

ANALYSIS AND COMPARISON OF SOME CAUSES
OF RETARDATION

The question why students are retarded is one that is often asked but not always answered. It is true that no one cause is responsible for a pupil's retardation. Usually there is a combination of several factors which causes the pupil to be retarded. For example, a student may list irregular attendance as a cause for his failure. This absence from school may be caused from lack of interest on the part of the parents; it may be due to illness on the part of the pupil; or it may be due to the pupil's living a great distance from school. Any one, or all of the above factors may be intermingled to show reason for the pupil's failure.

Different authorities find various reasons for retardation. Ayres¹ finds that retardation denotes lack of adjustment somewhere. This may be due to one or more conditions, such as poor health, marriage, death, or sickness in the family, lack of ability to study or a miscellany.

From a questionnaire given to students of the five Negro High Schools of Fort Bend County, Texas, the following reasons were found for retardation: haphazard schooling, poor teaching, harmful attitudes, economic reasons, physical disabilities, communicable diseases, subjects too difficult, broken homes, and outside interests.

¹Leonard P. Ayres, Op. Cit., p. 198.

Haphazard schooling, which includes late entrance, frequent transfers, and irregular attendance, plays an important role in a farming situation. Late entrance is a potent factor, due to the fact that farming families live four or five miles from the school and they dislike the idea of their younger children walking for so great a distance. Five per cent of girls and nine per cent of boys entered school at the age of eight, and three per cent of girls entered school at the age of nine. Beside late entrance there are no means of transportation for colored students. Many students have attended as many as four different schools, and many of these were in different counties. The writer in analyzing the questionnaires observed a close relationship to exist between retardation and the distance which the child has to walk. This affects a pupil's progress in school and results in poor attitudes, lack of interest and indifference toward regular attendance.

Mental inability is another cause of pupil's failure. Six students checked mental inability as the cause of their failure, poor foundation in arithmetic and spelling; others a late start in school; and still others, unwise previous promotion. This last factor may often be due to the fact that the student's grade work has been hampered by his parent's frequent transfers from one farm to another.

Retardation caused by ill health and communicable diseases is not closely related to the farm situation. The factors involved in causing a child's ill health are tonsillitis, rheumatism, heart trouble, adenoids, pneumonia, malaria and its after effects. Those

communicable diseases that were listed most frequently were measles, whooping cough, mumps and chicken pox.

Certain physical defects in children cause them to make slower progress than do children who are found without defects. Among the physical defects discovered in this study are the following: trouble with ears, eyes, nervous when asked to recite, overweight, stuttering and crippled.

Poor teaching and personal aversions are closely related. Students formed a dislike for teachers who were unfair in grading and listed them as poor teachers. This in time affected their reaction to the subjects as well as the school. What had been dislikes before were now absolute aversions.

The economic factors involved are as follows: father without employment, family on relief; insufficient food and clothing; mother had to work; students needed to help with home work; and the breaking up of homes. Divorces are quite frequent and sometime in the same family there are children with three or four surnames. Too, the loss of a father or mother sometimes involves a student's working in order to help take care of the family.

Outside interests include many factors. Often, in the case of a student, the outside interests are due to the marriage of the student who becomes more interested in her new home than in school; yet for some reason wants to continue in school. Many boys show more interest in football and basketball than in their actual school work.

Table VI shows the causes of retardation as listed by the boys of five Negro high schools of Fort Bend County, Texas. Of the thirty boys retarded, seven listed haphazard schooling as the reason. This is twenty-three and three-tenths per cent of the total boys retarded. Two boys repeated the first grade, one boy repeated the second grade, one the third grade, one the sixth grade and two boys repeated the seventh grade. There was one boy who listed mental inability as the reason for his failure. He repeated the eighth grade; another boy repeated the eighth grade because of weakness in fundamentals.

Two boys listed ill health--one in the fourth grade and one in the eighth grade. Three boys checked communicable diseases as a cause of retardation--one boy had the mumps in the first grade, one boy had the measles in the third grade, and one boy had the influenza in the fourth grade. Communicable diseases tend to cause irregular attendance in school for a long period of time, and results in retardation of the pupils.

