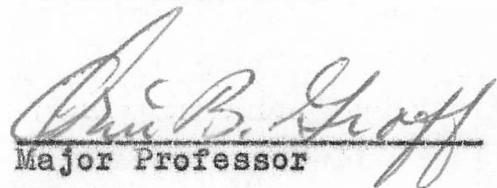


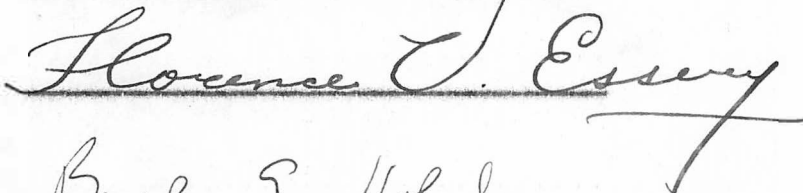
June 7, 1948

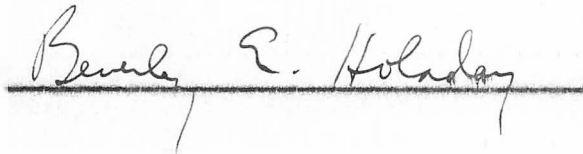
To the Committee on Graduate Study:

I am submitting to you a thesis written by Anna Beatryce Hale entitled "A Study of the Negro Department of the Tennessee School for the Deaf." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Education


Major Professor

We have read this thesis
and recommend its acceptance:





Accepted for the Committee


Dean of the Graduate School

A STUDY OF THE NEGRO DEPARTMENT OF THE
TENNESSEE SCHOOL FOR THE DEAF

A THESIS

Submitted to
The Committee on Graduate Study
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science

by
Anna Beatryce Hale
June 1948

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CHAPTER I

THE PROBLEM AND MAJOR DIFFICULTIES INVOLVED

There is need for an awakening of the educators of the Negro deaf to the importance of accumulative information concerning the pupils who come under their care. Few studies of the Negro deaf have been made, and at the present there is, known to the writer, only one published report of an intensive study made of a group of the Negro deaf.¹ It is evident that continued studies of this nature are needed to bring about advances in the instructional methods used and in the educational accomplishments.

The Problem

1. The statement of the Problem. The purposes of this study are: (1) the collection of as complete and accurate data as possible regarding the Negro children enrolled as pupils in the Tennessee School for the deaf, including facts about their homes, their families, and their deafness; (2) obtaining pertinent information about the

¹Carlton B. Goodlett and Vivian R. Green, "The Mental Abilities of Twenty-Nine Deaf and Partially Deaf Negro Children," Publications of West Virginia State College, Contribution No. 1 of the Departments of Psychology and Education, June, 1940.

school which affects pupil education, including facts about the instructional department, teacher qualifications and extra-curricular activities; (3) obtaining as accurately as possible with available means the level of intelligence of these children; (4) ascertaining the per cent of residual hearing; (5) the measurement of their achievement as a result of the time they had spent in school; and (6) recommendations for the improvement of the education of these children.

2. Value of such a study. This study covers the pupil, the local school and the general field of education for the Negro deaf.

(1) The importance of this study to the pupil. When a study of this nature is made of a pupil, his interests, needs and abilities are brought to the attention of those interested in his improvement while he is in school. He is thus presented as the real individual he is, and understood as a whole, instead of being thought of only in the light of his school achievement. The child thus has a better chance to be understood, guided and helped in his all-around development.

(2) The importance of this study to the local school. The school may see, from a study of this nature, its weak points, what should be improved, and how to do it. When the school is trying to understand and teach the child as a whole, it is easier to see how to improve the teaching methods better to suit the child's interest, needs and abilities.

While it is true that a relatively small number of persons fall within the scope of this study, it is also true that Tennessee spends each year a considerable amount on the education of her Negro deaf boys and girls. The per capita rate changes from year to year in accordance with the appropriation and number of pupils enrolled in both the white and Negro departments. On the basis of the enrollment of thirty-three pupils and the appropriation for 1947-1948, the per capita will run approximately \$842, or a total of \$27,786 for the Negro department.

(3) The importance of this study to the general field of education for the education for the Negro deaf. A study of this nature should have value to the general field of education for the Negro deaf, especially since there has been such a small amount of study made in this field. Whatever may be achieved to improve the efficiency of teaching methods, shorten the span of time required to complete the school course and produce a more independent deaf citizenry, must be conceded to possess a very real value.

3. Difficulties in completing the study. At the beginning certain obstacles to the successful completion of the study as planned were apparent. In the first place, the extreme meagerness of school records from which to draw much desired information along some lines offered a considerable handicap in the work. Until quite recently the system of records at the school was quite inadequate. Facts which

would have added much to the sum total of useful data were simply not to be had. For instance, such information as occupation of parents, reasons for retiring pupils from the roll, and so forth, were not available. Another phase of the difficulty in securing full information is that in a number of cases those filling out application blanks have written "unknown" by items to be filled in, or have left the questions unanswered altogether. This may have been due to reluctance of parents to admit the child was not normal in every way, to lack of knowledge on the part of the person filling out the blank as to the information required, or to lack of understanding of the importance of these facts to the school authorities. An additional phase of this difficulty is the possibility of unreliable answers on the application blanks because of the different types of persons who fill them out. In the majority of cases, parents fill out the application blanks. In some instances, relatives, the county superintendent of public welfare, social workers, judges, doctors, or principals of hearing schools do this. The variety and number of persons indicate that there may be some doubt as to the reliability of the answers. Perhaps the best qualified person listed is the social worker attached to the welfare department.

A second difficulty encountered was the scarcity of published reports of similar studies which might be used in comparing the Negro deaf children of Tennessee with

those of other sections of the United States.

A third difficulty was the lack of adequate measuring devices with which to measure the intelligence of the deaf pupils of all ages represented in the school enrollment. Many of the popular achievement tests on the market today can be used fairly well with the deaf, but most of the mental tests used with groups of pupils in schools for the hearing can not be used with any degree of accuracy because the language difficulty they present limits their value. The subject will be discussed more fully in the chapter which deals with the selection of the tests used.

Organization of Succeeding Chapters

The remaining chapters of this study will deal with the following phases of the problem:

Chapter II

A study of the background of the pupils, consisting of a survey of their homes, their families and of facts concerning their deafness. Sources of information will be the records of the Tennessee School for the Deaf and personal interviews with pupils and school officials.

Chapter III

This chapter will be a brief examination of school relationships which affect pupil education. In this chap-

ter will be discussed the historical development of the school, the number of teachers, qualifications of teachers, size of classes, average enrollment, vocational courses offered and extra-curricular activities. These facts will be secured from school reports, files, roll books, pupil application blanks, and other records on file in the main school office.

Chapter IV

A description will be given of tests used in a mental, educational and hearing survey of the Negro pupils of the Tennessee School for the Deaf and reasons for their choice. The giving, scoring and evaluation of the tests will be discussed so as best to present a picture of the Negro deaf children of Tennessee.

Chapter V

This chapter will summarize the study, with the conclusions and recommendations for the improvement of various phases of the school program, which may result from a study of the information collected.

CHAPTER II

A BACKGROUND OF THE NEGRO DEAF PUPILS OF TENNESSEE

Figure 1 is a picture of the faculty and pupils in the Negro Department of the Tennessee School for the Deaf during the session of 1944-1945. It is the only picture of its kind available for the period studied. During the session of 1947-1948 a total of thirty-three pupils were enrolled at the Negro Department of the Tennessee School for the Deaf. Twenty of the ninety-five counties of the state were represented in the enrollment. Distribution of these children is shown in Figure 2, a spot map of the state, with each red dot representing a child. Table I also shows this distribution of pupils by counties. Fifty-one per cent of the children came from the four counties which contain the four major cities of Tennessee, and exactly one-third of them were from the county containing the largest city of the state.

