1968

A study of the attitudes of regular class secondary teachers toward education for the educable mentally retarded

Georgia D. Wheatt

Atlanta University

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A STUDY OF THE ATTITUDES OF REGULAR CLASS SECONDARY
TEACHERS TOWARD EDUCATION FOR THE
EDUCABLE MENTALLY RETARDED

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

BY

GEORGIA D. WHEATT

SCHOOL OF EDUCATION
ATLANTA UNIVERSITY
ATLANTA, GEORGIA
DEDICATION

To

My sister, Lena Higgins,

My mother and the memory of my grandmother,

A friend, Anna Kennedy

for

The encouragement and understanding which I

needed to perform this eventful task.

C. D. W.
ACKNOWLEDGMENTS

Certain persons among many helpful instructors, friends, and colleagues deserve special thanks for their encouragement, patience, and understanding during the writing of this thesis. The writer is especially indebted to her advisor, Mr. Charles Mosley, Jr., for his invaluable suggestions as to exclusions, inclusions, and re-arrangement of materials. The support given by Mrs. Beatrice Mosley, my co-advisor, is also appreciated.

The writer is also indebted to Mrs. Louise Boswell for reading and criticizing portions of the research as well as making valuable suggestions for the improvements thereof.

Sincere appreciation is also extended to the principals and faculty members of Price, Howard, and Washington High Schools whose cooperation made this study possible.

It is through many years of encouragement, inspiring words and deeds that my sister, Mrs. Lena Miggins, has contributed to the completion of this work. Last, but by no means the least, grateful acknowledgment is extended to Mr. James E. Price, a dear friend, for his explicit interest, cheerful assurance of success, and faith during the writing of this thesis.

G. D. W.
TABLE OF CONTENTS

DEDICATION ........................................ iii
ACKNOWLEDGMENT .................................... iii
LIST OF TABLES .................................... vi

Chapter

1. INTRODUCTION .................................... 1
   Rationale ......................................... 1
   Evolution of the Problem .......................... 5
   Contribution to Educational Knowledge .......... 5
   Statement of the Problem ........................ 6
   Purpose of the Study ............................. 6
   Definition of Terms ................................ 6
   Limitation of the Study .......................... 7
   Locale and Period of the Study .................. 7
   Description of Subjects ........................... 7
   Description of Instrument ........................ 7
   Method of Research ................................ 7
   Research Procedure ................................ 7
   Survey of Related Literature ..................... 8

II. PRESENTATION AND INTERPRETATION OF DATA .......... 17
   Organization and Interpretation of Data .......... 17
   Number of Questionnaires Distributed .......... 17
   Teachers' Data .................................... 17

III. SUMMARY AND CONCLUSIONS .................... 44
   Recapitulation of the Problem .................... 44
   Purpose of the Study ................................ 44
   Definition of Terms ................................ 44
   Locale and Research Design ....................... 45
   Research Procedure ................................ 46
   Summary of Related Literature ................... 46
   Summary of Findings ................................ 49

iv
<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Questionnaires Distributed and Returned</td>
<td>18</td>
</tr>
<tr>
<td>2. Distribution of Responses to the Question:</td>
<td></td>
</tr>
<tr>
<td>Do you feel that you could handle mentally retarded pupils in your</td>
<td></td>
</tr>
<tr>
<td>regular classroom without any fundamental change in your present</td>
<td></td>
</tr>
<tr>
<td>procedures?</td>
<td>18</td>
</tr>
<tr>
<td>3. Distribution of Responses to the Question:</td>
<td></td>
</tr>
<tr>
<td>Do you feel that you could handle mentally retarded pupils in your</td>
<td></td>
</tr>
<tr>
<td>regular classroom provided that advice from a specialist or</td>
<td></td>
</tr>
<tr>
<td>consultant was occasionally made available to you whenever you felt</td>
<td></td>
</tr>
<tr>
<td>a need for such aid in dealing with some particular problem?</td>
<td>21</td>
</tr>
<tr>
<td>4. Distribution of Responses to the Question:</td>
<td></td>
</tr>
<tr>
<td>Do you feel that the mentally retarded student would benefit most</td>
<td></td>
</tr>
<tr>
<td>by being assigned to a special class or school?</td>
<td>23</td>
</tr>
<tr>
<td>5. Distribution of Responses to the Question:</td>
<td></td>
</tr>
<tr>
<td>Do you feel that the mentally retarded child looks different from</td>
<td></td>
</tr>
<tr>
<td>other children?</td>
<td>25</td>
</tr>
<tr>
<td>6. Distribution of Responses to the Question:</td>
<td></td>
</tr>
<tr>
<td>Do you feel that the mentally retarded child cannot be handled</td>
<td></td>
</tr>
<tr>
<td>profitably within the context of regular or special public education</td>
<td>26</td>
</tr>
<tr>
<td>7. Distribution of Responses to the Question:</td>
<td></td>
</tr>
<tr>
<td>Do you feel that it is your responsibility to seek cordial</td>
<td></td>
</tr>
<tr>
<td>relationships with the homes of your pupils?</td>
<td>27</td>
</tr>
<tr>
<td>8. Distribution of Responses to the Question:</td>
<td></td>
</tr>
<tr>
<td>Do you feel that the attitudes of teachers toward retarded</td>
<td></td>
</tr>
<tr>
<td>children are the same as toward normal children?</td>
<td>29</td>
</tr>
<tr>
<td>9. Distribution of Responses to the Question:</td>
<td></td>
</tr>
<tr>
<td>Do you feel that it is the responsibility for the</td>
<td></td>
</tr>
</tbody>
</table>
education of retarded children be placed upon the local school districts? ................................. 30

10. Distribution of Responses to the Question:
Do you feel that the special programs have been effective in educating the retarded child at the local level? ................................. 31

11. Distribution of Responses to the Question:
The major goal of training the mentally retarded is (a) social adequacy; (b) academic proficiency; (c) occupational adequacy; (d) occupational adjustment. ................................. 32

12. Distribution of Responses to the Question:
Teachers reject mentally retarded children because (a) of their poor learning ability; (b) of unacceptable behavior; (c) they are usually dirty and poor; (d) they do not catch on. ........................................ 34

13. Distribution of Responses to the Question:
The proper placement for the mentally retarded is in (a) the regular classroom; (b) special class; (c) vocational arts; (d) regular class until age of 16 and then dropped out of school. ........................................ 37

14. Distribution of Responses to the Question:
If a retarded child was born in your family, what would you do? (a) try to educate him; (b) give him away; (c) hide him; (d) institutionalize him. ........................................ 39

15. Distribution of Responses to the Question:
In grading the retarded child, do you feel that the teacher should (a) be realistic, if the child is a failure, fail him; (b) grade him according to his achievement with relation to his ability; (c) not be particularly concerned with a grade; (d) grade him according to his I.Q.? ........................................ 41

16. Distribution of Responses to the Question:
The mentally retarded child is (a) in need of an education program designed for his needs; (b) can never be self-supporting; (c) cannot benefit from any educational program. ........................................ 43
Rationale.—In the past decade there has been a rapid expansion of services for the mentally retarded in the public schools of the nation. Support from federal, state, county, and local sources has given impetus to the development of services and facilities. Interest at the national level promises more comprehensive study and action in the areas of prevention and treatment. Research grants from the United States Department of Health, Education, and Welfare and from other agencies have encouraged evaluation of the validity and effectiveness of current theories and practices, and have stimulated experimentation with new approaches and educational techniques.

In spite of the expansion of the programs and public interest, most of the educable mentally retarded children continue to remain in the regular classes for the major part of their education. It is therefore essential that the regular classroom teachers and other school personnel, as well as the special class teachers, be able to meet the educational needs of the mentally retarded. The effectiveness of their efforts depends largely upon their awareness of the general and specific needs of mentally retarded children and adults. Research is continually suggesting new ways for meeting these needs.
Since educational planning for the mentally retarded child should involve an interdisciplinary team approach, it is important that each member of the team understand the total program and recognize his responsibilities for its development. The classroom teacher, school nurse, principal, visiting teacher, parents, diagnosticians, and other staff members must be aware of the many factors that affect the child's adjustment.¹

During the latter part of the eighteenth century, special educational methods were being successfully applied to the deaf. It was about this time that Jean Marc Itard, a French philosopher and physician working in an institution for the deaf, decided that similar methods of training may have some effect on the education of the feebleminded. He was inspired by the philosophy of sensationalism and the French post-revolutionary belief that man had unlimited possibilities, and that education and environment were the determining factors in mental development.

It can rightly be said that the education of the mentally retarded began about 1800. During the nineteenth century and the beginning of the twentieth we find that the educators of the mentally retarded, and those contributing most of their diagnosis and education, were practically all medical men. Itard, Sequin, Montessori, and Decroly were all physicians, yet their major contributions were in the fields of

psychological diagnosis and the education of the mentally retarded. 1

Another worker in the field of the mentally retarded is the well-known Alfred Binet. He was one of the few earlier contributors in the field who was not himself a physician.