Only three boys listed outside interests--one boy in the seventh grade, one boy in the ninth grade and one boy in the tenth grade. These boys stated that they were interested in working and earning money through the present crisis rather than in school work.

There are nine boys who listed economic reasons as a cause of their failures. Two boys repeated the first grade, one boy repeated the second grade, two boys repeated the third grade, two boys repeated the seventh grade, and two boys repeated the eighth grade. This

latter cause or reason is closely related to haphazard schooling, for frequent staying out of school for economic reasons is discouraging and hampers the progress of boys in the high school grades.

TABLE VI

CAUSES OF RETARDATION BY GRADES IN FIVE NEGRO
HIGH SCHOOLS IN FORT BEND COUNTY, TEXAS
1942-1943, BOYS

Causes	Grades Repeated											Total
	1	2	3	4	5	6	7	8	9	10	11	
Haphazard Schooling	2	1	1	0	0	1	2	0	0	0	0	7
Mental Inability	0	0	0	0	0	0	0	1	0	0	0	1
Weakness in Fundamentals	0	0	0	0	0	0	0	1	0	0	0	1
Ill health	0	0	0	1	0	0	0	1	0	0	0	2
Poor study Habits	0	0	0	0	0	0	0	0	0	0	0	0
Harmful Attitudes	0	0	0	0	0	0	0	0	0	0	0	0
Communicable Diseases	1	0	1	1	0	0	0	0	0	0	0	3
Poor Teaching	0	0	0	0	0	0	0	0	0	0	0	0
Outside Interests	0	0	0	0	0	0	1	0	1	1	0	3
Personal Aversions	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	0	0	0	0	0	0	0	0	0	0
Economic Reasons	2	1	2	0	0	0	2	2	0	0	0	9
Subject too Difficult	0	0	0	1	0	0	0	0	0	0	0	1
Broken homes	0	1	0	0	0	1	0	1	0	0	0	3
Total	5	3	4	3	0	2	5	6	1	1	0	30

There was one boy in the second grade, one boy in the sixth grade and one boy in the eighth grade who listed broken homes as the cause of their failure in school. They were retarded because of broken homes without mother or father. They had to work to help support the family.

There was one boy who repeated the fourth grade because the subjects were too difficult and he had no incentive to study. Boys seem to become discouraged in high school and leave before completing the high school course.

Table VII shows the causes of retardation as listed by the girls of five Negro high schools in Fort Bend County, Texas.

Of the 84 girls studied who are retarded, fifteen listed haphazard schooling as the reason for failure. This is almost eighteen per cent of all the girls who are retarded. There were three in the first grade, two in the second grade, three in the third grade, three in the fourth grade, three in the fifth grade, and one in the eighth grade.

Next in frequency are communicable diseases and economic reasons. The latter cause or reason is very closely related to haphazard schooling for frequent changes of schools and teachers are discouraging and hampers progress. For communicable diseases, two girls in the first grade had whooping cough, three girls in the second grade had mumps, three girls in the fourth grade had measles, two girls in the fifth grade had influenza, two girls in the sixth grade had influenza, and one girl in the seventh grade had small pox.

The above diseases caused irregular attendance in school, and it led to retardation in those respective grades. There were just as many students listing economic reasons as students listing communicable diseases. For economic reasons: three in the first grade were on relief, three in the second grade had fathers without employment, three in the third grade had to work after school, one in the fourth grade had insufficient food and clothing, and three in the fifth grade had mothers who had to work. The economic conditions of the above mentioned children are very meager and have retarded their progress in school. There are seven girls who listed ill health as a cause of their failure. Two girls in the first grade listed adenoids, one girl in the second grade listed pneumonia, two girls in the sixth grade listed rheumatism as a cause of their ill health. The home environment is the general cause for the above health conditions. Poor health is one of the serious factors contributing to irregular attendance, retardation and elimination from school. It not only keeps the child out of school, but it also makes him incapable of doing his best work when in attendance. Poor sewage systems, water purification, public health service, milk and food inspection and free clinic service are attributing factors to ill health in the five Negro schools studied in this investigation.