It would be difficult to make an estimate of the proportion of the Negro deaf children of Tennessee who are now enrolled in the school. Undoubtedly there are, in remote sections of Tennessee, several Negro deaf children whose parents are unaware of the existence of such an institution as the Tennessee School for the Deaf. Also, it is a natural



FIGURE 1
FACULTY AND PUPILS
1944-1945

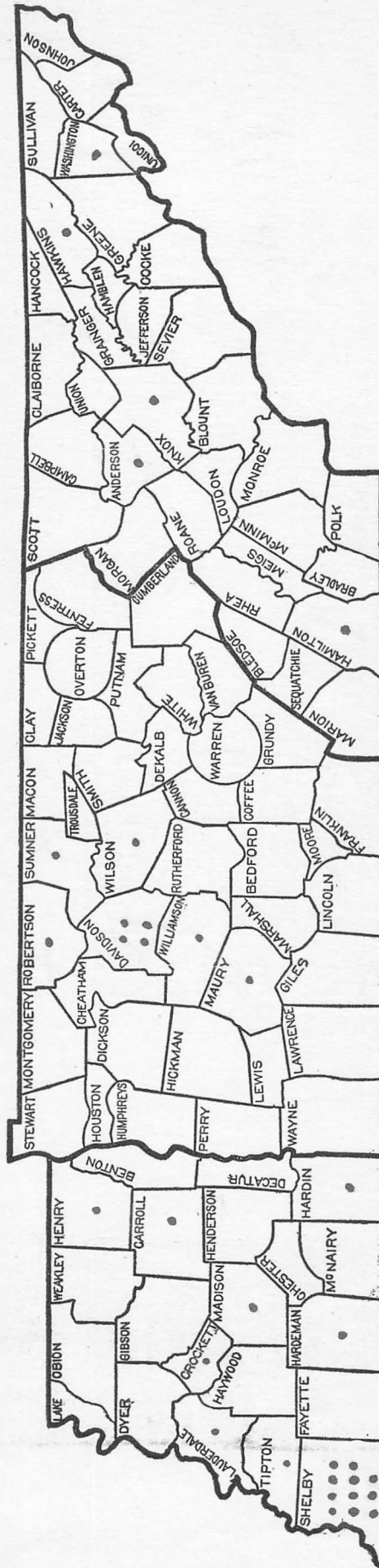


FIGURE 2
MAP SHOWING DISTRIBUTION BY COUNTIES OF NEGRO
PUPILS OF THE TENNESSEE SCHOOL FOR THE DEAF
1947-1948

TABLE I

DISTRIBUTION OF 1947-1948 PUPILS
BY COUNTIES*

County	Pupil
Shelby	11
Davidson	4
Anderson	1
Carroll	1
Crockett	1
Hamilton	1
Hardeman	1
Hardin	1
Hawkins	1
Henry	1
Knox	1
Lauderdale	1
Madison	1
Maury	1
Robertson	1
Sumner	1
Tipton	1
Washington	1
Williamson	1
Wilson	1
Total	33

*Enrollment Book, 1947-1948,
Tennessee School for the Deaf.

tendency for parents to be very reluctant to separate from a small child, especially if that child is handicapped in any way.

Among the thirty-three pupils enrolled during the 1947-1948 session, none was related to each other. None of the pupils had deaf parents and only one pupil had any deaf relatives, these deaf relatives being one sister and two brothers. Of the pupil enrollment for the ten-year period of 1937-1947, there were only two families with more than one deaf child represented. In one family there were four deaf children, and in the other there were seven deaf children. Of the deaf children in these two families only four were enrolled in the school during 1937-1947. Of these two families only one parent was deaf. There have been no other known deaf relatives of pupils enrolled in the school during the eleven-year period of 1937-1948.

Negro deaf appear to marry about half as frequently as do white. Only one-fifth (19.6 per cent) of males and one-fourth (24.9 per cent) of females among Negro deaf have been married, as against two-fifth (40.5 per cent) and a little under one-half (46.6 per cent), respectively, among white. In the population at large, Negro persons enter into marriage to a slightly greater extent than white persons. The situation probably is due in considerable part to the smaller attendance of Negro deaf children at special schools for the deaf, where opportunities are afforded for acquaintance with persons of the opposite sex; and perhaps also to the relatively lower economic status of Negro deaf, which would tend to discourage marriage among them.²

²Harry Best, Deafness and the Deaf in the United States (New York: The Macmillan Company, 1943), p. 183.

TABLE II

CAUSES OF DEAFNESS; ENROLLMENT OF
1947-1948 AND 1937-1947

Causes of Deafness	Enrollment 1947-1948	Enrollment 1937-1947
Congenital	20	38
Abscess in ear	4	8
Meningitis	3	7
Unknown	3	6
Illness, not named	1	4
Whooping cough	0	3
Malaria fever	1	2
Pneumonia complications	1	1
Fall -	0	1
Total	33	70

Table II gives the causes of deafness both for pupils in school during the 1947-1948 session and for the ten-year period of 1937-1947. This information was taken from the pupil admission blanks on file in the main school office. Sixty-one per cent of the cases were congenital for the 1947-1948 session and 54 per cent for the 1937-1947 period. Abscess in ear ranked highest in the adventitious cases, with 12 per cent for the 1947-1948 session and 11 per cent for the 1937-1948 period.

. . . . In the South congenital deafness is reported as constituting practically half of all deafness, a condition all the more in evidence among Negroes, who form so large a portion of the population here.

The relatively low proportions in the South for such important causes of deafness as scarlet fever, meningitis, and measles may in some degree be attributed to the apparent fact that Negroes, who form a large part of the population of this section, suffer to a less extent than do whites from infections or contagious diseases of this character.

. . . . Negroes appear somewhat more liable than whites to diseases of the ear and abscess in the head.

Negroes are more subject than whites to deafness from pneumonia simply because of their greater liability generally to that disease, as a result of their greater exposure to it, or from their greater predisposition to respiratory diseases in general.

If it is a fact that Negroes suffer deafness from certain diseases to a less extent than do whites, then congenital deafness may not be of specially high incidence among them after all.

In the South the ratio of the deaf is kept down to some extent by the circumstance that Negroes, who constitute so large a part of the population here, make a relatively light contribution to the deaf population.

The explanation of the relatively low ratio for Negroes seems to lie in the circumstances that certain diseases which often produce deafness are less likely to have this effect upon them than upon whites.

A particularly cheering factor lies in the practically positive proof that deafness among Negroes is

distinctly on the decline.³

Table III supplements the data presented in Table II, by showing the age when the hearing loss occurred. Seventy-six per cent of the pupils enrolled during the 1947-1948 session lost their hearing before their first birthday. For the period of 1937-1947, 61 per cent of the pupil enrollment lost their hearing before they were one year old. For the 1947-1948 session, 6 per cent of the pupils lost their hearing between their first and second birthdays and also 6 per cent lost their hearing between their second and third birthdays. For the period of 1937-1947, 10 per cent lost their hearing between their first and second birthdays, and also 10 per cent lost their hearing between their second and third birthdays.

The figures for the two periods are similar. It is seen that most of the deafness, of the pupil enrollment for the eleven-year period of 1937-1948, occurred before the third birthday. No doubt, these early years offer the greatest danger for hearing loss.

Negroes, as already indicated, are less susceptible than whites to certain diseases causing deafness.

It is to be borne in mind, however, that much deafness which occurs during infancy is incorrectly regarded as congenital, an error which is likely to be most pronounced among Negroes.⁴

³Ibid., pp. 18, 20, 22-23, 93, 134-135. ⁴Ibid., p. 153.

TABLE III

AGE AT WHICH PUPILS LOST THEIR HEARING

A. 1947-1948 Enrollment

Age	Number	Per Cent
Birth to one year old	25	75.76
Two to three years old	2	6.06
Three to four years old	2	6.06
Four to five years old	1	3.03
Five to six years old	2	6.06
Six to seven years old	1	3.03
Total	33	100.00

B. 1937-1947 Enrollment

Age	Number	Per Cent
Birth to one year old	43	61.43
One to two years old	7	10.00
Two to three years old	7	10.00
Three to four years old	5	7.14
Four to five years old	2	2.86
Five to six years old	2	2.86
Six to seven years old	3	4.29
Eight to nine years old	1	1.42
Total	70	100.00

The relatively high proportion of Negroes whose deafness is of late occurrence probably lies in the lack of adequate medical treatment for diseases affecting the ear, in later years of childhood and infancy, to forestall possible deafness.⁵

Table IV shows information about the location of the homes of the pupils enrolled for the 1947-1948 session and for the ten-year period of 1937-1947. This information shows how many pupils were from cities, small towns, or farms. For the 1947-1948 period, 52 per cent lived in cities; 33 per cent lived in small towns; and 15 per cent lived on farms. For the ten-year period of 1937-1947, 59 per cent lived in cities; 31 per cent lived in small towns; and 10 per cent lived on farms. There seems to be a trend in the pupil enrollment toward a movement from cities to small towns and farms.

Table V shows the nativity of the pupil enrollment for the 1947-1948 session and for the period of 1937-1947. Seventy-nine per cent of the 1947-1948 enrollment were born in Tennessee and 21 per cent were born in other states. For the period of 1937-1947, 84 per cent were born in Tennessee and 16 per cent were born in other states.

⁵Ibid., p. 155.

TABLE IV

HOMES OF PUPIL ENROLLMENT

A. 1947-1948

Children	Number	Per Cent
Living in cities	17	51.52
Living in small towns	11	33.33
Living on farms	5	5.15
Total	33	100.00

B. 1937-1947

Children	Number	Per Cent
Living in cities	41	58.57
Living in small towns	22	31.43
Living on farms	7	10.00
Total	70	100.00

TABLE V
NATIVITY OF PUPIL ENROLLMENT

A. 1947-1948		
Pupils	Number	Per Cent
Born in Tennessee	26	78.79
Born in other states	7	21.21
Total	33	100.00

B. 1937-1947		
Pupils	Number	Per Cent
Born in Tennessee	59	84.29
Born in other states	11	15.71
Total	70	100.00

TABLE VI

OCCUPATION OF FATHERS OF PUPIL ENROLLMENT
1947-1948

<u>Occupations</u>	<u>Number</u>	<u>Per Cent</u>
Common laborer	9	27.27
Unknown	9	27.27
Deceased	7	21.22
Army	2	6.06
Farmer	2	6.06
Minister and farmer	2	6.06
Porter on railroad	1	3.03
<u>Yardman for railroad</u>	<u>1</u>	<u>3.03</u>
Total	33	100.00

Table VI gives the occupations of the fathers of the thirty-three pupils enrolled during the 1947-1948 session. Nine of the fathers were common laborers and nine others were listed as unknown. Those under the heading of "unknown" comprised the unemployed, the fathers whose whereabouts are unknown and those for whom the small children could not answer. Of the rest, seven were deceased; two were in the Army; two were farmers; and two were both ministers and farmers. Also there was one father who was a porter on the railroad, and one other father who was a yardman for a railroad.