Alfred Binet is known for constructing the age scale for testing intelligence. Binet became interested in the measurement of intelligence, not because of his interest in the average child, but because of his interest in the diagnosis of mentally retarded children in the public schools. 2 To use Binet's own words,

... the main purpose of the authors (Binet and Simon) in the devisal of these tests is to furnish to the teacher a first means by which he may single out mentally backward children, who, upon further examination, may also be found to have some mental defect or peculiarity which prevents them from fully profiting by the education of the ordinary school, and who probably would benefit more by being educated in a special school or in a special class. 3

As previously noted, despite the rapid expansion of special education programs and the increased services for the mentally retarded, the majority of the moderately retarded children are still being educated in the regular public school classes. At first glance, this situation might arouse criticism of special education programs as not serving all of the children who qualify for placement in special classes. In large urban areas, where 10 percent or more of the children in some sections of the city meet the requirements for special class placement, it would be neither feasible nor desirable to place all of these children in


2Ibid., pp. 82-83.

special classes. Schools in such areas should seek ways of adjusting
the total program to accommodate larger numbers of children than can
be served by special classes.

Considerable research in recent years has been devoted to the
problem of determining the effectiveness of various educational programs
for the retarded. The conclusions indicate the need for a number of
different types of services, and a careful consideration of the factors
influencing successful adjustment to a particular situation. It is
generally agreed that a program must incorporate the services of a number
of persons skilled in understanding and treating the multiple problems
of the retarded child and adult.¹

The individual who is mentally retarded is, as are all individuals,
a growing, changing personality. He must be seen in relation to his own
needs and goals and not solely in relation to the needs and goals of his
loved ones. He must be seen not only in relation to what he is in the
socio-economic structure in which he has lived but also in respect to
what he might be and might become in another structure. The behavior
equipment of his personality is conditioned by what has been done for
him in the way of understanding, love, realistic goals, and recognition
of limitations. The process of growth, development and maturation is a
continuous process.²

The writer feels that a basic knowledge of all aspects of the
special-services program is essential for principals, superintendents of

¹Erickson, op. cit., pp. 32-33.
²Darrel J. Mage, "The Scientific Basis of Selection," The
schools, and directors of special services, who are frequently called upon to answer questions and interpret the program to parents, staff members, the press, and members of the community.

It has been estimated that there are between 5 and 6 million mentally retarded children and adults—an estimated 3 percent of the population. Yet, despite these statistics, and despite an admirable effort by private voluntary associations, until a decade ago not a single state health department offered any special community services for the mentally retarded or their families.1

Evolution of the problem—In the last few years it has been the writer's privilege to visit several classes for the mentally retarded. One of the alarming observations was to find eight or more children in a classroom with a teacher who has little or no training to work with retarded children.

The writer further observed that the negative attitudes of the regular class teachers toward the mentally retarded have influenced the attitudes of the children in their classes. In view of these facts, the writer feels the need for a study which will reveal pertinent information concerning the existing attitudes teachers have toward the mentally retarded.

Contribution to educational knowledge—It is the belief of the writer that the results of this study could create an awareness of the attitudes of regular class secondary teachers toward retarded children.

It appears that such an awareness could stimulate or promote a desire for change in teacher orientation and supervisory practices.

It is hoped that the knowledge of the various attitudes of these teachers will help the officials in teacher selection and placement practices.

Statement of the problem.--The problem involved in this study was to investigate the attitudes of regular class secondary teachers toward education for the mentally retarded.

It is the intent of this study to determine the status of the teachers with regard to their information about retarded children and their attitudes toward these children.

It is hoped that the findings from this study will encourage a re-evaluation of the existing attitudes of teachers toward the mentally retarded to the end that they may be positively altered to create a more meaningful environment.

Definition of terms.--For purposes of this study, the terms enumerated below are defined:

1. "Mental retardation" refers to subaverage general intellectual functioning which originates during the development period and is associated with impairment in adaptive behavior.

2. "Educable mentally retarded" refers to the child within the approximate range of 50 to 75 or 70 I. Q., who can achieve a degree of academic learning.

3. "Attitude" refers to a mental and neural state of readiness.

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1"Facts on Mental Retardation," National Association for Retarded Children, 1964, p. 3.

organized through experience, exerting a direction or dynamic influence upon the individual's response to all objects and situations with which it is related.¹

Limitation of the study.—This study was limited to a select group of one hundred and fifty regular class secondary teachers from three public high schools in Atlanta, Georgia.

Locale and period of the study.—This study was conducted during the Spring semester of 1967-68 at three public high schools in Atlanta, Georgia—Howard, Washington, and Price.

Description of subjects.—Subjects were one hundred and fifty regular class secondary teachers randomly selected from the faculties of three high schools in the Atlanta school system. Fifty were selected from each school. Subjects were included in the study and no attempt was made to separate or classify results on the basis of sex, race, or other factors.

Description of instrument.—There was only one instrument used to collect data for the study—a specially prepared questionnaire which was validated on a pre-test sample prior to general administration.

Method of research.—The descriptive method survey of research was used, utilizing the questionnaire to collect the necessary data. Data was tabulated, analyzed by number and percentage of responses, and presented in appropriate tables.

Research procedure.—The data necessary for the development of this study was gathered, organized, analyzed, interpreted, and presented

through the following procedural steps:

1. Permission was secured from principal of each school to ask teachers if they would participate.

2. Preliminary questionnaire was constructed with help of advisor.

3. Validation of questionnaire.

4. Questionnaire was distributed to subjects, accompanied by a statement explaining why the information is desired.

5. The data was tabulated into appropriate tables and reported.

Survey of related literature.—A survey of the related literature revealed that no substantial amount of research is available on teachers' attitudes toward education for the mentally retarded. However, the writer believes the following selected research to be most valuable to this study.

One of the arguments that has been raised against special classes for mentally retarded children is that these children are stigmatized because of segregated placement. The evidence that is reported would indicate that, even though the mentally retarded child is placed in the regular class, he has little assurance of receiving greater acceptance from the children. In a study by Johnson, concerned with the social position of the mentally retarded child in the regular grades, children from twenty-five regular classrooms, each having one or more mentally retarded children, was studied by the sociometric technique. He found that the mentally retarded children were rejected by their classmates significantly more times than normal children. He found also that the rejection scores decreased steadily as intelligence increased.\(^1\)

Grebler, using the case study approach with parents of mentally retarded children, found that nine out of eleven parents studied felt either ambivalent or rejecting toward their retarded child.¹

Semmel conducted an experiment on the attitudes of regular and special grade school teachers regarding the mentally retarded. He found that the special grade teachers had more knowledge of the subject, and the regular teachers lacked a knowledge of the subject.²

Using the Combs' Desires and Action Outcomes Test, Zimet reports significant changes in attitude in a positive direction toward self, toward other adults and toward children. On the Desires' List, the administrators changed in a "democratic direction."³

It has been found by Ojemann and Wilkinson, Boynton et al., and Baruch that the attitudes, prejudices, needs, and conflicts which teachers have are reflected in their behavior, and influence strongly the social growth of exceptional children.⁴

Baruch found a relationship between the personal adjustment of teachers and the adjustment of their pupils. Apparently, well-adjusted teachers are able to enhance the personal adjustment of the pupils whom they teach.⁵

The ability on the part of the teachers to produce an atmosphere

¹Ibid.


³Haring, Stern, and Cruickshank, op. cit., p. 11.

⁴Haring, Stern, and Cruickshank, pp. 5-6.

⁵Ibid., p. 6
of understanding and acceptance is vital to the development of the retarded child. It is believed that this capacity of teachers to accept and to motivate the acceptance of others toward retarded children can be increased. However, it is hypothesized that the attitudes toward acceptance of retarded children involve:

1. a more accurate and realistic knowledge and understanding of retarded children, including their educational, physical, emotional and social needs

2. a greater understanding of teachers' own needs and how these needs affect behavior and attitudes toward retarded children

3. a greater opportunity for teachers to express their feelings toward children with impairments.1

Since the adjustment of the retarded child in school is often, as Curtis Southard and Mabel Ross have stressed, "dependent upon the attitude of the teacher," it is important that she be as well-adjusted as she is well-rounded and well educated.2

Administrators have been known to manifest a "tendency toward hurrying teachers into the work before they have had experience instructing non-retarded children."3

It was stated by Wallin that principals often placed "maladjusted teachers whom they did not want to dismiss" in charge of special classes. This was found amply substantiated by this investigator who found that approximately 40 percent of a representative group of special education

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1Ibid.


3Ibid., p. 84.
classes which he visited were assigned to teachers who were not considered adequate to instruct normal children.\textsuperscript{1}

This study provides strong indications that many special teachers are not truly interested in teaching the mentally retarded.

There is little use in segregating the retarded children from the average ones into special classes unless, as Frumpton and Gall state, there are available highly trained special teachers who can understand their needs to head these classes.\textsuperscript{2}

What is of importance in the area of special education is that the teacher should have faith in the handicapped child. She must recognize, Richards remarked, that the individual handicapped child, like other human beings, has "hopes, aspirations, and a need to participate creatively in his world, no matter what the temporary or permanent limitations of that world may be."\textsuperscript{3}

Gladys Rhodes has further specified that—

\textit{\ldots those persons selected as teachers for exceptional children should be interested in doing research. \ldots} The teacher must understand something about the conditions which make the child an exceptional child, his motivations and aspirations, and group dynamics. He is one of the team of research workers seeking further understandings of the problems of exceptional children.\textsuperscript{4}

The teacher who has decided that her vocation is educating the

\textsuperscript{1}Ibid.