TABLE VII

CAUSES OF RETARDATION BY GRADES IN FIVE NEGRO
HIGH SCHOOLS IN FORT BEND COUNTY,
TEXAS 1942-1943 - GIRLS

Causes	Grades Repeated											Total
	1	2	3	4	5	6	7	8	9	10	11	
Haphazard Schooling	3	2	3	3	3	0	0	1	0	0	0	15
Mental Inability	2	1	0	1	0	0	1	0	0	0	0	5
Weakness in Fundamentals	1	1	0	1	0	0	0	0	0	0	0	3
Ill health	2	1	2	0	0	2	0	0	0	0	0	7
Poor study Habits	2	2	0	0	0	0	0	0	0	0	0	4
Harmful Attitudes	2	0	0	1	0	0	0	0	0	0	0	3
Communicable Diseases	2	3	0	3	2	2	1	0	0	0	0	13
Poor Teaching	0	1	0	1	0	1	0	0	0	0	0	3
Outside Interest	0	2	0	0	0	0	1	0	0	0	0	3
Personal Aversion	0	0	2	0	0	0	0	0	0	0	0	2
Physical Disability	1	2	0	2	0	0	0	0	0	0	0	5
Economic Reasons	3	3	3	1	0	0	0	0	3	0	0	13
Subject too Difficult	0	0	0	0	0	0	0	0	0	0	0	0
Broken homes	1	2	0	2	1	2	0	0	0	0	0	8
Total	19	20	10	15	6	7	3	1	3	0	0	84

There are five girls who listed physical disability as a cause of their failure in school. One girl in the first grade had trouble with her eyes, two girls were nervous when asked to recite in class,

stuttering before they could talk. This situation led to embarrassment of the students and resulted in retardation of the pupils.

There are five girls who listed mental inability--two girls in the first grade, one girl in the second grade, one girl in the fourth grade and one girl in the seventh grade. These students have attended school regularly during the school year yet they are failing all of their high school subjects.

There are three girls who listed weakness in fundamentals; one girl in the first grade, one girl in the second grade, and one girl in the fourth grade. There are three girls who listed harmful attitudes as reasons for their failure in school. Two of these girls are in the first grade and one girl is in the fourth grade.

There are three girls who listed poor teaching as the reason for their failure in school--one in the second grade, one in the fourth grade, and one in the sixth grade. Only four girls are retarded because of poor study habits, which included such items as no place to study at home, no incentive to study and not enough time to study. There are two girls in the first grade and two in the second grade who list poor study habits as the reason for their failure in school.

There are three girls retarded because of outside interests. One girl that listed outside interests had recently married and stated that she was more interested in her new home than in her school work. The other two girls stated that they were more interested in music and romance than they were in their school work. Two girls

repeated the second grade and one girl repeated the seventh grade.

There are eight girls who repeated the following grades because of broken homes--one girl repeated the first grade, two girls repeated the third grade, two girls repeated the second grade, one girl repeated the fifth grade, and two girls repeated the sixth grade. Here we found girls taking care of the household because of the death of the mother. In other instances this was because the parents were divorced and they had to care for the smaller members of the family. There were three girls without mothers and five girls listed broken homes by divorces.

Table VIII shows the causes of retardation of both the boys and girls and the percentage of students retarded with each reason. The causes are listed in order of importance.

A comparison of the boys and girls shows that twice as many girls as boys are retarded because of haphazard schooling. This is perhaps due to the fact that the frequent transfers affected the girls in a different manner than they did the boys. A boy who found himself failing because of these frequent transfers, and the economic conditions of the home perhaps became more disinterested in continuing his high school course. Both harmful attitudes and personal aversions show a greater number of girls than boys. Three times as many girls as boys are retarded because of harmful attitudes, and twice as many girls as boys let personal aversions retard them.