Table VII gives the occupations of the mothers of the pupils enrolled during 1947-1948. Nineteen of the mothers were engaged in domestic work. This was 57 per cent of the cases. Of the others: seven were housewives; one cooked for a clubhouse; one was maid in a hospital; one was a maid in a hotel; and one was a seamstress and did domestic work, too.

Table VIII shows the number of siblings per pupil for the 1947-1948 enrollment. Four pupils reported no siblings; six had only one sibling; and two had two siblings. Of the rest, seven pupils had three siblings; four had four siblings; and for the others there were from one to three pupils who reported that they had from five to ten siblings. This information was gotten from personal interviews with the pupils and school officials. Each time the point was em-

TABLE VII

OCCUPATION OF MOTHERS OF PUPIL ENROLLMENT
1947-1948

Occupations	Number	Per Cent
Domestic work	19	57.58
Housewife	7	21.21
Deceased	3	9.09
Cook for clubhouse	1	3.03
Maid in hospital	1	3.03
Maid in hotel	1	3.03
Seamstress and domestic work	1	3.03
Total	33	100.00

TABLE VIII

NUMBER OF SIBLINGS OF PUPIL ENROLLMENT
1947-1948

Pupils	Number	Per Cent
With no siblings	4	12.12
With one sibling	6	18.18
With two siblings	2	6.06
With three siblings	7	21.22
With four siblings	4	12.12
With five siblings	1	3.03
With six siblings	2	6.06
With seven siblings	3	9.09
With eight siblings	1	3.03
With nine siblings	2	6.06
With ten siblings	1	3.03
Total	33	100.00

phasized that they must not include themselves when counting their brothers and sisters. No distinction was made between half and full kinship.

Chapter Summary

During the ten-year period of 1937-1947 there were seventy pupils enrolled in the Negro department of the Tennessee School for the Deaf. During the session of 1947-1948 there were thirty-three pupils enrolled, four of whom were new entrants. These pupils represented twenty of the ninety-five counties of the state. It is felt that there are in the state other Negro deaf children whose parents are not aware of the existence of the State School for the Deaf.

During the 1937-1948 period there was only one deaf parent as represented by the pupil enrollment. Also there were only two families with more than one deaf child represented in the school during that period. During 1947-1948 none of the pupils enrolled were related.

Congenital deafness ranked very high in the causes listed for the deafness of the pupils enrolled during the 1937-1948 period. Abscess in ear ranked the highest of the adventitious cases. Since congenital deafness ranked so high, it was not surprising that the majority of the pupils

lost their hearing before their first birthday.

The majority of the pupils enrolled during 1937-1948 lived in cities, with small towns and farms next in order. There seems to be a trend in the pupil enrollment toward a movement from cities to small towns and farms.

Twenty-one per cent of the pupils enrolled during the 1947-1948 period and 16 per cent of the pupils enrolled during the 1937-1948 period were born in other states than Tennessee. A trend toward native born pupils is shown by the pupil enrollment for the eleven-year period studied.

Common labor was the chief occupation of the fathers of the pupil enrollment for 1947-1948. Fifty-seven per cent of the mothers of the pupils enrolled during 1947-1948 did domestic work and 21 per cent were housewives.

Nineteen of the pupils enrolled during the 1947-1948 session had three or less siblings.

The data contained in this chapter concerning the pupils' background is of value both to the pupil and to the school. When a study of this nature is made of a pupil, he has a better chance to be understood, guided and helped in his all-around development, and the school may easier see how to improve the teaching methods better to suit the child's interest, needs, and abilities.

CHAPTER III

ANALYSIS OF THE SCHOOL ENVIRONMENT IN THE NEGRO DEPARTMENT OF THE TENNESSEE SCHOOL FOR THE DEAF

History of the School

The following is an extract from a history of the Tennessee School for the Deaf:

On April 3, 1852, the Board of Trustees of the white school for the deaf in Tennessee received a letter requesting permission to enter a Negro slave as a pupil in the school. However, it was not until twenty-nine years later that provision was really made for the education of the Negro deaf of the state.

The legislature passed a bill on April 4, 1881, establishing a school for the Negro deaf. An appropriation of \$2,500 for two years was made and the school was started in a rented house in East Knoxville near the site of the Churchwell house, the former location of the white school.

The first session of the school opened with the pupils who were placed in the home of James Mason, who took particular interest in their welfare. They ate their meals in a log cabin, slept in another building and went to school in still another part of the city. A former pupil of the white school, Matthew R. Mann, was the first teacher.

Rhoda Mason, the first matron of the Negro department, did not know the signs used by the deaf. Every day that she brought the children to school, she remained in the class to learn the signs from Mr. Mann.

The appropriation was practically used up by the Trustees by the end of the first session of school, due to the fact that it had not been stipulated 'per annum.' At the next session of the legislature, the oversight in terminology was corrected, an appropriation of \$2,500 was passed to take care of the deficit and the appropriation was stipulated to be 'per annum.'

In the summer of 1883, Dr. John Boyd, the school physician, made the Board the very attractive offer to sell the Abner G. Jackson home and surrounding property of twenty-seven acres on Dandridge Pike for \$5,500. The Trustees promptly rented the property for two years at \$300 a year and relied on the generosity of the General Assembly to appropriate the necessary funds for the purchase.

At the extraordinary session of 1885, the Legislature saw the wisdom of such action and appropriated the money for the acquisition of the property, plus \$1,000 for repairs to the buildings and the fencing of the property.

In 1895 the dairy was moved from the White to the Negro department, and with the \$1,800 appropriated for this change, the Executive Committee authorized the construction of a wooden barn, a five-room frame house for the dairyman, a brick dairy house, and fences and sheds for the stock at the new location. The Negro school grounds afforded plenty of pasture land, fresh running water, and much more freedom for the dairy herd.

In March, 1901, the Legislature in session in Nashville passed a bill requiring that a teacher or principal employed in the schools of the state be of the same race as the pupils he instructs. In order to avoid any violation of the law, the Board met and changed Mr. Moses' official title to that of superintendent, and that of Mr. Mann, the teacher in the Negro department, to assistant superintendent and at the same time relieved Mann of all teaching duties. His duties became those of manager of the Negro department. Mabel Mason had been employed to assist Mr. Mann as teacher in the preceding session. Mary Hoss was added to the staff in 1902.

The Negro school was closed at the beginning of the Christmas holidays in 1940 and an extensive improvement program was begun in that department. Henry C. Edmunds, the principal, helped with the work. Modern electric and heating systems were installed; the floors and walls were replaced; and a cement-block extension was built onto the back of the main building. This addition, called the School Building, contains an auditorium and two classrooms on the first floor, and on the ground floor are one classroom, laundry, domestic art department for girls, a shop for boys, and central heating plant. All classrooms are wired so that hearing aids may be plugged in anytime.

More land was added to bring the total acreage to almost one hundred acres. The dairy barn received a new roof, gutters and an over-all paint job. Total

cost of the improvements and repairs came to around sixty-two thousand dollars.⁶

Figure 3 shows the new school building, the interior of the auditorium and the girls' dormitory.

Enrollment and Retirement Data

A total of 362 Negro pupils have been enrolled in the Tennessee School for the Deaf, since the first session of its Negro department in 1881. (It is to be noted that since the school records until quite recently have been inadequate, there is a possibility of an error in this total number of pupils, but it is felt that it is fairly accurate.) A very small proportion of these pupils did not remain at the school for instruction. The two main reasons for dropping pupils in this group have been: (1) the possessing by them of too much hearing to justify their receiving instruction in a school of this type, and (2) definite indications of mental deficiency to such an extent as to make them uneducable.

During the sessions from September, 1937, to May, 1948, a total of seventy-four pupils have been enrolled in the school. Of these pupils forty-two have been retired from the roll during this eleven-year period. Table IX gives a summary of the reasons for retiring these pupils. The phrase

⁶ 100th Anniversary of the Tennessee School for the Deaf, 1845-1945. Published by the Tennessee School for the Deaf, Knoxville, Tennessee, 1945.