\textsuperscript{2}Ibid., p. 86.


exceptional must understand from the outset the difference between that
field and the field of general education. In Henry Robinson's words:

Special education . . . is teaching the child subject
matter rather than teaching subject matter to the child.
It is tailoring general education to fit the needs and
capacities of each child. . . . It is not merely a knowledge
of mental hygiene, abnormal or clinical psychology, test
and measurements, screenings, counseling, and guidance.
It is good stimulative teaching based on individual differences
and a knowledge and appreciation of all these things.

Tredgold has described retardates who were gifted in painting and
sculpture as well as music, and others who were mathematical prodigies
or who were able to perform amazing feats of memory. Therefore, the
retardate with one talent can still make a major contribution to our
society with that talent.

The State of California, in order to minimize the possibility
of mistaken diagnosis, has suggested the following careful analysis of
information concerning the suspected retardate in at least six areas
of inquiry:

(a) Psychometric examination, including at least one verbal
and one nonverbal test.

(b) Educational examination. School retardation of more than
two or three years is suggestive of mental retardation.

(c) Social history. Persistent play with younger children and
with simple games and materials is indicative but not
conclusive evidence of mental retardation.

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1 H. E. Robinson, "Some Basic Needs for the Education of Teachers
and Personnel for Special Education," Education for the Exceptional

2 J. E. Wallin, The Education of Mentally Handicapped
(d) Developmental history. The ages of walking, talking, and dentoition, as well as the ages of establishing bowel and bladder control and habits of feeding and dressing, are often delayed in the mentally deficient child.

(e) Family history. . . . evidence of nervous or mental disorders in parents, grandparents, and collaterals or other relatives . . . may serve to indicate the presence of pathological conditions, but strong clinical evidence is necessary to establish this. Limited understanding and slow development among siblings and the parents themselves is suggestive evidence. . . . It is important to understand the family history and socio-economic background of the child in order to understand the degree of cultural deficiency that is contributing to limitations in the child's behavior . . . severe cultural deficiency may contribute to the impression of pseudo mental deficiency. . . .

(f) Physical examination. A complete examination of physical status is necessary, including health history, nutritional condition, sensory acuity, anatomical abnormalities, and physiological, endocrinological, and neurological dysfunction and pathology. . . .

Herbert Goldstein made a study of the mentally retarded and concluded:

The attitude and planning of the regular classroom teacher has a profound effect upon the kind of education an educable mentally retarded child receives, but the teacher should not be expected to manage alone all aspects of the program for dealing with such a child. He needs help in reviewing plans, in procuring specialized materials, and in orienting the rest of the school staff to the nature and needs of his retarded pupil.

Ellenbogen conducted a study of mentally handicapped children in regular and special classes of the Chicago elementary public schools. The pupils in the special classes were fewer in number; they had a specially designed curriculum; and the teachers were trained to work with

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mentally handicapped children. Those in the regular classes followed the regular school curriculum.

The children in the regular classes were found to exceed the children in the special classes in paragraph comprehension, word definition, arithmetic, and arithmetic reasoning. The children in the special classes had higher ratings from their teachers in school adjustment, more realistic vocational aspirations, and more after school jobs.¹

A similar study was conducted by Blatt. He compared seventy-five pupils in special classes with fifty pupils in regular classes from elementary schools of Pennsylvania.

This study revealed no significant differences found between these two groups academically, socially, school attendance, or behavior pattern.²

In a study by Lillie Jones, the following were found:

1. The majority of the teachers were in favor of public education for the mentally retarded.

2. The majority of the teachers felt that the special class was of value and pupils made progress in it than the regular class.

3. Most teachers felt that society benefits when the mentally retarded are educated.


4. Most teachers felt that mentally retarded children should have specially trained teachers.

5. Teachers need additional information regarding needs of retarded children, parents' problems, and methods of teaching the retarded child.

6. There was little difference in the attitudes between teachers where there is a special class and teachers where there is not a special class.¹

Vera Durden, in her study, "Attitudes and Understandings of Teachers Toward Educable Mentally Retarded Children," concluded that:

1. Regular classroom teachers do not favor having children who are mentally retarded in their classes.

2. Teachers acceptance of mentally retarded children is not related to their knowledge or understanding of these children.

3. Experience in teaching has no important effect upon acceptance of mentally retarded children.

4. Many of the faculty members agree that all teachers should assume some of the responsibility for educating retarded children.²

Based on the findings, conclusions, and implications in this study, Durden recommended the following:

1. That mentally retarded children enrolled in the regular grades be given the same rights to an education suited to their needs as do the normal children.

2. That all persons planning to teach elementary children be required to take a minimum number of courses on the diagnosis, psychology, and education of such children.

3. That all teachers work diligently to create a friendly accepting atmosphere for the mentally retarded child.³


³Ibid., p. 54.
The attention spans of mental retardates are short, and their powers of associations are small. They are as deficient in imagination as they are in intelligence, but this trait may seem less obvious because of the unrealistic attitude toward society and themselves that so many—particularly the lower-intelligence groups—hold.

As the Pollocks have commented:

Whether the retarded child is dangerous or not depends to a very large degree on the extent to which he has been neglected or kept in the background. If he has been left to himself too much, he will seek to imitate the most dramatic actions he is aware of, in order to attract attention to himself.¹

¹Magnifico, op. cit., p. 131.
CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

Organization and treatment of data.—The purpose of this chapter is to present data which were collected, analyzed, and organized in order to satisfy the purpose of this study. The data were gathered through utilization of a specifically constructed questionnaire designed to determine how regular class secondary teachers felt toward education for the educable mentally retarded.

The responses on the returned questionnaire were first tabulated to find out to what extent each school had responded to each item included in the questionnaire. The data for each item were then assembled into appropriate tables and a summary or statement made in reference to each.

Number of questionnaires distributed and percentage of returns.—The percentage of returned questionnaires from each school, as shown in Table 1, page 18, was as follows: Howard returned 46 out of 50 for 92 percent; Price returned 43 out of 50 for 86 percent; Washington returned 38 out of 50 for 76 percent. Out of the total 150 questionnaires distributed, 127 or 84.6 percent were returned.

Teachers' data.—The attitudes of teachers toward educating the mentally retarded are given in Table 2, page 18.

Table 2, page 18, presents significant responses to the question:
**TABLE 1**

THE NUMBER OF QUESTIONNAIRES DISTRIBUTED AND PERCENTAGE OF RETURNS

<table>
<thead>
<tr>
<th>School</th>
<th>Number Distributed</th>
<th>Number Returned</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howard</td>
<td>50</td>
<td>46</td>
<td>92</td>
</tr>
<tr>
<td>Price</td>
<td>50</td>
<td>43</td>
<td>86</td>
</tr>
<tr>
<td>Washington</td>
<td>150</td>
<td>127</td>
<td>84.6</td>
</tr>
</tbody>
</table>

**TABLE 2**

DISTRIBUTION OF RESPONSES TO THE QUESTION: DO YOU FEEL THAT YOU COULD HANDLE MENTALLY RETARDED PUPILS IN YOUR REGULAR CLASSROOM WITHOUT ANY FUNDAMENTAL CHANGE IN YOUR PRESENT PROCEDURES?

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Percent</td>
<td>No</td>
<td>Percent</td>
</tr>
<tr>
<td>Howard</td>
<td>2</td>
<td>4.3</td>
<td>43</td>
<td>93.4</td>
</tr>
<tr>
<td>Price</td>
<td>2</td>
<td>4.7</td>
<td>40</td>
<td>93</td>
</tr>
<tr>
<td>Washington</td>
<td>3</td>
<td>7.9</td>
<td>30</td>
<td>79</td>
</tr>
</tbody>
</table>

| Total      | 7      | 5.6    | 113    | 8.84     | 7        | 5.3     | 127    | 99.83   |
do you feel that you could handle mentally retarded pupils in your regular classroom without any fundamental change in your present procedures? An analysis of the data showed: 4.3 percent of the 46 teachers from Howard High felt that they could handle mentally retarded pupils in their regular classroom without any fundamental change in their present procedures, 93.4 percent of the 46 teachers felt that they could not handle mentally retarded pupils in their regular classroom without any fundamental change in their present procedures, and 2.2 percent of the 46 teachers were uncertain as to whether they could handle mentally retarded pupils in their regular classroom without any fundamental change in their present procedures. 4.7 percent of the 43 teachers from Price High felt that they could handle mentally retarded pupils in their regular classroom without any fundamental change in their present procedures, 93 percent of the 43 teachers felt that they could not handle mentally retarded pupils in their regular classroom without any fundamental change in their present procedures, and 2.3 percent of the 43 teachers were uncertain as to whether they could handle mentally retarded pupils in their regular classroom without any fundamental change in their present procedures. 7.9 percent of the 38 teachers from Washington High felt that they could handle mentally retarded pupils in their regular classroom without any fundamental change in their present procedures, 79 percent of the 38 teachers felt that they could not handle mentally retarded pupils in their regular classroom without any fundamental change in their present procedures, and 13 percent of the 38 teachers were uncertain as to whether they could handle mentally retarded pupils
in their regular classroom without any fundamental change in their present procedures.