TABLE VIII

A COMPARISON OF CAUSES, NUMBER AND PER CENT OF
BOYS AND GIRLS IN FIVE NEGRO HIGH SCHOOLS
IN FORT BEND COUNTY, TEXAS FOR THE
YEAR 1942-43

Causes	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Haphazard Schooling	7	23.3	15	18	22	19.21
Mental Inability	1	3.3	5	6	6	5.20
Weakness in Fundamentals	1	3.3	3	2.3	4	3.50
Ill health	2	6.67	7	8.3	9	8.00
Poor study Habits	0	0	4	4.76	4	3.50
Harmful Attitudes	0	0	3	2.3	3	2.6
Communicable Diseases	3	10	13	15.5	16	16.66
Poor teaching	0	0	3	2.3	3	2.6
Outside Interests	3	10	3	2.3	6	5.20
Personal Aversion	0	0	2	1.38	2	1.70
Physical Disability	0	0	5	6	5	4.40
Economic Reasons	9	30	13	15.5	22	19.20
Subject too Difficult	1	3.3	0	0	1	.09
Broken homes	3	10	8	9.5	11	9.8
Total	30	100	84	100	114	99.89

Next in frequency to haphazard schooling is economic reasons. There were thirteen girls and nine boys who listed economic reasons as the cause for their failure in school. This represents thirty per cent of the retarded boys and fifteen and five-tenths per cent of the retarded girls. This percentage shows that nearly twice as many boys as girls are retarded because of economic reasons. The number and per cent of the haphazard schooling and economic reasons are identical.

Next in frequency to economic reasons is communicable diseases. For this reason the girls are identical in number and percentage while the boys vary in number and percentage. There were three boys and thirteen girls. This is ten per cent of the retarded boys and fifteen and five-tenths per cent of the retarded girls.

In this study three boys and eight girls were retarded because of broken homes. This is ten per cent of the retarded boys and nine and five-tenths per cent of the retarded girls.

Girls are more frequently retarded on account of poor study habits than boys. Nearly five per cent of the girls are retarded because of poor study habits. Not a single boy listed poor study habits as a cause of retardation in this study.

The girls are retarded more frequently than the boys because of ill health, communicable diseases and physical disability. The following table shows that boys have a stronger constitution than girls in this regard, ill health, communicable diseases and physical disability. Ill health for boys is six and two-thirds per cent and

for girls is eight and three-tenths per cent. Physical disability for girls is six per cent and for boys none. Communicable disease for girls is fifteen and five-tenths per cent and for the boys ten per cent.

Boys listed outside interests as a reason for retardation more frequently than the girls. Outside interest for girls was two and three-tenths per cent, while ten per cent of the boys listed it as a cause for their failure in school.

The boys were more reluctant than the girls in listing economic conditions and broken homes as causes of their failure in school. For economic reasons thirty per cent of the retarded boys listed this factor as a cause of their failure, while fifteen and five-tenths per cent of the retarded girls listed it. Broken homes for boys is ten per cent and for girls is nine and five-tenths per cent.

Weakness in fundamentals for boys is listed at three and one-third per cent and for the retarded girls is listed at two and three-tenths per cent.

The boys did not list poor study habits as a cause of their failure, but five per cent of the retarded girls listed it. The boys did not check harmful attitudes as a cause of their failure, but two and three-tenths per cent of the retarded girls listed it.

Three and one-third per cent of the boys listed "subject too difficult" as the cause of their failure. No girls listed this factor but wrote "I was just too lazy to study". For poor teaching--

two and three-tenths per cent of the retarded girls listed it. Boys refused to check this item as a cause of their failures. Weakness in fundamentals, subject too difficult and poor teaching were given about the same degree of importance as a cause of failure for the boys and girls in this study.

Table IX locates the total number of years lost in each grade by both boys and girls and shows also the comparison between boys and girls in number as well as in per cent.

Of the seven elementary grades, more students repeated the first and second grades. The percentages of repetition in these two grades are as follows: twenty-four per cent of the retarded students repeated the first grade, while nineteen per cent repeated the second grade.

Twenty-seven of the one hundred and fourteen retarded students repeated the first grade. Failure in the first grade is most frequently caused by inability to learn to read in the time available. The percentage of failure in the first grade in this study is higher than in the other grades.