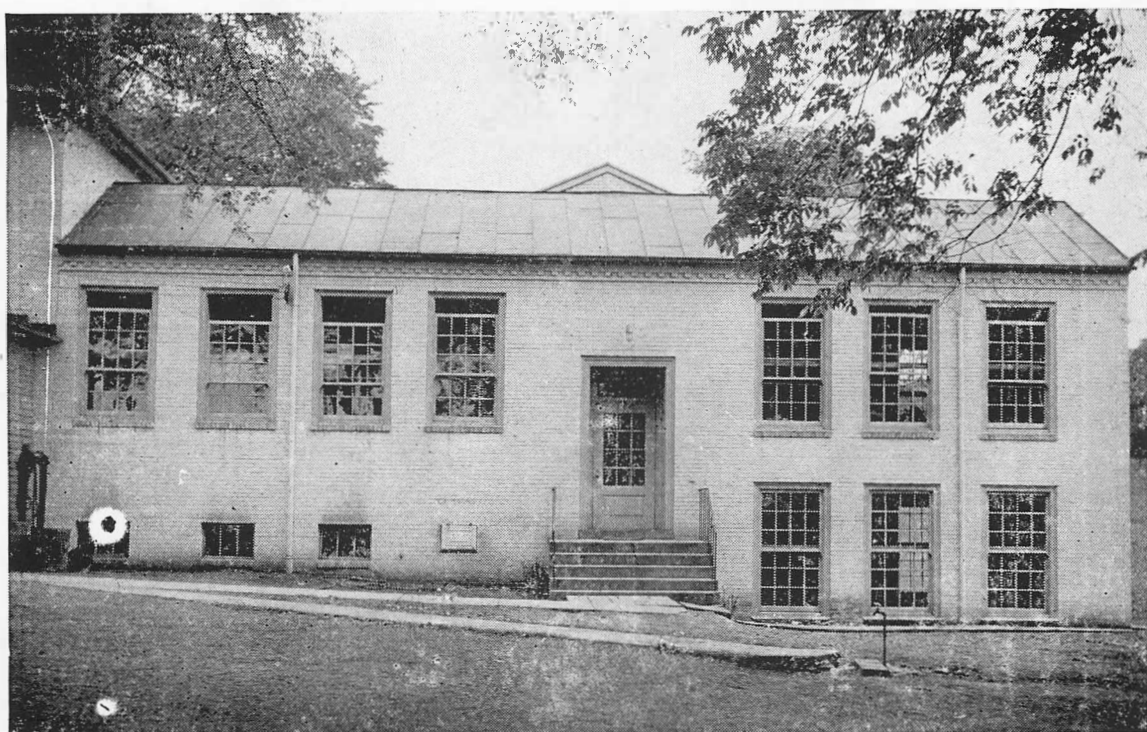
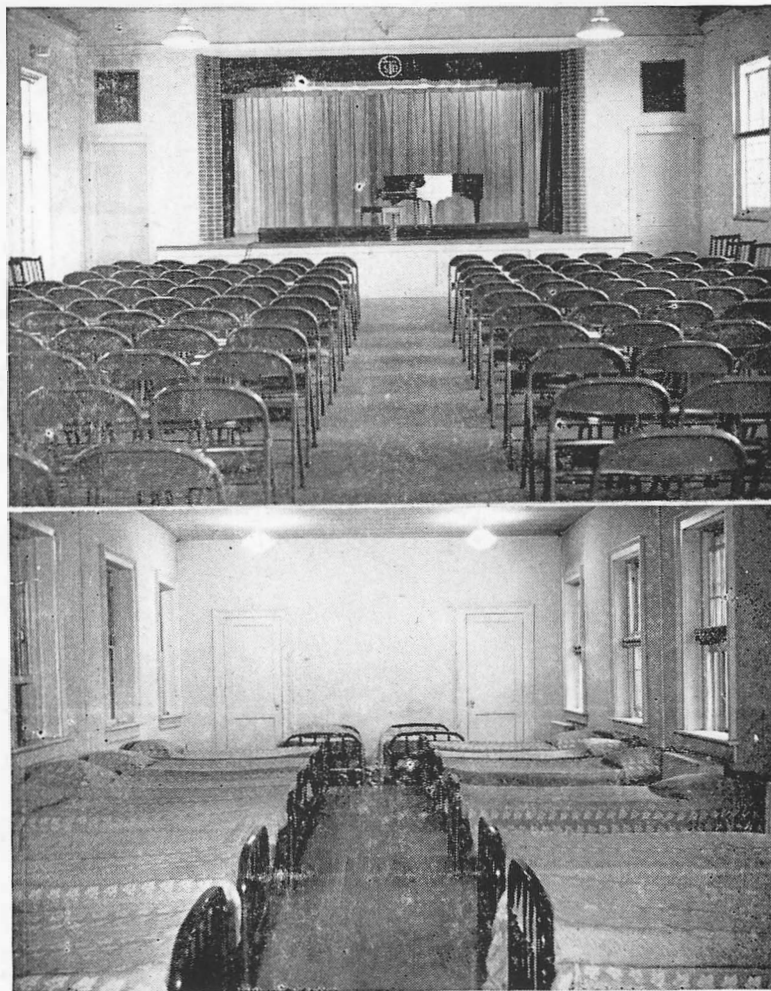


FIGURE 3
NEW SCHOOL BUILDING, THE INTERIOR OF THE
AUDITORIUM AND THE GIRLS' DORMITORY.

"no reason given" applies to those cases concerning whom there is no record, as well as those about whom the records state that no reason was given for the pupil's dropping out. As seen in Table IX the main reasons for dropping pupils from the roll during the 1937-1947 period were either that the child moved to another state, stopped to go to work, or else he was not the type of pupil for this school. It will be noted that only three pupils have been graduated from the school during this ten-year period. These three pupils were graduated from the eighth grade. A possible explanation of this fact will be discussed later in this chapter.

An age limit of twenty-one has been in force, and it will be noted in Table IX that three pupils during the 1937-1947 period, were dropped for this reason. This ruling has been forced because it is felt that if a pupil does not complete the course by the time he reaches this age there is little likelihood of his doing so. Also, there is a need for making room for new pupils.

Only pupils from six to twenty-one years of age may attend the school. Table X shows the mean age of pupils for each year during the 1937-1948 period, entering this school with a record of no previous formal schooling. A few of the cases, with a record of some previous formal schooling, had spent a short time just "sitting" in public school and had not actually profited by it. Some of the others with a

TABLE IX

REASONS FOR DROPPING PUPILS FROM
ROLL DURING THE TEN-YEAR PERIOD
1937-1947

Reason for Dropping	Number	Per Cent
Moved from state	11	36.19
Stopped to go to work	8	19.05
Not the type for this school	4	9.52
Dissatisfaction of parents or child	3	7.14
Graduated	3	7.14
No reason given	3	7.14
Reached age limit	3	7.14
Dropped out because of bad health	2	4.77
Married	2	4.77
Deceased	1	2.38
Dismissed for extreme infraction of rules	1	2.38
Dropped out to help at home	1	2.38
Total	42	100.00

record of some previous formal schooling had attended another state school for the deaf. The average public-school child enters school at about the age of six and a half,⁷ while the mean age of entrance for this group of pupils was 8.8. These facts are significant in interpreting the results of tests presented in the next chapter. Late entrance on the part of the pupil may mean poor publicity of the school throughout the state. There needs to be some method of discovering children suitable for the school. Late entrance and poor publicity may be partly the reason for so few graduates.

Table XI gives the age of enrollment into any school for the pupils enrolled in this school during the 1947-1948 session. The mean age of entrance for this group to any school is 8.1.

Table XII shows the total yearly enrollment over the eleven-year period studied, and the distribution of the sexes. It is interesting to note that the number of girls enrolled only once exceeded the number of boys enrolled--during the 1945-1946 session. Graphical representation of these totals is shown in Figure 4.

⁷Lavis M. Terman, The Intelligence of School Children, (New York: Houghton Mifflin Company, 1919), p. 93.

TABLE X

MEAN AGE OF NEW PUPILS WITH NO
PREVIOUS SCHOOLING
1937-1948

Session	Pupils	Mean Age
1937-1938	6	8.0
1938-1939	4	8.7
1939-1940	5	10.2
1940-1941	6	7.6
1941-1942	6	8.3
1942-1943	4	8.0
1943-1944	3	8.7
1944-1945	3	9.0
1945-1946	1	11.0
1946-1947	4	9.5
1947-1948	2	8.0
Total	44	
Mean, eleven years		8.8

TABLE XI

AGE OF ENTRANCE TO ANY SCHOOL
1947-1948 PUPILS

Age	Pupils
Six years of age	11
Eight years of age	6
Seven years of age	5
Nine years of age	4
Eleven years of age	4
Thirteen years of age	2
Twelve years of age	1
Total	33

TABLE XII

YEARLY ENROLLMENT OVER AN ELEVEN-YEAR PERIOD
1937-1948

Session	Boys	Girls	Total
1937-1938	13	11	24
1938-1939	16	13	29
1939-1940	18	15	33
1940-1941	16	15	31
1941-1942	19	18	37
1942-1943	23	16	39
1943-1944	23	17	40
1944-1945	18	14	32
1945-1946	12	16	28
1946-1947	19	12	31
1947-1948	18	15	33
Mean enrollment	17.73	14.73	32.46