Table 3, page 21, presents significant responses to the question: do you feel that you could handle mentally retarded pupils in your regular classroom provided that advice from a specialist or consultant was occasionally made available to you whenever you felt a need for such aid in dealing with some particular problem? An analysis of the data showed: 10.9 percent of the 46 teachers from Howard High felt that they could handle mentally retarded pupils in their regular classroom provided advice from a specialist or consultant was occasionally made available whenever they felt a need in dealing with some particular problem. 86.9 percent of the 46 teachers felt that they could not handle mentally retarded pupils in their regular classroom even if a specialist or consultant was occasionally made available whenever they felt a need for dealing with some particular problem, and 2.2 percent of the 46 teachers were uncertain as to whether they could handle mentally retarded pupils in their regular classroom even if advice from a consultant or specialist was made available whenever they felt a need for dealing with some particular problem. 65.4 percent of the 45 teachers from Price High felt that they could handle mentally retarded pupils in their regular classroom provided advice from a specialist or consultant was occasionally made available whenever they felt a need for dealing with some particular problem, 23.2 percent of the 45 teachers felt that they could not handle mentally retarded pupils in their regular classroom even if a specialist or consultant was occasionally made available whenever they felt a need for dealing with some
TABLE 3

DISTRIBUTION OF RESPONSES TO THE QUESTION: DO YOU FEEL THAT YOU COULD HANDLE MENTALLY RETARDED PUPILS IN YOUR REGULAR CLASSROOM PROVIDED THAT ADVICE FROM A SPECIALIST OR CONSULTANT WAS OCCASIONALLY MADE AVAILABLE TO YOU WHENEVER YOU FELT A NEED FOR SUCH AID IN DEALING WITH SOME PARTICULAR PROBLEM?

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Yes</th>
<th>Percent</th>
<th>No</th>
<th>Percent</th>
<th>Uncertain</th>
<th>Percent</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howard</td>
<td>5</td>
<td>10.9</td>
<td>40</td>
<td>56.9</td>
<td>1</td>
<td>2.2</td>
<td>46</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td>23</td>
<td>55.4</td>
<td>10</td>
<td>23.2</td>
<td>10</td>
<td>23.2</td>
<td>63</td>
<td>99.8</td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>2</td>
<td>58.4</td>
<td>10</td>
<td>23.2</td>
<td>10</td>
<td>23.2</td>
<td>38</td>
<td>99.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>23.18</td>
<td>32</td>
<td>64.7</td>
<td>15</td>
<td>11.87</td>
<td>107</td>
<td>99.92</td>
<td></td>
</tr>
</tbody>
</table>

particular problem, and 23.2 percent of the 43 teachers were uncertain as to whether they could handle mentally retarded pupils in their regular classroom even if advice from a consultant or specialist was made available whenever they felt a need for dealing with some particular problem. 5.26 percent of the 38 teachers from Washington High felt that they could handle mentally retarded pupils in their regular classroom provided advice from a specialist or consultant was occasionally made available whenever they felt
a need in dealing with some particular problem, 84.2 percent of the 38 teachers felt that they could not handle mentally retarded pupils in their regular classroom even if a specialist or consultant was occasionally made available whenever they felt a need for dealing with some particular problem, and 10.52 percent of the 38 teachers were uncertain as to whether they could handle mentally retarded pupils in their regular classroom even if advice from a consultant or specialist was made available whenever they felt a need for dealing with some particular problem.

Table 4, page 23, presents significant responses to the question: do you feel that the mentally retarded student would benefit most by being assigned to a special class or school? An analysis of the data showed: 6.52 percent of the 46 teachers from Howard felt that the mentally retarded student would benefit most by being assigned to a special class or school, 69.1 percent of the 46 teachers felt that the mentally retarded student would not benefit most by being assigned to a special class or school, and 4.3 percent of the 46 teachers were uncertain as to whether the mentally retarded child would benefit most by being assigned to a special class or school. 90.7 percent of the 48 teachers from Price High felt that the mentally retarded student would benefit most by being assigned to a special class or school, 2.3 percent of the 48 teachers felt that the mentally retarded student would not benefit most by being assigned to a special class or school, and 6.98 percent of the 48 teachers were uncertain as to whether the mentally retarded student would benefit most by being assigned to a special class
DISTRIBUTION OF RESPONSES TO THE QUESTION: DO YOU FEEL THAT THE MENTALLY RETARDED STUDENT WOULD BENEFIT MOST BY BEING ASSIGNED TO A SPECIAL CLASS OR SCHOOL?

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Percent</td>
<td>No</td>
<td>Percent</td>
</tr>
<tr>
<td>Howard</td>
<td>3</td>
<td>6.52</td>
<td>41</td>
<td>89.1</td>
</tr>
<tr>
<td>Price</td>
<td>39</td>
<td>90.7</td>
<td>1</td>
<td>2.3</td>
</tr>
<tr>
<td>Washington</td>
<td>33</td>
<td>86.84</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>61.35</td>
<td>43</td>
<td>31.34</td>
</tr>
</tbody>
</table>

86.84 percent of the 58 teachers from Washington High felt that the mentally retarded student would benefit most by being assigned to a special class or school, 2.63 percent of the 39 teachers felt that the mentally retarded student would not benefit most by being assigned to a special class or school, 10.52 percent of the 38 teachers were uncertain as to whether the mentally retarded student would benefit most by being assigned to a special class or school.
Table 5, page 25, presents significant responses to the question: do you feel that the mentally retarded child looks different from other children? An analysis of the data showed: 56.5 percent of the 46 teachers from Howard High felt that the mentally retarded child looks different from other children, 21.7 percent of the 46 teachers disagreed, whereas 21.7 percent of the 46 teachers were uncertain. 86.0 percent of the 46 teachers from Price High felt that the mentally retarded child looks different from other children, 2.6 percent of the 46 teachers disagreed, 11.6 percent of the 46 teachers were uncertain. 61.5 percent of the 45 teachers from Washington High felt that the mentally retarded child looks different from other children, 2.6 percent of the 45 teachers disagreed, 15.7 percent of the 45 teachers were uncertain.

It is noticeable in Table 5, page 25, that teachers from the three schools ranked higher, percentagewise, as believing that the mentally retarded child looks different from other children. In other words, more teachers felt that you could look at a child and tell that he was retarded.

The data presented in Table 6, page 26, which revealed significant responses gained from the teachers to the question: do you feel that the mentally retarded child cannot be handled profitably within the context of regular or special public education? An analysis of the data showed: 15.2 percent of the 46 teachers from Howard High felt that the mentally retarded child could be handled profitably within the context of regular or special public education, 67.3 percent of the 46
### TABLE 5

**DISTRIBUTION OF RESPONSES TO THE QUESTION: DO YOU FEEL THAT THE MENTALLY RETARDED CHILD LOOKS DIFFERENT FROM OTHER CHILDREN?**

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Yes</th>
<th>Percent</th>
<th>No</th>
<th>Percent</th>
<th>Uncertain</th>
<th>Percent</th>
<th>Total</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howard</td>
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<td>26</td>
<td>56.5</td>
<td>10</td>
<td>21.7</td>
<td>10</td>
<td>21.7</td>
<td>46</td>
<td>99.9</td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td>37</td>
<td>37</td>
<td>86.0</td>
<td>1</td>
<td>2.3</td>
<td>5</td>
<td>11.6</td>
<td>43</td>
<td>99.9</td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>31</td>
<td>31</td>
<td>81.5</td>
<td>1</td>
<td>2.5</td>
<td>6</td>
<td>15.7</td>
<td>38</td>
<td>99.9</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>94</strong></td>
<td><strong>94</strong></td>
<td><strong>74.6</strong></td>
<td><strong>12</strong></td>
<td><strong>8.8</strong></td>
<td><strong>21</strong></td>
<td><strong>16.3</strong></td>
<td><strong>127</strong></td>
<td><strong>99.5</strong></td>
<td></td>
</tr>
</tbody>
</table>

teachers disagreed, 17.3 percent of the 46 teachers were uncertain. 34.8 percent of the 43 teachers from Price High felt that the mentally retarded child could be handled profitably within the context of regular or special public education, 62.7 percent of the 43 teachers disagreed, 2.3 percent of the 43 teachers were uncertain. 21.0 percent of the 38 teachers from Washington High felt that the mentally retarded child could be handled profitably within the context of regular or special public education, 76.8 percent of the 38 teachers disagreed, 2.6 percent of the 38 teachers were
uncertain.

In Table 6, page 26, it was shown that a higher percentage of teachers felt that the mentally retarded child could not be handled profitably within the context of regular or special public education.