Jacobson and Reavis¹ reported a study on Non-Promotion in Elementary Schools showing the median rate of non-promotions is found to be sixteen per cent in the first grade and between four and

¹ W. C. Reavis and Jacobson, Duties of School Principals, Prentice Hall, Inc., New York, 1941, p. 453.

ten per cent in the remaining grades in thirty-five cities enrolling 1,750,000 pupils. One of the common reasons why pupils do not learn to read is that they are not mature mentally.

TABLE IX

GRADES REPEATED--NUMBER AND PER CENT FOR BOYS AND GIRLS IN FIVE NEGRO HIGH SCHOOLS IN FORT BEND COUNTY, TEXAS FOR THE YEAR 1942-43

Grades Repeated	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
One	7	23	20	23.8	27	24
Two	2	6.67	20	23.8	22	19
Three	6	20	12	14.27	18	16
Four	2	6.67	12	14.27	14	12
Five	0	0	9	10.71	9	8
Six	2	6.67	7	8.3	9	8
Seven	5	16.67	2	2.38	7	6
Eight	6	20	2	2.38	8	7
Nine	0	0	0	0	0	0
Ten	0	0	0	0	0	0
Eleven	0	0	0	0	0	0
Total	30	99.68	84	99.9	114	100

The findings in this investigation of failure in the first grade and other grades are similar with their findings in the first grade and other grades. In this study it was found that the first grade had the largest number of failures.

Nineteen per cent of the retarded ones repeated the second grade. This condition resulted from poor background, long distance from school and in turn leads to a large percentage of failures in the elementary grades. Sixteen per cent repeated the third grade and twelve per cent repeated the fourth grade. The fourth grade is the transition grade from the primary grades to the intermediate work. In this grade new and difficult subject matter is introduced which requires careful diagnosis and remedial procedure on the part of the teacher. Ignorance and neglect of the situation are some of the fundamental causes of retardation in this grade. Eight per cent repeated the fifth grade and eight per cent repeated the sixth grade, due to frequent transfers, poor study habits, improper environment and long distances from school.

Six per cent repeated the seventh grade due to a wide range of subject matter to be covered in this grade. Unless a student has a strong background, excellent study habits and proper environment, he becomes discouraged and has more difficulty than usual passing from this grade. This condition resulted from poor articulation between the grammar grades and the first and second year of high school. This, in turn, leads to a large percentage of failures in high school.

The seventh grade is a transition grade leading into high school. The pupil should be qualified to meet the issues of the following grades.

Of the 114 retarded students who failed two or more subjects in the eighth grade there are six boys and two girls. This is seven per cent of the retarded students. The ninth, tenth and eleventh grades students in this study show no failures in their respective grades.

CHAPTER IV

CONCLUSION

Pupils who are above the normal age for their grade are termed retarded whether this over age is due to late entrance or failure.

Retardation is very closely related to the problem of elimination. It is natural and right to conclude that the child who is over-age has a lesser chance of finishing high school than the child of normal age. Retardation is a term relative to a number of circumstances which must be taken into account in order to judge each particular case.

The high schools in the heart of a farming area have a greater number of retarded students than the schools over the nation in urban areas. The retarded students constitute seventy-six per cent of the membership of the high schools in this study. The nation's retarded students constitute thirty-three per cent of the membership. Many of the pupils are two months late entering school, and frequently the same ones have to stop a month before school closes. This situation causes retardation in the school work, resulting in discouragement and quitting school. There seems to be no immediate relief for this situation, since the parents must have the children to help on the farm.

In five Negro High Schools in Fort Bend County, Texas a greater per cent of girls are retarded than boys. The girls' percentage is almost three times as much as boys.

The greatest percentage of retardation in the elementary grades

takes place in the first and second grades. It is in the eighth grade or the first year of high school that the majority of students fail in two or more subjects.

It is very difficult to give exact causes of retardation, since they are related and over-lapping, but the reasons which follow are listed in order of importance; haphazard schooling, economic reasons, communicable diseases, broken homes, ill health, outside interest, mental inability, physical disabilities, weakness in fundamentals, poor study habits, harmful attitudes, poor teaching, personal aversion and subjects too difficult.