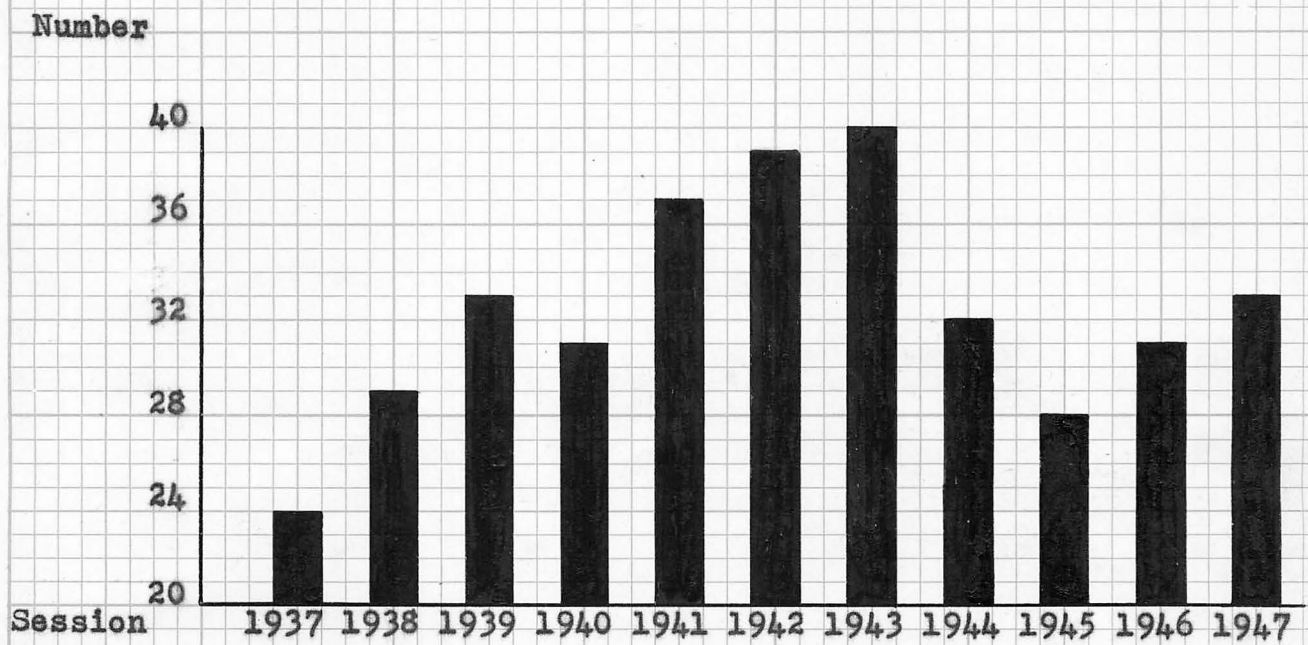


FIGURE 4

YEARLY ENROLLMENT
1937-1948

Table XIII gives the number of new pupils admitted each year during the eleven-year period, and the distribution by sexes. The number of girls exceeded the number of boys four of the eleven sessions. Graphical representation of these data are presented in Figure 5.

Qualifications of Teachers

Table XIV summarizes findings in regard to the teaching personnel of the school during 1947-1948. It will be seen that three of the five teachers were college graduates; one had the equivalent of a little less than three years of college; and one other had credits for less than one full year of college.

Table XIV, B, shows the professional training of these five teachers. One teacher had had no accredited special training to teach the deaf; three had completed less than one year of special training; and one had the equivalent of more than a year of special training.

One of the teachers had not taught in public school before beginning to teach the deaf, while the other four had taught from three to fifteen years in public schools. These same teachers had taught from four to thirty-five years in a school for the deaf. There has been only one deaf teacher in

TABLE XIII

NEW PUPIL ENROLLMENT OVER AN ELEVEN-YEAR PERIOD
1937-1948

Session	Boys	Girls	Total
1937-1938	5	1	6
1938-1939	3	2	5
1939-1940	3	2	5
1940-1941	3	3	6
1941-1942	3	4	7
1942-1943	4	1	5
1943-1944	1	2	3
1944-1945	1	3	4
1945-1946	1	1	2
1946-1947	4	2	6
1947-1948	2	3	5
Mean per year	2.73	2.18	4.91



FIGURE 5

NUMBER OF NEW PUPILS, BY SEXES, ENROLLED OVER
AN ELEVEN-YEAR PERIOD, 1937-1947

Legend: Boys _____
Girls _____

TABLE XIV

QUALIFICATIONS OF TEACHERS
1947-1948

A. Academic Record

Previous Schooling	Number
Less than one year of college	1
Less than three years of college	1
Bachelor's degree	3
Total	5

B. Special Training in Teaching the Deaf

Amount of Training	Number
No special training	1
Less than one year	3
Less than two years	1
Total	5

C. Experience

1. Number of Years Taught in Public School

Years Taught	Number
None	1
Three years	1
Seven years	1
Eleven years	1
Fifteen years	1
Total	5

2. Number of Years Taught in School for the Deaf

Years Taught	Number
Four years	1
Seven years	1
Eleven years	2
Thirty-five years	1
Total	5

the Negro department of the Tennessee School for the Deaf since its opening session. This deaf teacher was the first teacher in the school and was a graduate of the white department of the school.

Curricular Life of the School

During the 1947-1948 session the teachers spoke orally to the pupils, expecting them to receive the instructions through speech reading and they also sometimes used the conventional sign language and the manual alphabet. Writing was used with them a great deal, too. During most of the life of the school instruction has been through the manual method --that is, through the use of the manual alphabet, a certain amount of conventional signs and through writing. In recent years, however, the oral method has been introduced, and its use has been expanded from year to year with the introduction of new pupils. One reason for the absence of oral instruction has been the lack of any training facilities in oral techniques for Negro teachers of the deaf. It is the policy of the school to broaden and improve the oral work of the school from year to year.

Teachers' rolls for 1947-1948 reveal that pupils are classified in eight groups according to advancement in school,

ranging from First Preparatory through Fifth Grade. As would be expected, the preparatory classes represent the larger groups, with smaller numbers in the more advanced classes. As is true in all schools for the deaf, instruction is more individualized than is generally found in the usual public school class. This is made necessary by the specialized type of instruction used, the necessity of placement of pupils in advantageous positions for reading the teacher's lips and the fact that the average pupil entering a school for the deaf has a smaller vocabulary than the hearing child of two or three years of age. Table XV shows the classification of pupils enrolled during the 1947-1948 session, and the distribution of the sexes. The age range for each grade is given, too. This classification used in the Negro department is the same as is used in the white department of the school.⁸

The school term is for nine months, from September to May. During the school term all of the pupils board at the school. The school is supported by the state and is free to all children who by reason of deafness alone are unable to receive instruction in the regular public schools. The

⁸Herschel Rodgers Ward, "A Study of the Deaf Children of Tennessee." Unpublished Master's thesis, University of Tennessee, Knoxville, 1938, pp. 50-51.

TABLE XV

THE DISTRIBUTION OF BOYS AND
GIRLS ACCORDING TO GRADES
1947-1948 ENROLLMENT

Grade	Number		Total Age Range (Years)
	Boys	Girls	
First Preparatory	5	3	8-13
Second "	3	4	10-16
Third "	1	2	10-12
First Primary	2	2	13-14
Second "	1	2	12-14
Third "	2	2	13-15
First Intermediate	3	0	12-17
Second "	1	0	21
Total	18	15	8-21

school provides tuition and books, board and laundry and transportation to and from school must be provided by parents or friends. Parents are also asked to pay an incidental fee of seven dollars per year to cover such items as breakage, hair cuts, shoe repairs, and so forth.

During the 1947-1947 session there were eight levels of academic work offered in the school--from the first year of preparatory through the second year of intermediate work. At that time there were no pupils classified above the second year of intermediate work, which is the fifth grade. During the ten-year period of 1937-1947 the number of grades represented and the highest grade have varied, and, as has been stated previously, there have been three pupils during this ten-year period who graduated from the eighth grade. The course of study, the books and supplies have been the same as were used in the white department of the school. This course of study is somewhat similar to that used in the public schools, but in addition the pupils are taught speech and speech reading and the proper use of hearing aids.

During the 1947-1948 session the school had two multiple type hearing aid sets. One of them was a Model F9-a Fairchild set with eight individual earphones, and the other was a Western Electric set with ten individual earphones. Also during the 1947-1948 session there were three pupils who owned individual type hearing aids. There were three

other pupils during the 1937-1947 period who had their own hearing aids. Rhythm work is another activity which has been added to the academic curriculum. In this rhythm period were taught folk dancing, tap dancing and speech work. The school also had a library of approximately one hundred books for pupil use.

Every other Monday is designated as "Letter Day" in the classroom. At this time each pupil writes a letter to his parents. This letter-writing is guided by the teachers and is a regular part of the language teaching in the school. The paper and stamps for these letters are furnished by the school. Other letters which the pupils wish to write to their parents or friends are guided by the housemother. A report card indicating the pupil's progress in school work is made out by the teacher and sent to each child's parents every six weeks.

Health, Etiquette and Personality Training

Since all of the pupils in the Tennessee School for the Deaf are boarding pupils nine months out of each year in a school established to carry out a system of special education, the responsibility of training these children in good health habits, proper etiquette and of developing in them proper morals and well adjusted personalities, is tremendous for the school employees. The pupils are under the

care of a housemother or housefather, who look after them and care for them during the time they are not in classes. The staff as a whole has much to do with the carrying out of an adequate health program.