**TABLE 6**

**DISTRIBUTION OF RESPONSES TO THE QUESTION: DO YOU FEEL THAT THE MENTALLY RETARDED CHILD CANNOT BE HANDLED PROFITABLY WITHIN THE CONTEXT OF REGULAR OR SPECIAL PUBLIC EDUCATION?**

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Percent</td>
<td>No</td>
<td>Percent</td>
</tr>
<tr>
<td>Howard</td>
<td>31</td>
<td>67.3</td>
<td>7</td>
<td>15.2</td>
</tr>
<tr>
<td>Price</td>
<td>27</td>
<td>62.7</td>
<td>15</td>
<td>34.8</td>
</tr>
<tr>
<td>Washington</td>
<td>29</td>
<td>76.8</td>
<td>8</td>
<td>21.1</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>68.9</td>
<td>30</td>
<td>23.7</td>
</tr>
</tbody>
</table>

The data are presented in Table 7, page 27, which revealed significant responses gained from the question: do you feel that it is your responsibility to seek cordial relationships with the homes of your pupils? An analysis of the data showed: 54.3 percent of the 46 teachers from Howard High felt that they should seek cordial relationships with the homes of their pupils, 173 percent of the 46 teachers disagreed, 28.2 percent of the
46 teachers were uncertain. 69.7 percent of the 45 teachers from Price felt that they should seek cordial relationships with the homes of their pupils, 9.3 percent of the 43 teachers disagreed, 20.9 percent of the 43 teachers were uncertain. 65.5 percent of the 38 teachers from Washington High felt that they should seek cordial relationships with the homes of their pupils, 26.3 percent of the 38 teachers disagreed, 7.9 percent of the 38 teachers were uncertain.

It may be noted that the majority of the teachers from the three schools felt that they should seek cordial relationships with the homes of their pupils. From these opinions, the writer presumes that the teachers are reasonably satisfied with the relationship which exists between the school and homes.

### TABLE 7

**DISTRIBUTION OF RESPONSES TO THE QUESTION: DO YOU FEEL THAT IT IS YOUR RESPONSIBILITY TO SEEK CORDIAL RELATIONSHIPS WITH THE HOMES OF YOUR PUPILS?**

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Yes</th>
<th>Percent</th>
<th>No</th>
<th>Percent</th>
<th>Uncertain</th>
<th>Percent</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howard</td>
<td>25</td>
<td>25</td>
<td>54.3</td>
<td>8</td>
<td>17.3</td>
<td>13</td>
<td>20.2</td>
<td>46</td>
<td>99.8</td>
</tr>
<tr>
<td>Price</td>
<td>30</td>
<td>30</td>
<td>66.7</td>
<td>4</td>
<td>9.3</td>
<td>9</td>
<td>20.9</td>
<td>43</td>
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<tr>
<td>Washington</td>
<td>25</td>
<td>25</td>
<td>66.5</td>
<td>10</td>
<td>26.3</td>
<td>3</td>
<td>7.9</td>
<td>38</td>
<td>99.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>54.1</strong></td>
<td><strong>22</strong></td>
<td><strong>17.6</strong></td>
<td><strong>25</strong></td>
<td><strong>19.0</strong></td>
<td><strong>127</strong></td>
<td><strong>99.8</strong></td>
<td></td>
</tr>
</tbody>
</table>
The data are presented in Table 8, page 29, which revealed significant responses gained from the teachers to the question: do you feel that the attitudes of teachers toward retarded children are the same as toward normal children? An analysis of the data showed: 21 percent of the 46 teachers from Howard felt that the attitudes of teachers toward retarded children are the same as toward normal children, 95.6 percent of the 46 teachers disagreed, 2.1 percent of the 46 teachers were uncertain. 4.65 percent of the 43 teachers from Price High felt that the attitudes of teachers toward retarded children are the same as toward normal children, 92.7 percent of the 43 teachers disagreed, 2.3 percent of the 43 teachers were uncertain. 0.0 percent of the 38 teachers from Washington High felt that the attitudes of teachers toward retarded children are the same as toward normal children, 79.4 percent of the 38 teachers disagreed, 21.0 percent of the 38 teachers were uncertain.

The responses of teachers to the question for which the data were assembled in Table 8, page 29, indicate that 89.2 percent of the teachers combined felt that the attitudes of teachers toward retarded children were not the same as toward normal children.

The data are presented in Table 9, page 30, which revealed significant responses gained from the teachers to the question: do you feel that it is the responsibility for the education of retarded children to be placed upon the local school districts? An analysis of the data showed: 84.8 percent of the 46 teachers from Howard High felt that the education of retarded children should be placed upon the local school districts, 10.86 percent of the 46 teachers disagreed, 4.3 percent of the 46 teachers were uncertain. 83.7 percent of the 43 teachers from Price
TABLE 8

DISTRIBUTION OF RESPONSES TO THE QUESTION: DO YOU FEEL THAT
THE ATTITUDES OF TEACHERS TOWARD RETARDED CHILDREN
ARE THE SAME AS TOWARD NORMAL CHILDREN?

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Percent</td>
<td>No</td>
<td>Percent</td>
</tr>
<tr>
<td>Howard</td>
<td>1</td>
<td>2.1</td>
<td>44</td>
<td>95.6</td>
</tr>
<tr>
<td>Price</td>
<td>2</td>
<td>4.65</td>
<td>40</td>
<td>92.7</td>
</tr>
<tr>
<td>Washington</td>
<td>0</td>
<td>0.00</td>
<td>30</td>
<td>79.4</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>2.25</td>
<td>114</td>
<td>89.2</td>
</tr>
</tbody>
</table>

High felt that the education of retarded children should be placed upon the local school districts, 13.9 percent of the 43 teachers disagreed, 2.3 percent of the 43 teachers were uncertain. 92.1 percent of the 38 teachers from Washington High felt that the education of retarded children should be placed upon the local school districts, 5.2 percent of the 38 teachers disagreed, 2.6 percent of the 38 teachers were uncertain.

It is evident from the responses of the teachers that they feel that the school is doing a reasonably good job in educating the retarded children. Statistically, this is indicated in the totals section of Table 9, page 30.
TABLE 9

DISTRIBUTION OF RESPONSES TO THE QUESTION: DO YOU FEEL THAT IT IS THE RESPONSIBILITY FOR THE EDUCATION OF RETARDED CHILDREN BE PLACED UPON THE LOCAL SCHOOL DISTRICTS?

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Percent</td>
<td>No</td>
<td>Percent</td>
</tr>
<tr>
<td>Howard</td>
<td>39</td>
<td>84.8</td>
<td>5</td>
<td>10.86</td>
</tr>
<tr>
<td>Price</td>
<td>36</td>
<td>83.7</td>
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<td>13.9</td>
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<tr>
<td>Washington</td>
<td>35</td>
<td>92.1</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>86.8</td>
<td>13</td>
<td>9.96</td>
</tr>
</tbody>
</table>

The data are presented in Table 10, page 31, which revealed significant responses gained from the teachers to the question: Do you feel that the special programs have been effective in educating the retarded child at the local level? An analysis of the data showed: 60.8 percent of the 46 teachers from Howard High felt that the special programs have been effective in educating the retarded child at the local level, 26.0 percent of the 46 teachers disagreed, 13.0 percent of the 46 teachers were uncertain, 60.4 percent of the 43 teachers from Price High felt that the special programs have been effective in educating the retarded child at the local level, 30
27.9 percent of the 43 teachers disagreed, 11.6 percent of the 43 teachers were uncertain. 86.8 percent of the 38 teachers from Washington High felt that the special programs have been effective in educating the retarded child at the local level, 5.2 percent of the 38 teachers disagreed, 7.9 percent of the 38 teachers were uncertain.

It is obvious from the totals section of Table 10, page 51, that the majority of the teachers felt that the mentally retarded child is getting all he can get out of the special programs.

TABLE 10

DISTRIBUTION OF RESPONSES TO THE QUESTION: DO YOU FEEL THAT THE SPECIAL PROGRAMS HAVE BEEN EFFECTIVE IN EDUCATING THE RETARDED CHILD AT THE LOCAL LEVEL?

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Yes</th>
<th>Percent</th>
<th>No</th>
<th>Percent</th>
<th>Uncertain</th>
<th>Percent</th>
<th>Total</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>26.0</td>
<td>13.0</td>
<td>6</td>
<td>13.0</td>
<td>28.0</td>
<td>12</td>
<td>46</td>
<td>99.8</td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td>26</td>
<td>27.9</td>
<td>11.6</td>
<td>5</td>
<td>11.6</td>
<td>27.9</td>
<td>12</td>
<td>43</td>
<td>99.9</td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>35</td>
<td>86.6</td>
<td>3.0</td>
<td>2</td>
<td>3.0</td>
<td>86.6</td>
<td>2</td>
<td>38</td>
<td>99.9</td>
<td></td>
</tr>
</tbody>
</table>

The data are presented in Table 11, page 32, which revealed significant responses to the question: the major goal of training the mentally retarded is (a) social adequacy; (b) academic proficiency; (c) occupational
TABLE II

DISTRIBUTION OF RESPONSES TO THE QUESTION: THE MAJOR GOAL OF TRAINING THE MENTALLY RETARDED IS (A) SOCIAL ADEQUACY; (B) ACADEMIC PROFICIENCY; (C) OCCUPATIONAL ADEQUACY; (D) OCCUPATIONAL ADJUSTMENT.

