
THE PRESENT PRACTICES OF ADOLESCENT
EDUCATION FOR RETARDED CHILDREN

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If the state requires that all educable children shall attend school, including the mentally handicapped or retarded, obviously its responsibility is to provide a type of educational facility by which they can profit.

With this thought in mind a study was carried out to determine the present practices of adolescent education for retarded children.

A list of United States cities having special schools, maintained at public expense, for retarded adolescents, was secured from the United States Department of Interior, Office of Education, Washington, D. C.

The information supplied by the Office of Education showed that there were 102 cities with populations of 100,000 or over that maintained such

schools. A letter was then sent to the superintendent of schools of each of these cities to secure the name of the director in charge of special education. Ninety-seven replies were received from the 102 letters mailed. Eighty-six of the 97 superintendents reported that special schools were maintained for retarded adolescent children. Eleven had discontinued the special schools because of curtailed finances.

A letter and a questionnaire were then sent to the principal or director in charge of each of these 86 special schools. Sixty-three completed questionnaires were returned from the 86 letters sent out. Frequency distributions were set up for each set of data and the range, median, Q_1 , and Q_3 were calculated.

The length of this report will permit only a summary of the data obtained thus omitting the amount of time devoted to each subject matter field.

1. A majority of the schools offer arithmetic, reading, social studies, spelling, language, science, and penmanship in the academic subjects.

2. In the non-academic subjects for girls sewing, cooking, physical education, auditorium, and crafts are offered by the greater number of schools; while in the non-academic subjects for boys, woodwork, auditorium, physical education, metal work, and crafts are offered more often.

3. The median number of minutes per week devoted to academic subjects was 764.0 while the median number of minutes per week devoted to non-academic subjects was 916.6.

4. The median I. Q. of the pupils enrolled in the special schools for retarded adolescents was 69.4.

5. The median chronological age of pupils at the time of admission to the special schools was eleven years and nine months.

6. The median number of pupils per class was 18.4.

7. The total enrollment of the 63 special schools was 26,453 and the median enrollment was 330.4.

8. The median number of years that are required for the pupils to complete these special curriculums was 4.1.

9. A larger number of these special schools are in the New England states and in states that have state aid for special schools for retarded children.

10. The shop courses are prevocational in nature in 51 of the 61 schools reporting on that question.

11. Assembly programs are given by the students in 54 of the 62 schools reporting on that question.

12. Free transportation is furnished by the school in 45 of the 63 schools.

13. Free lunches are given in 28 of the 61 schools reporting.

14. A very small percentage of the pupils go on to school after finishing the special school.

15. The children are not divided into grades in 45 of the 60 schools reporting.

16. Forty-three of the 61 schools reporting are housed in a separate building.

17. All agree that concrete learning is superior to abstract learning in educating retarded children.

The academic subjects offered in the special schools are the tool subjects frequently found offered in the typical elementary school, however, these subjects have been adapted to the needs of the retarded students.