Each child is given a general physical examination during his first year in this school and after that medical attention is given as the need arises. During the 1937-1948 period there had been no deaths among pupils during the school year.

The school had some physical education work which was carried out by the principal and the housemother. Soft ball, tennis and basketball were especially emphasized outdoors, with table tennis and shuffleboard being played indoors.

Vocational Training

Vocational training is given to each of the older pupils. During the 1947-1948 session the girls were taught mending, plain sewing, cooking and general housework. The boys were taught general shopwork, including woodworking, painting, plumbing, simple electrical work, and general repair work. All of the needed repair work done around the school was done by boys in the vocational class. Vocational teachers gave much time to the teaching of shop language. Figure 6 is a picture showing the different vocations which

have been taught in the school.

Table XVI shows the occupations during the period of 1947-1948 of pupils enrolled during the ten-year period of 1937-1947. This tabulation is given for girls and boys separately. Sixteen of the boys and twelve of the girls were still enrolled as pupils in the Negro department of the Tennessee School for the Deaf, and three boys and two girls were pupils in another school for the deaf, with one other pupil, a girl, being a student in a hearing college. The occupations of six boys and three girls were unknown. The chief occupations of the boys who were engaged in some regular work were farm labor, common labor, and hotel work. The main occupations of the girls were domestic work, housewife and beautician

Religious Activities

The school had a well planned religious program during the 1947-1948 session. Sunday-school classes of a non-denominational nature were held each Sunday morning for a forty-five minute period. Each pupil attended these Sunday-school classes taught by the regular academic teachers of the school. A deaf missionary preacher came once a month on Sunday evenings to deliver a message to the pupils and teachers. The student body and faculty go every year to a church in town on Easter Sunday and again on Mother's Day.

TABLE XVI

PRESENT OCCUPATION OF PUPIL ENROLLMENT
DURING THE TEN -YEAR PERIOD
1937-1947

A. Boys

Occupation	Number	Per Cent
Student now in T. S. D.	16	42.11
Unknown	6	15.79
Farm laborer	4	10.53
Student in another school for the deaf	3	7.90
Deceased	2	5.26
Incapable	2	5.26
Common laborer	1	2.63
Hotel waiter	1	2.63
Hotel worker	1	2.63
Janitor	1	2.63
Shoe shiner	1	2.63
Total	38	100.00

B. Girls

Occupation	Number	Per Cent
Student now in T. S. D.	12	37.51
Domestic work	3	9.38
Housewife	3	9.38
Unknown	3	9.38
Beautician	2	6.25
Incapable	2	6.25
Student in another school for the deaf	2	6.25
Binder in a publishing house	1	3.12
Deceased	1	3.12
Hotel maid	1	3.12
Student now in hearing college	1	3.12
Waitress in cafe	1	3.12
Total	32	100.00

Extra Curricular Activities

The social life of the pupils enrolled during the 1947-1948 session was carried out through Scouting, parties, programs, and visits to town. The older boys could go to town every Saturday and the other pupils were also taken occasionally. The students had been taken to see the Armistice Parade every year, also to operettas and for tours of plants.

A Boy Scout troop was organized in the school in 1943, under the sponsorship of the principal. During the 1947-1948 session, fourteen boys were enrolled in this Scout troop. The girls have not had a Scout troop organized in the school but, since the fall of 1945, the housemother regularly took about eight of the girls to meet with a hearing Negro Girl Scout troop in town.

Every other Friday night the student body has been shown a movie which was selected for its educational and recreational value. The school always has movies during Negro History Week, and educational programs are always presented during these special emphasis weeks. Other annual programs are presented for Thanksgiving, Christmas, Easter, and at commencement. The Thanksgiving and the commencement programs are always open to the public. The school has had parties for the pupils on Halloween, Valentine Day, Easter and occasionally other parties are given. Figure 7 shows scenes from different commencement programs.

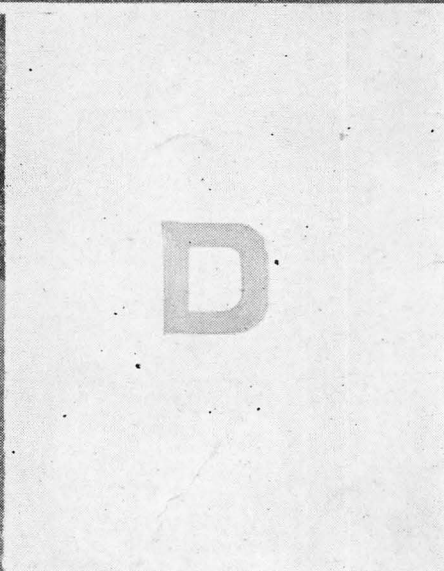
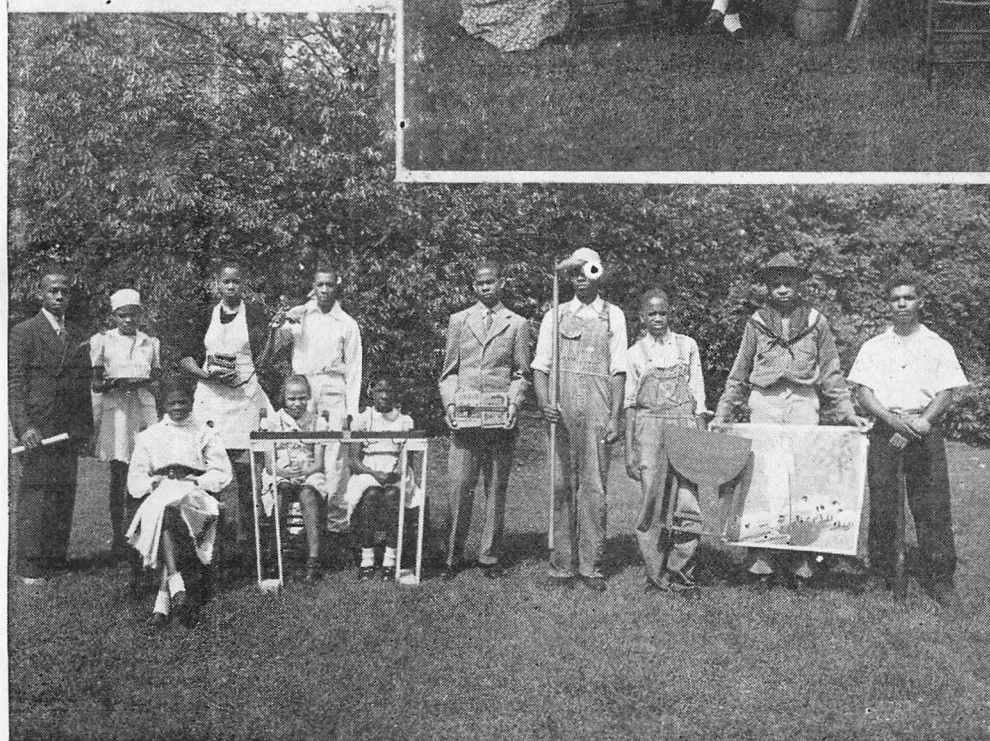
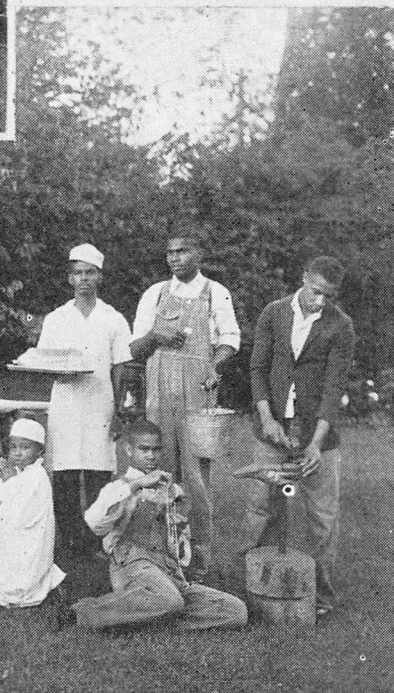
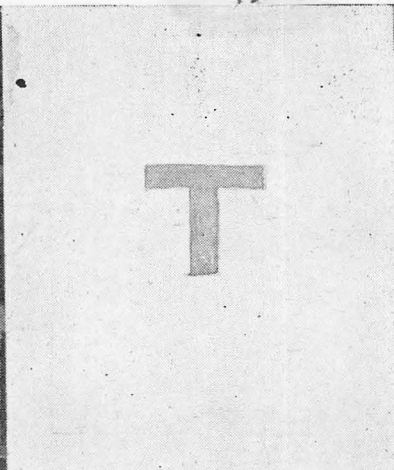
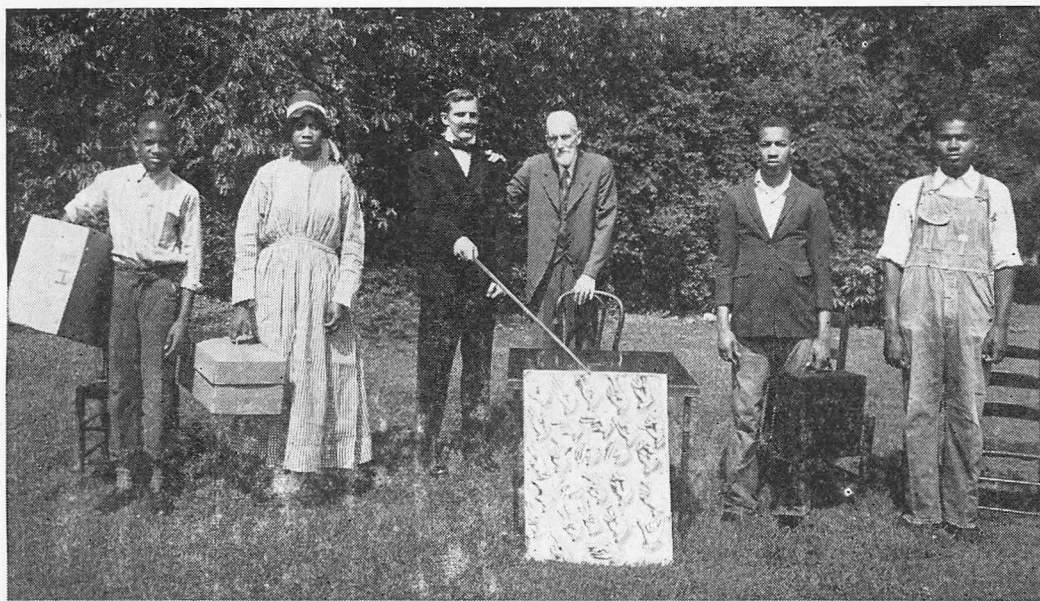