<table>
<thead>
<tr>
<th>School</th>
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<th>Item C</th>
<th>Item D</th>
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<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Howard</td>
<td>3</td>
<td>6.5</td>
<td>1</td>
<td>2.1</td>
<td>13</td>
</tr>
<tr>
<td>Price</td>
<td>10</td>
<td>23.2</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Washington</td>
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<td>0</td>
<td>0.00</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>16.9</td>
<td>1</td>
<td>0.7</td>
<td>23</td>
</tr>
</tbody>
</table>
adequacy; (d) occupational adjustment. An analysis of the data revealed:
6.5 percent of the 46 teachers from Howard felt that the major goal of
training the retarded child was social adequacy, 2.1 percent of the 46
teachers felt that the major goal was occupational adequacy, 63.0 percent
of the 46 teachers felt that the major goal was occupational adjustment.
23.2 percent of the 43 teachers from Price High felt that the major goal
of training the retarded child was social adequacy, 6.0 percent of the 43
teachers felt that the major goal was academic proficiency, 0.0 percent of
the 43 teachers felt that the major goal was occupational adequacy, 76.7
percent of the 43 teachers felt that the major goal was occupational adjust-
ment. 21.0 percent of the 36 teachers from Washington High felt that the
major goal of training the retarded child was social adequacy, 0.0 percent
of the 36 teachers felt that the major goal was academic proficiency,
26.3 percent of the 36 teachers felt that the major goal was occupational
adequacy, 52.6 percent of the 36 teachers felt that the major goal was
occupational adjustment.

The teachers were almost unanimous in their opinions as to the
major goal of training the retarded child. Apparently they felt that the
mentally retarded child should possess those traits that would enable him
to adjust to occupational situations.

The data are presented in Table 12, page 34, which revealed signi-
ficant responses to the question: teachers reject mentally retarded
children because (a) of their poor learning ability; (b) of unacceptable
behavior; (c) they are usually dirty and poor; (d) they do not catch on.
An analysis of the data showed: 76.2 percent of the 46 teachers from
TABLE 12

DISTRIBUTION OF RESPONSES TO THE QUESTION: TEACHERS REJECT MENTALLY RETARDED
CHILDREN BECAUSE (A) OF THEIR POOR LEARNING ABILITY; (B) OF
UNACCEPTABLE BEHAVIOR; (C) THEY ARE USUALLY DIRTY
AND POOR; (D) THEY DO NOT CATCH ON.

<table>
<thead>
<tr>
<th>School</th>
<th>Item A</th>
<th>Item B</th>
<th>Item C</th>
<th>Item D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Howard</td>
<td>35</td>
<td>78.2</td>
<td>7</td>
<td>15.2</td>
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</tr>
<tr>
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<td>13</td>
<td>.00</td>
<td>0</td>
<td>.00</td>
<td>0</td>
</tr>
<tr>
<td>Washington</td>
<td>35</td>
<td>94.7</td>
<td>2</td>
<td>5.0</td>
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</tr>
<tr>
<td>Total</td>
<td>115</td>
<td>57.6</td>
<td>9</td>
<td>6.7</td>
<td>3</td>
</tr>
</tbody>
</table>
Howard High felt that teachers reject retarded children because of their poor learning ability, 15.2 percent of the 46 teachers felt that teachers reject retarded children because of their unacceptable behavior, 6.5 percent of the 46 teachers felt that teachers reject retarded children because they are usually dirty and poor, 0.0 percent of the 46 teachers felt that teachers reject retarded children because they do not catch on. 1.00 percent of the 43 teachers from Price High felt that teachers reject retarded children because of their poor learning ability, 0.0 percent of the 43 teachers felt that teachers reject retarded children because of their unacceptable behavior, 0.0 percent of the 43 teachers felt that teachers reject retarded children because they are usually dirty and poor, 0.0 percent of the 43 teachers felt that teachers reject retarded children because they do not catch on. 94.7 percent of the 38 teachers from Washington High felt that teachers reject retarded children because of their poor learning ability, 5.0 percent of the 38 teachers felt that teachers reject retarded children because of their unacceptable behavior, 0.0 percent of the 38 teachers felt that teachers reject retarded children because they are usually dirty and poor, 0.0 percent of the 38 teachers felt that teachers reject retarded children because they do not catch on.

It is assumed by the writer that teachers generally prefer accelerated students in their classroom, and due to the retarded child's poor learning ability, he is rejected in the regular classroom. It would appear from the responses of the teachers that, in general, they do not approve of having retarded children in their classrooms.
The data are presented in Table 13, page 37, which revealed significant responses to the question: the proper placement for the mentally retarded is in (a) the regular classroom; (b) special class; (c) vocational arts; (d) regular class until age of 16 and then dropped out of school. An analysis of the data showed: 21.7 percent of the 46 teachers from Howard High felt that the proper placement for the mentally retarded was in the regular classroom; 78.2 percent of the 46 teachers felt that the proper placement for the retarded was in the special class, 0.0 percent of the 46 teachers felt that the proper placement was in the vocational arts, 0.0 percent of the 46 teachers felt that the proper placement for the mentally retarded was in the regular class until the age of 16 and then dropped out of school. 9.2 percent of the 43 teachers from Price High felt that the proper placement for the mentally retarded was in the regular class, 90.6 percent of the 43 teachers felt that the proper placement for the mentally retarded was in the special class, 0.0 percent of the 43 teachers felt that the proper placement for the mentally retarded was in the vocational arts, 0.0 percent of the 43 teachers felt that the proper placement for the mentally retarded was in the regular class until the age of 16 then dropped out of school. 23.6 percent of the 38 teachers from Washington High felt that the proper placement for the mentally retarded was in the regular class, 63.1 percent of the 38 teachers felt that the proper placement for the mentally retarded was in the special class, 13.1 percent of the 38 teachers felt that the proper placement for the mentally retarded was in the vocational arts, 0.0 percent of the 38 teachers felt that the proper placement for the mentally
TABLE 13

DISTRIBUTION OF RESPONSES TO THE QUESTION: THE PROPER PLACEMENT FOR THE MENTALLY RETARDED IS IN (A) THE REGULAR CLASSROOM; (B) SPECIAL CLASS; (C) VOCATIONAL ARTS; (D) REGULAR CLASS UNTIL AGE OF 16 AND THEN DROPPED OUT OF SCHOOL.

<table>
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<tr>
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<th>Item C</th>
<th>Item D</th>
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<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>Howard</td>
<td>10</td>
<td>36</td>
<td>0</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>Price</td>
<td>4</td>
<td>39</td>
<td>0</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>Washington</td>
<td>9</td>
<td>24</td>
<td>5</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>99</td>
<td>5</td>
<td>0</td>
<td>127</td>
</tr>
</tbody>
</table>

Percent

Howard  21.7  78.2  0  0  99.9
Price  9.2  90.6  0  0  99.8
Washington  23.6  63.1  13.1  0  99.8
Total  18.1  77.3  4.3  0  99.8
retarded was in the regular class until the age of 16 then dropped out of school.

According to the data analysis of Table 13, page 39, the majority of the teachers seem to think that the proper placement for the mentally retarded child is in the special class.

The data are presented in Table 14, page 39, which revealed significant responses to the question: if a mentally retarded child was born in your family, what would you do? (a) try to educate him; (b) give him away; (c) hide him; (d) institutionalize him. An analysis of the data showed: 1.00 percent of the 46 teachers from Howard who said they would try to educate the child, 0.0 percent of the 46 teachers said that they would give him away; 0.0 percent of the 46 teachers said that they would hide him, 0.0 percent of the 46 teachers said that they would institutionalize him, 1.00 percent of the 46 teachers from Price High said that they would try to educate the child, 0.0 percent of the 46 teachers said that they would give the child away, 0.0 percent of the 46 teachers said that they would hide the child, 0.0 percent of the 46 teachers said that they would institutionalize the child. 1.00 percent of the 38 teachers from Washington High said that they would try to educate the child, 0.0 percent of the 38 teachers said that they would give the child away, 0.0 percent of the 38 teachers said that they would hide the child, 0.0 percent of the 38 teachers said that they would institutionalize the child.

In Table 14, page 39, it is interesting to note the responses from teachers as to what they would do if a retarded child was born in their family. The totals section seem to warrant the conclusion that
### TABLE 11

DISTRIBUTION OF RESPONSES TO THE QUESTION: IF A RETARDED CHILD WAS BORN IN YOUR FAMILY, WHAT WOULD YOU DO? (A) TRY TO EDUCATE HIM; (B) GIVE HIM AWAY; (C) HIDE HIM; (D) INSTITUTIONALIZE HIM?

<table>
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<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
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<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Howard</td>
<td>46</td>
<td>100</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
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<tr>
<td>Price</td>
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<td>0.00</td>
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<td>Washington</td>
<td>38</td>
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<td>0</td>
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<tr>
<td>Total</td>
<td>127</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>127</td>
<td>100</td>
</tr>
</tbody>
</table>

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39
all of the teachers would try to educate the child.