The causes most prevalent and peculiar to the farming situation are haphazard schooling, which is closely related to economic reasons, communicable diseases, broken homes, ill health and physical disability.

The facts which have been reviewed and the conditions which have been disclosed revealed that haphazard schooling and economic reasons are identical in number and per cent.

The principal object of this study has been to emphasize a few of the more fundamental conditions underlying the phenomena of retardation in Five Negro High Schools of Fort Bend County, Texas, a farming situation as well as to suggest recommendation for ameliorating the situation.

RECOMMENDATIONS

The writer makes the following recommendations in order that the state of Texas may occupy a more favorable position among the Southern States in matters of providing opportunity classes for the retarded students:

1. That special schools be provided for all mentally and physically handicapped and atypical children.
2. That more effective enforcement of child labor laws be brought about.
3. That transportation be provided for all children who live two and one-half miles or more from school.
4. That the program of health, as is now found in the colored schools, be revised to meet the health situation in the community. It seems that by so doing, satisfactory adjustment will be made along three lines:

(a) The teacher will be better able to coordinate his or her work at all times as he or she will be using, as a text, subject matter that has a basis in the child's experiences.

(b) The child will respond with renewed interest.

(c) The material that the child learns will be usable.

5. That the development of full time health service under the supervision of the public schools, in all sections, be established.
6. That an educational program be provided that appeals to the people as having immediate and ultimate values.

7. That the people be kept informed of progress made, and of probable future trends and needs.

8. That the reading ability of the over-age pupils in the first grade be improved, determine the activities that may be used to motivate reading.

9. That each retarded student should be sent to a medical inspector for a physical examination.

10. That desirable habits, attitudes and knowledge contributing to the best physical and mental health must be insured for the welfare of the individual, the community and the race.

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APPENDIX A

Appendix A is a copy of the questionnaire given to all students in the five Negro High Schools in Fort Bend County, Texas from which the writer obtained the data relating to the analysis of retardation as to age-grade and sex distribution.

APPENDIX B

Appendix B is a copy of the questionnaire given to all students in the Five High Schools in Fort Bend County, Texas from which the writer obtained the data relating to the causes of retardation.

APPENDIX C

Appendix C is a copy of the questionnaire given to all students in five Negro High Schools in Fort Bend County, Texas from which the writer obtained the data relating to the health of the students.

APPENDIX A

INFORMATION CONCERNING SCHOOL HISTORY OF RETARDED

Pupil's name _____ Age _____ Grade _____
 (Last) (First) (Middle)

Address _____ Date of Birth _____

Place of Birth _____ Name of Father _____

Living _____ Father's Nationality _____

Mother's Nationality _____ Father's Occupation _____

Mother's Occupation _____ Status of Pupil: (living with parents)

Foster Parents _____ Relatives (List which ones) _____

Number in family _____ Brothers (List brothers and age
 of each) _____

List sisters and age of each _____

Family receiving state, city, or other aid _____

Pupil working _____ Where _____ How much salary _____

Father working _____ Where _____ How many days a week
 _____ At what wage _____

Any others in the family working _____ Do you have a savings
 account in a bank? _____ Parents own home? _____ Do you
 attend the movies often? _____ How often _____ What kinds of shows
 do you like best _____

What kinds of games and amusements do you enjoy most _____

Do you attend church _____ Do you attend Sunday School _____

Who are your closest friends or companions _____

How many schools have you attended since you entered the first grade?

_____ List each one _____

Do you like to study? _____ How many periods a week do you spend
in the study hall _____ How many periods a week do you spend
daily outside of school in preparation of all lessons? _____

Which of the following statements most nearly describe your study
condition: Private room of your home? _____ Quiet room in

which others are studying _____ Room in which others are carrying
on a conversation? _____ When do you do your studying?

Underline the correct one. After school in the afternoon; in the
evening after supper; in the morning before school; no regular time;
sometime one time, sometime another. Do you receive encouragement to
continue going to school and to make good grades? _____

If so, from whom? _____

APPENDIX A-2

DATA RELATING TO SCHOLASTIC STANDING OF ALL STUDENTS

What is your name? _____ Sex _____ How classified?