FIGURE 6

VOCATIONAL TRAINING

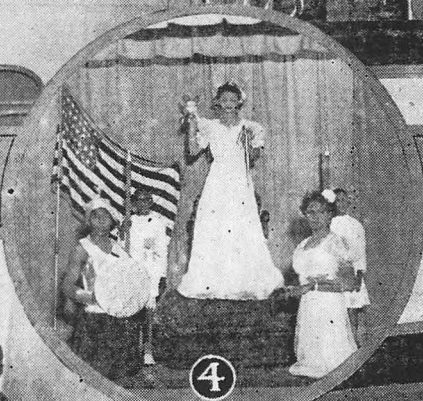
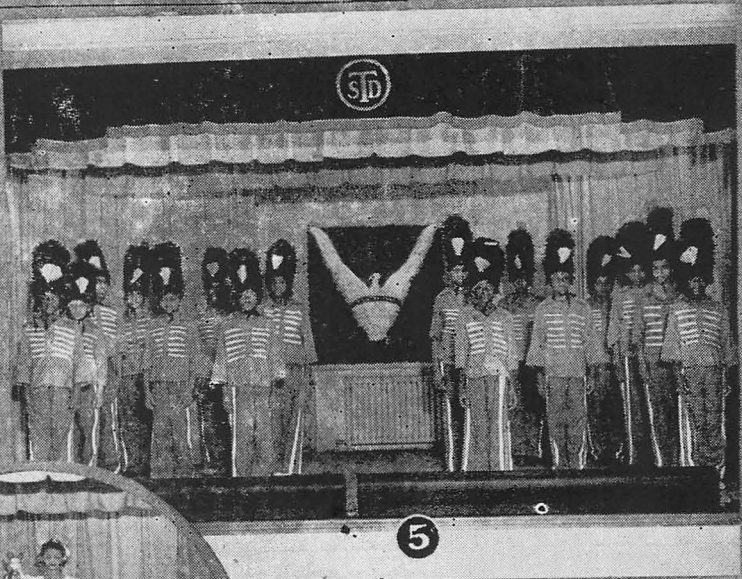
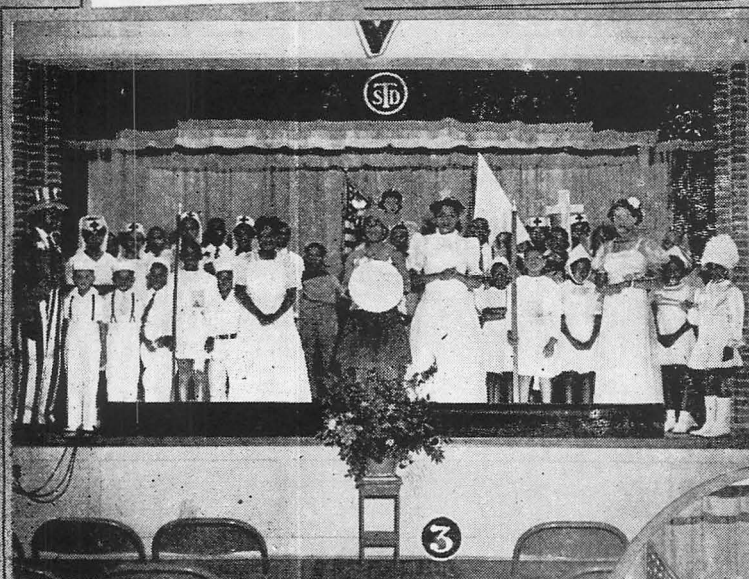
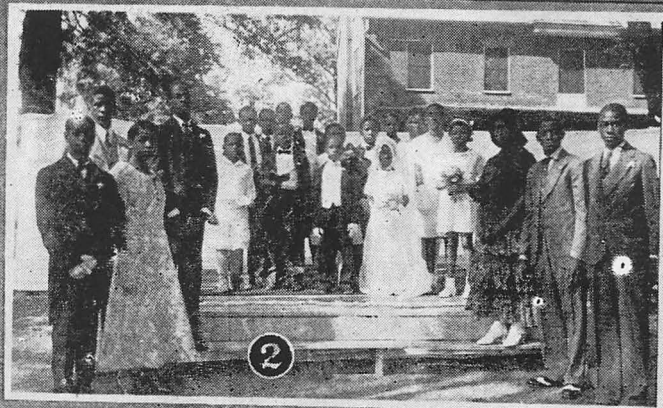


FIGURE 7

COMMENCEMENT SCENES

CHAPTER IV

RESULTS OF TESTS GIVEN TO TENNESSEE

NEGRO DEAF PUPILS

The pupils enrolled in the Negro department of the Tennessee School for the Deaf during the 1947-1948 session had not previously been given intelligence or educational tests, although several of them had been given a hearing test during the 1946-1947 session. The author selected the tests used, based on the criteria described below.

Mental Survey

Most of the popular types of standard mental tests used with groups in schools for the hearing offer a language difficulty which limits their value as tests of intelligence of the deaf.

Pintner notes that the usual language concepts in verbal tests of intelligence are decidedly outside of the comprehension of the deaf and hence do not fairly reflect true mental status.⁹

When deaf children are tested with the usual forms of intelligence tests, they generally make poor scores and seem retarded in their mental development by as much as two or three years.

It is now recognized that, to be a fair test of intelligence of a deaf child, the test must not require skill in language. The directions and performance of the test must neither of them require the use

⁹Harry J. Baker, Introduction to Exceptional Children (New York: The Macmillan Company, 1947), p. 109.

of words.¹⁰

When, however, we want to measure the intelligence of deaf children of different ages and with different amounts of educational opportunity, we must go back of our language tests to something more common to deaf children in general. Hence the necessity for using non-language and performance tests.¹¹

For the mental survey at the Negro department of the Tennessee School for the Deaf, the Pintner-Paterson Short Scale Performance Test and the Chicago Non-Verbal Examination were selected for the following reasons: (1) it was felt advisable to use these two tests since the younger pupils' ability could best be tested by an individual scale, while for the older pupils the norms provided by the performance scale become less reliable--above the age of fourteen; (2) among the individual scales, the Pintner-Paterson ranks high in usage in residential schools, as well as day schools. Among the group type, the Chicago Non-Verbal Examination also ranks high in general use.¹² Both of these tests had previously been successfully administered in the white department of the Tennessee School for the Deaf; (3)

¹⁰Hallowell Davis (ed.), Hearing and Deafness (New York: Murray Hill Books, Inc., 1947), pp. 374-375.

¹¹Rudolf Pintner, Intelligence Testing (New York: Henry Holt and Company, 1931), p. 409.

¹²Bessie Pugh, "Twentieth Century Trends in the Education of the Deaf," Volta Review, 49:261-63, June 1947.

the performance scale was available in the white department of the school; and (4) both of these tests are fairly easy to administer.

Table XVII shows the results of the Pintner-Paterson test given to twenty-five pupils who were under fifteen years of age. It is seen that two of the pupils had I. Q.'s between 110-125, six of them had I. Q.'s between 95-109, eight of them fell between 80-94, six of them had I. Q.'s between 65-79, and the seven others had I. Q.'s between 50-64.

The Chicago Non-Verbal test was given to eleven pupils classified from second grade upward. It was intended to use this test with all children taking the achievement test, but it was found that when it was given to children below the second grade, regardless of age, the results indicated lack of understanding which rendered them of little value. This finding corresponds to those of Johnson's study in the Illinois School for the Deaf.¹³ It was decided, however, that the test would be used from second grade upward, to cover more adequately those cases of advanced age which would not be covered well by the Pintner Paterson norms.