The data are presented in Table 15, page 41, which revealed significant responses to the question: in grading the retarded child, do you feel that the teacher should (a) be realistic, if the child is a failure, fail him; (b) grade him according to his achievement with relation to his ability; (c) not be particularly concerned with a grade; (d) grade him according to his IQ. An analysis of the data revealed: 0.0 percent of the 46 teachers from Howard High who felt that the teacher should be realistic, if the child is a failure, fail him, 93.4 percent of the 46 teachers felt that the teacher should grade the child according to his achievement with relation to his ability, 0.0 percent of the 46 teachers felt that the teacher should not be particularly concerned with a grade, 6.5 percent of the 46 teachers felt that the teacher should grade the child according to his IQ. 0.0 percent of the 43 teachers from Price High felt that the teacher should be realistic, if the child is a failure, fail him, 76.7 percent of the 43 teachers felt that the teacher should grade the child according to his achievement with relation to his ability, 0.0 percent of the 43 teachers felt that the teacher should not be particularly concerned with a grade, 23.2 percent of the 43 teachers felt that the teacher should grade the child according to his IQ. 10.5 percent of the 38 teachers from Washington High felt that the teacher should be realistic, if the child is a failure, fail him, 81.5 percent of the 38 teachers felt that the teacher should grade the child according to his achievement with relation to his ability, 7.8 percent of the 38 teachers felt that the teacher should not be particularly concerned with a grade, 0.0 percent of the 38 teachers
DISTRIBUTION OF RESPONSES TO THE QUESTION: IN GRADING THE HANDICAPPED CHILD, DO YOU FEEL THAT THE TEACHER SHOULD (A) BE REALISTIC, IF THE CHILD IS A FAILURE, FAIL HIM; (B) GRADE HIM ACCORDING TO HIS ACHIEVEMENT WITH RELATION TO HIS ABILITY; (C) NOT BE PARTICULARLY CONCERNED WITH A GRADE; (D) GRADE HIM ACCORDING TO HIS IQ.

<table>
<thead>
<tr>
<th>School</th>
<th>Item A</th>
<th></th>
<th>Item B</th>
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<th>Item C</th>
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<td>Number</td>
<td>Percent</td>
<td>Number</td>
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<tr>
<td>Howard</td>
<td>0</td>
<td>0.00</td>
<td>13</td>
<td>93.4</td>
<td>0</td>
<td>0.00</td>
<td>3</td>
<td>6.5</td>
<td>16</td>
</tr>
<tr>
<td>Price</td>
<td>0</td>
<td>0.00</td>
<td>33</td>
<td>76.7</td>
<td>0</td>
<td>0.00</td>
<td>10</td>
<td>23.2</td>
<td>13</td>
</tr>
<tr>
<td>Washington</td>
<td>4</td>
<td>10.5</td>
<td>31</td>
<td>81.5</td>
<td>3</td>
<td>7.8</td>
<td>0</td>
<td>0.0</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>3.5</td>
<td>107</td>
<td>83.8</td>
<td>3</td>
<td>2.6</td>
<td>13</td>
<td>9.9</td>
<td>127</td>
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</tbody>
</table>
felt that the teacher should grade the child according to his IQ.

The data are presented in Table 16, page 45, which revealed significant responses to the question: the mentally retarded child is (a) in need of an education program designed for his needs; (b) can never be self-supporting; (c) cannot benefit from any educational program. An analysis of the data revealed: 67.3 percent of the 46 teachers from Howard who felt that the mentally retarded child was in need of an education program designed for his needs, 32.6 percent of the 46 teachers felt that the mentally retarded child could never be self-supporting, 0.0 percent of the 46 teachers felt that the mentally retarded child could not benefit from any educational program. 65.1 percent of the 43 teachers from Price High felt that the mentally retarded child was in need of an education program designed for his needs, 25.2 percent of the 43 teachers felt that the mentally retarded child could never be self-supporting, 11.6 percent of the 43 teachers felt that the mentally retarded child could not benefit from any educational program. 21.0 percent of the 38 teachers from Washington High felt that the mentally retarded child was in need of an education program designed for his needs, 78.9 percent of the 38 teachers felt that the mentally retarded child could never be self-supporting, 0.0 percent of the 38 teachers felt that the mentally retarded child could not benefit from any educational program.
TABLE 16

DISTRIBUTION OF RESPONSES TO THE QUESTION: THE MENTALLY RETARDED CHILD (A) IS IN NEED OF AN EDUCATION PROGRAM DESIGNED FOR HIS NEEDS; (B) CAN NEVER BE SELF-SUPPORTING; (C) CANNOT BENEFIT FROM ANY EDUCATIONAL PROGRAM.

<table>
<thead>
<tr>
<th>School</th>
<th>Item A</th>
<th></th>
<th>Item B</th>
<th></th>
<th>Item C</th>
<th></th>
<th>Item D</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
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<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Howard</td>
<td>31</td>
<td>67.3</td>
<td>15</td>
<td>32.6</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>46</td>
<td>99.9</td>
</tr>
<tr>
<td>Price</td>
<td>28</td>
<td>62.5</td>
<td>10</td>
<td>23.2</td>
<td>5</td>
<td>11.6</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>99.9</td>
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<tr>
<td>Washington</td>
<td>6</td>
<td>21.0</td>
<td>30</td>
<td>78.9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>38</td>
<td>99.9</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>46.6</td>
<td>55</td>
<td>44.9</td>
<td>5</td>
<td>3.8</td>
<td>0</td>
<td>0</td>
<td>127</td>
<td>99.9</td>
</tr>
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</table>
CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Recapitulation of the problem.--The problem involved in this study was to ascertain how 150 regular class secondary teachers from three public high schools in Atlanta felt toward educating the educable mentally retarded. A questionnaire was used to collect the data.

Purpose of the study.--The major purpose of this study was to find out how certain regular class secondary teachers feel about educating the educable mentally retarded.

It was the intent of this study to determine the status of the teachers with regard to their information about retarded children and their attitudes toward these children.

It is hoped that the findings from the study will encourage a re-evaluation of the existing attitudes of teachers toward the mentally retarded to the end that they may be positively altered to create a more meaningful environment.

Definition of terms.--For the purpose of clarity, certain terms used throughout this study have been defined:

1. "Mental retardation" refers to subaverage general
intellectual functioning which originates during the development period and is associated with impairment in adaptive behavior.¹

2. "Edible mentally retarded" refers to the child within the approximate range of 50 to 75 or 79 I.Q., who can achieve a degree of academic learning.²

3. "Attitude" refers to a mental and neural state of readiness organized through experience, exerting a direction or dynamic influence upon the individual's response to all objects and situations with which it is related.³

Locale and research design.—This being a study of the attitudes of regular class secondary teachers, as well as being restricted to a very limited number of the participants who constitute the segments of the population being studied, are recognized limitations.

This study was conducted during the spring semester of 1967-68 at three public schools in Atlanta, Georgia.

The subjects of this study were: 150 regular class secondary teachers randomly selected from the faculties of three high schools in the Atlanta school system. Females and males were used in the study and no attempt was made to separate or classify results on the basis of sex, race, or other factors.

The descriptive survey method of research was employed. A questionnaire was used to collect the necessary data.

¹"Facts on Mental Retardation," loc. cit.
²Ingram, loc. cit.
³Klineberg, loc. cit.
Research procedure.—The major purpose of this research was achieved through the following steps:

1. Permission was secured from principal of each school to ask teachers if they would participate.

2. Preliminary questionnaire was constructed with help of advisor.

3. Questionnaire was validated.

4. Questionnaire was distributed to subjects accompanied by a statement explaining why the information is desired.

5. Data was tabulated into appropriate tables and reported.

Summary of related literature.—The review of related literature pertaining to this study is concerned with attitudes of teachers toward educating mentally retarded children. It was found that there is general agreement that in a democratic society, the school which includes many mentally retarded children, has definite obligations to concern itself with the promotion of a more effective school program for all segments of this population.

In reference to the importance of the mutual responsibility the writer sets forth the following concepts gained from the related literature.

1. Arguments against special classes for mentally retarded children are that these children are stigmatized because of segregated placement.¹

2. Mentally retarded children are rejected by their

¹Haring, Stern, and Cruickshank, loc. cit.
classmates significantly more times than normal children.\(^1\)

3. Mentally retarded children's parents feel either ambivalent or rejecting toward them.\(^2\)

4. Special class teachers have more knowledge of the subject of mental retardation than the regular teachers.\(^3\)

5. Attitudes toward acceptance of retarded children should involve:

(a) a more accurate and realistic knowledge and understanding of retarded children, including their educational, physical, emotional and social needs

(b) a greater understanding of teacher's own needs and how these needs affect behavior and attitudes toward retarded children

(c) a greater opportunity for teachers to express their feelings toward children with impairments.\(^4\)

6. The adjustment of the retarded child in school is often "dependent upon the attitude of the teacher."\(^5\)

7. Principals often placed "maladjusted teachers whom they did not want to dismiss" in charge of special classes.\(^6\)

Illustrative of the professional thinking upon the problem

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\(^{1,2,3}\) Haring, Stern, and Cruickshank, loc. cit.

\(^{4}\) Haring, Stern, and Cruickshank, loc. cit.

\(^{5}\) Magnifico, loc. cit.