_____ Age? _____
 (Month) Day Year

How old were you at the beginning of school (Sept 1, 1942) _____

At what age did you start to school: (Five, six, seven, eight) _____

Did you stay in a grade more than a year? _____ If so, in what grade
 or grades: (Put number of times retained in each grade in blank in-
 dicated under grade regardless of the reason for your being retarded.

First Second Third Fourth Fifth Sixth Seventh

Why were you retained in the grade: (If you failed to pass, given reason
 for failure; if you were ill and missed school, list kind of illness.

If there are more than one reason, please list)

First: _____

Second: _____

Third: _____

Fourth: _____

Fifth: _____

Sixth: _____

Have you ever failed to pass in high school? If so, in what year did
 you fail? _____ Under the following grades in the blank indicated
 below list the subject you failed:

Eighth Ninth Tenth Eleventh

Please write out an explanation for your failure in each subject on a
 separate sheet or on the back of this sheet.

APPENDIX B

Check the following items which pertain to you:

I. Economic Reason:

1. ___ Father without employment
- 2 ___ Family on relief
- 3 ___ Had to work after school
- 4 ___ Insufficient food or clothing
- 5 ___ Mother had to work

II. Haphazard schooling:

- 1 ___ Long distance from school
- 2 ___ Irregular attendance
- 3 ___ Late registration

III. Physical Disability

- 1 ___ Trouble with eyes
- 2 ___ Nervous if asked to recite
- 3 ___ Over-weight
- 4 ___ Stuttering
- 5 ___ Cripple

IV. Broken Home

- 1 ___ No mother
- 2 ___ No father
- 3 ___ Foster parents

V. Poor Teaching

- 1 ___ Teacher did not explain enough
- 2 ___ Teacher did not give enough time
- 3 ___ Teacher was unfair

VI. Poor Study Habits

- 1 ___ Not enough time
- 2 ___ No place to study

VII Personal aversions

- 1 ___ Did not like teacher
- 2 ___ Did not like school
- 3 ___ Did not like subject

VIII Harmful attitude

- 1 ___ Indifference
- 2 ___ Worry about work
- 3 ___ Laziness

IX. Outside interest

- 1 ___ Too many other interests
- 2 ___ Too busy with sports

X. Weakness in fundamentals

- 1 ___ Inability to read
- 2 ___ Poor foundation in math
- 3 ___ Poor foundation in spelling
- 4 ___ Poor start in school
- 5 ___ Unadvised promotions

XI. Communicable Diseases

- 1 ___ Mumps
- 2 ___ Whooping cough
- 3 ___ Diphtheria
- 4 ___ Scarlet Fever
- 5 ___ Infantile Paralysis
- 6 ___ Spinal meningitis
- 7 ___ Chicken pox
- 8 ___ Small pox
- 9 ___ Measles

APPENDIX B

- XII. _____ Subject too Difficult
- XIII. Mental inability
- XIV. Ill health due to:
1. _____ Tonsillitis
 2. _____ Rheumatism
 3. _____ Heart Trouble
 4. _____ Adenoids
 5. _____ Pneumonia

APPENDIX C

PHYSICAL ANALYSIS AND HEALTH

RECORD

Weight _____ Height _____ Age _____ Underweight _____ Condition of
 teeth _____ Heart _____ Lungs _____ Sight _____ Hearing _____
 Speech _____ Posture _____ Physical defects _____
 _____ Previous illness, accidents,
 or operations _____
 Last physical examination _____ By whom _____
 Retiring time _____ Number of hours sleep _____ Ventilation:
 Windows open _____ All year around _____ Sleep well _____
 Dreams _____ Eating: Good appetite _____ Chief foods _____

 Meals regular? _____ Prepared by whom? _____
 Distance from school _____ Ride _____ Walk _____
 Chief form of exercise _____
 Special interests and abilities, music art, athletic skills, or
 manual skills. Underscore the ones that you have special interest or
 ability in.
 Comments _____