\(^{6}\) Magnifico, loc. cit.
of educating the retarded child together in an effort to provide adequate educational training are significant statements below:

1. Frampton and Call state, there is little use in segregating the retarded children from the average ones in special classes unless there are available highly trained special teachers who can understand their needs to head these classes.¹

2. Gladys Rhodes has specified that ... these persons selected as teachers for exceptional children should be interested in doing research. ... The teacher must understand something about the conditions which make the child an exceptional child, his motivations and aspirations, and group dynamics. He is one of the team of research workers seeking further understandings of the problems of exceptional children.²

3. Quoting from Henry Robinson: Special education... is teaching the child subject matter rather than teaching subject matter to the child. It is tailoring general education to fit the needs and capacities of each child. ... It is not merely a knowledge of mental hygiene, abnormal or clinical psychology, test and measurements, screenings, counseling, and guidance. It is good stimulative teaching based on individual differences and a knowledge and appreciation of all these things.³

4. Richards remarked, that the individual handicapped child, like other human beings, has "hopes, aspirations, and a need to participate creatively in his world, no matter what the temporary or permanent limitations of that world may be."⁴

5. Goldstein concluded that the attitude and planning of the regular classroom teacher has a profound effect

¹Magnifico, loc. cit.
²Rhodes, loc. cit.
³Robinson, loc. cit.
⁴Richards, loc. cit.
upon the kind of education an educable mentally retarded child receives, but the teacher should not be expected to manage all aspects of the program for dealing with such a child. He needs help in reviewing plans, in procuring specialized materials, and in orienting the rest of the school staff to the nature and needs of his retarded pupil.¹

6. Tredgold has described retardates who were gifted in painting and sculpture as well as music, and others who were mathematical prodigies or who were able to perform amazing feats of memory.²

7. Jones concluded that there was little difference in the attitudes between teachers where there is a special class and teachers where there is not a special class.³

8. Durden relates that many of the faculty members agree that all teachers should assume some of the responsibility for educating retarded children.⁴

Summary of findings.—A resume of the findings of this study is given in the following statements:

1. The majority of the teachers felt that they could not handle mentally retarded pupils in their regular classes without any fundamental change in their present procedures.

2. Regular classroom teachers do not favor having retarded children in their classes.

3. Teachers reject retarded children because of their slow learning ability.

4. The majority of the teachers felt that the retarded child looks different from other children.

¹Goldstein, loc. cit.
²Wallin, loc. cit.
³Jones, loc. cit.
⁴Durden, loc. cit.
5. The majority of the teachers felt that the mentally retarded child would benefit most by being assigned to a special class or school.

6. The majority of the teachers agree that the attitudes of teachers toward retarded children are not the same as toward normal children.

7. The majority of the teachers agree that it is the responsibility for the education of retarded children be placed upon the local school district.

8. Teachers feel that the major goal of training the retarded child is occupational adjustment.

9. The majority of the teachers felt that the retarded child should be graded according to his achievement with relation to his ability.

10. Teachers feel that the special programs have been effective in educating the retarded child at the local level.

Conclusions.—The findings of this investigation appear to warrant the following conclusions:

1. Regular class teachers do not understand the retarded child and his needs.

2. The amount of information a teacher has concerning retarded children does not necessarily effect acceptance of these children.

3. Teachers feel that special classes are essential and that they should be provided by the local school districts.

4. The attitudes of teachers in the sample were more negative than positive toward the acceptance of retarded children.

Implications.—The following implications seem to be suggested by the findings and conclusions of this study:
1. The successful education of retarded children in the regular grades, in many instances, depends upon the additional services of specialists, who are available on a part-time or full-time basis.

2. Retarded children should be integrated into the total school program. This integration can be more effectively achieved when accompanied by the supportive experience which can be provided by workshops for teachers.

3. To make pupil integration fully effective, a comprehensive plan for teacher workshops organized on the local and state level is needed. These workshops should incorporate teacher acceptance for special class children in the regular classes. These activities will be of vital importance in all educational settings and especially meaningful in those situations where integration is already in process.

4. Several inconsistencies in teacher attitudes revealed through this investigation indicate the need for additional research in this area. This research might concern itself with the inconsistency of rejecting attitudes in teachers who have recent professional training and rejecting attitudes in teachers who have fewer years of service and who are younger in age.

Recommendations.—In view of the findings from the research done for this study, the writer recommends the following:

1. Improved level of communication skills on the level of pupil comprehension might result in improved pupil behavior and thus foster more positive perception of the pupils by teachers.

2. Teachers should refrain from finding fault in the retarded child. They should know when to overlook things.

3. Teachers should display an attitude of courteous consideration for all children.

4. Teachers should learn the "why" of behavior for each individual child. They should accept and try to understand the feelings of the retarded child by listening
to him and avoid blaming him.

5. **Teacher should have conferences with the children.**
   The children should be given an opportunity to express themselves freely.

6. **All individuals planning to teach should have at least one course in special education, preferably Introduction to Exceptional Children or Psychology of Exceptionality.**
APPENDIX

A QUESTIONNAIRE TO TEACHERS

This questionnaire is designed to find out how you feel about education for the mentally retarded. As used here, educable mentally retarded refers to the child within the approximate range of 50 to 75 or 79 I.Q., who can achieve a degree of academic learning. Although your responses remain anonymous, they are very important to this study.

Guide notations:

1. In most instances, you simply check the answer that tells what you think about each question.

2. Do not sign your name.

3. Please answer every QUESTION.

4. If possible, please return the completed copy IMMEDIATELY.

5. May I thank you for your interest and cooperation in this study. It is hoped that the results will help greatly in efforts to improve the quality of the school program.

Directions: Put a check on the blank line that tells your answer.

1. Do you feel that you could handle mentally retarded pupils in your regular classroom without any fundamental change in your present procedures?

   Yes ______________

   No ______________

   Uncertain ____________

2. Do you feel that you could handle mentally retarded pupils in your regular classroom provided that advice from a specialist or consultant was occasionally made available to you whenever
you felt a need for such aid in dealing with some particular problem?

Yes

No

Uncertain

5. Do you feel that the mentally retarded student would benefit most by being assigned to a special class or school?

Yes

No

Uncertain

4. Do you feel that the mentally retarded child looks different from other children?

Yes

No

Uncertain

5. Do you feel that the mentally retarded child cannot be handled profitably within the context of regular or special public education?

Yes

No

Uncertain

6. Do you feel that it is your responsibility to seek cordial relationships with the homes of your pupils?

Yes

No

Uncertain

7. Do you feel that the attitudes of teachers toward retarded
children are the same as toward normal children?

Yes

No

Uncertain

8. Do you feel that it is the responsibility for the education of retarded children be placed upon the local school districts?

Yes

No

Uncertain

9. Do you feel that the special programs have been effective in educating the retarded child at the local level?

Yes

No

Uncertain

10. The major goal of training the mentally retarded is:

a. social adequacy

b. academic proficiency

c. occupational adequacy

d. occupational adjustment

11. Teachers reject mentally retarded children because:

a. of their poor learning ability

b. of unacceptable behavior

c. they are usually dirty and poor

d. they do not catch on
12. The proper placement for the mentally retarded is in:

a. the regular classroom __________________________

b. special class __________________________

c. vocational arts __________________________

d. regular class until age of 16 and then dropped out of school __________________________

13. If a mentally retarded child was born in your family, what would you do?

a. try to educate him __________________________

b. give him away __________________________

c. hide him __________________________

d. institutionalize him __________________________

14. In grading the retarded child, do you feel that the teacher should:

a. be realistic, if the child is a failure, fail him __________________________

b. grade him according to his achievement with relation to his ability __________________________

c. not be particularly concerned with a grade __________________________

d. grade him according to his I.Q. __________________________

15. The mentally retarded child is:

a. in need of an education program designed for his needs __________________________

b. can never be self-supporting __________________________

c. cannot benefit from any educational program __________________________

Directions: Please check all items below that apply to you.

Major assignment: Subject and/or grade level __________________________
Teaching experience:  

<table>
<thead>
<tr>
<th>Years</th>
</tr>
</thead>
</table>

Education (check highest completed)  

<table>
<thead>
<tr>
<th>Bachelor's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's</td>
</tr>
<tr>
<td>Advanced Certificate</td>
</tr>
</tbody>
</table>

Kind of preparation for present position  

<table>
<thead>
<tr>
<th>Have had courses in Special Education</th>
</tr>
</thead>
</table>

Please make any comment about specific items on the total questionnaire which you may give additional information.
BIBLIOGRAPHY

Books

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Cruickshank, William A. Psychology of Exceptional Children. New

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Horwuth, Rudolf P. The President's Panel on Mental Retardation: A
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Jordan, Thomas E. The Exceptional Child. Columbus, Ohio: Charles E.

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58

Articles and Periodicals


Public Document

Unpublished Material


VITA

Wheat, Georgia D.

Education

B. S., Alabama State College, Montgomery, Alabama. Major: Business Education; Minor: English. Graduate study at Atlanta University.

Experience


Graduate Field of Concentration

Special Education: Education of the Mentally Retarded.

Personal Information

Native of Montgomery, Alabama. Member of Shiloh Baptist Church. Single.