Mental ages and I. Q.'s obtained from this test were consistently lower than those obtained for the same pupils on

¹³Elizabeth Hughes Johnson, "The Effect of Academic Level on Scores from the Chicago Non-Verbal Examination for Primary Pupils," American Annals of the Deaf, 92:233, May 1947.

TABLE XVII

INTELLIGENCE QUOTIENTS ON PINTNER-PATTERSON
PERFORMANCE TEST TO PUPILS UNDER
FIFTEEN YEARS OF AGE
1947-1948

I. Q.	Pupils	Per Cent
110-125	2	6.90
95-109	6	20.35
80-94	8	27.58
65-79	6	20.35
50-64	7	24.14
Total	29	100.00

TABLE XVIII

INTELLIGENCE QUOTIENTS ON CHICAGO NON-VERBAL
EXAMINATIONS TO PUPILS ABOVE THE
AGE OF TWELVE YEARS
1947-1948

I. Q.	Number	Per Cent
110-125	0	0
95-109	1	9.09
80-94	7	63.64
50-64	2	18.18
Below 50	1	9.09
Total	11	100.00

the Pintner-Paterson Test. One pupil had an I. Q. above 95; seven fell within the range of 80-94; two fell between 50 and 64, while one pupil was below 50.

Educational Survey

After careful consideration of several tests to measure school achievement, it was decided to use the American School Achievement Test, Primary, Battery II, Form A. Reasons for this decision are as follows: (1) It seems to represent as well as any available test the range of information to which deaf children in residential schools have been exposed; (2) the types of exercises used are the sort which minimize language responses from the pupil; (3) directions are brief, simple and easily understood and can be given through pantomime, easy language and the use of the blackboard for samples; and (4) pre-test exercises were provided.

Table XIX presents the results of this American School Achievement Test as given to fifteen of the pupils. The remaining eighteen pupils were not sufficiently advanced in school work to make administering an achievement test to them of any practical value.

One pupil ranked above fourth grade, two within third grade, nine in second grade, and the three remaining pupils

TABLE XIX

GRADE SCORES ON AMERICAN SCHOOL ACHIEVEMENT
TEST, PRIMARY BATTERY II, A

Scores	Number	Per Cent
4.0 - 4.4	1	6.67
3.5 - 3.9	1	6.67
3.0 - 3.4	1	6.67
2.5 - 2.9	4	26.67
2.0 - 2.4	5	33.33
1.5 - 1.9	3	20.00
Total	15	100.01

fell within first grade. Since three years of preparatory work precede the entrance into first primary, it is to be expected that considerable retardation will exist. This is universally true in the case of the congenitally deaf, who arrive at school with absolutely no foundation language pattern. Most studies have indicated that this educational retardation continues to widen in the upper grades, so that generally it represents from three to five years, based on chronological age. In the case of pupils herein reported, the retardation is somewhat greater than found in general. Examination of I. Q.'s, however, suggests that this is to be expected in many of the cases. In a majority of the cases the combination of data, such as years in school, mental ability and the handicap of deafness tend to support the conclusion that the pupils are doing work comparable to that in the white department of the school.

Table XX was prepared to present all test data on a single sheet for purposes of comparison. In this table the pupils were ranked according to grade level, with alphabetical listing within a particular grade. Approximate years in school, chronological age, achievement grade scores, mental ages on the two intelligence tests, and intelligence quotients on the respective tests are shown. It should be noted that

TABLE XX

RESULTS OF MENTAL AND EDUCATIONAL TESTS

Grade	Pupil	Years in School	C. A.	Grade Score	P.-P. M. A.	Chicago Non-V. M. A.	P.-P. P. Q.	Chicago I. Q.
Fifth	1	8	21-6	4.2	....	12-0	....	87
Fourth	2	9½	17-4	2.8	....	11-0	....	80
Fourth	3	10	17-2	3.2	....	11-0	....	80
Fourth	4	9	16-9	3.5	....	13-5	....	95
Third	5	8	14-7	1.7	11-6	7-0	79	40
Third	6	7	14-4	2.9	13-6	11-11	95	86
Third	7	7	14-3	2.8	12-6	7-8	87	57
Third	8	9-	15-6	2.1	14-6	11-7	94	85
Second	9	7	13-5	2.4	15-6	11-11	116	88
Second	10	6	13-0	2.9	16-0	11-0	100	83
Second	11	4	14-6	2.3	9-6	8-3	66	54
First	12	7	12-3	1.8	9-6	....	77	....
First	13	7	14-6	2.0	7-6	....	52	....
First	14	6-	13-4	1.9	14-0	....	105	....
First	15	5	13-6	2.4	12-6	....	93	....
Prep.3	16	5	10-10	...	11-6	....	106	....
Prep.3	17	5½	11-6	...	10-6	....	92	....
Prep.3	18	5	12-4	...	7-6	....	51	....
Prep.2	19	2	10-4	...	9-6	....	92	....
Prep.2	20	4	16-5	...	6-6	....	50	....
Prep.2	21	3	14-7	...	11-6	....	79	....
Prep.2	22	3	14-4	...	9-6	....	60	....
Prep.2	23	4	12-10	...	6-6	....	51	....
Prep.2	24	3½	10-5	...	7-6	....	72	....
Prep.2	25	1	15-6	...	13-6	....	87	....
Prep.1A	26	1	11-6	...	6-6	....	57	....
Prep.1A	27	2	10-0	...	10-0	....	100	....
Prep.1A	28	½	12-10	...	10-6	....	82	....
Prep.1A	29	2	13-4	...	7-6	....	56	....
Prep.1A	30	2	11-6	...	12-6	....	109	....
Prep.1A	31	2	7-6	...	8-6	....	113	....
Prep.1B	32	1-	8-11	...	7-6	....	83	....
Prep.1C	33	½	8-7	...	6-6	....	76	....

TABLE XXI

LOSS OF ABILITY TO UNDERSTAND INTEL-
LIGIBLE SPEECH, COMBINED EARS
1947-1948 PUPILS

Scores	Pupils
No accurate test	3
100% - 95% loss	22
90% - 94% loss	4
80% loss	2
66% loss	2
Total	33

I. Q.'s on the Chicago Non-Verbal Test were derived from a modified standard of scores provided in the manual which accompanies the test, rather than by the usual formula. These quotients correspond more nearly with the Standard-Binet type. One score--that of Pupil 5--fell slightly below the table of norms provided, and was estimated at 40.

The test scores on the two mental tests suggest that they do not test the same aspects of intelligence. They also indicate that the norms on the Chicago Non-Verbal are considerably steeper than those on the Pintner-Paterson. The following are suggested as possible reasons for the difference: (1) better response to individual type of technique, (2) greater natural facility for the manipulative type of test material; (3) more complex nature of the problem presented by the Chicago Non-Verbal test; and (4) lack of experience with the pencil-and-paper type of test, especially in the interpretation of rather abstract types of symbols. It should be noted, however, that when comparison is made of pupils taking both tests, on the basis of respective ranks, significant correlation is indicated. The writer believes that further study along these lines would be profitable. Since it has been universally recognized that non-verbal tests do not offer high predictive value for academic success, conclusions must be expressed with caution, particularly where such a small number of cases is involved. The

information presented should offer considerable help in the study of the pupils, and in their guidance in their school program. This is notably true with those cases in the high I. Q. range. While it may be possible for pupils to achieve less than actual intelligence justifies, those who achieve high ratings present a positive challenge to the staff to strive for the best their potentialities may reach.

Hearing Survey

All of the pupils enrolled during the 1947-1948 session were given a hearing test. This testing was done with the Maico D-5 (puretone) Audiometer. Hearing was tested on the seven frequencies from 128 to and including 8192. Table XXI shows the hearing loss of pupils based on the American Medical Association's percentage figures for the loss of intelligible speech.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

During the 1947-1948 session there were thirty-three pupils enrolled, and from the first session of the school in 1881 through the 1947-1948 session a total of 362 Negro pupils had been enrolled in the Tennessee School for the Deaf. Congenital deafness ranked very high in the causes listed for the deafness of the pupils enrolled during 1937-1938. During the 1937-1948 period there were only two families with more than one deaf member as represented by the pupil enrollment. The majority of pupils enrolled during 1937-1948 lived in cities and were born in Tennessee.

The social and religious life of the pupils enrolled during 1947-1948 was carried out through a well planned program of Scouting, parties, educational and religious services, trips to town and the like.

The teachers, considering the small number of special courses offered for Negro teachers of the deaf, have a good professional record. The average pupil load per teacher during 1947-1948 was eleven. In the classroom the teachers spoke orally to the pupils, used writing, the manual alpha-

bet and the conventional sign language to a certain extent. The grades of academic work offered for 1947-1948 ranged from the first preparatory through the second year of intermediate.

The school is supported by the state and is free to all children who by reason of deafness alone are unable to receive instruction in the regular public schools. Parents must provide clothing, transportation to and from school and an incidental fee of \$7.00 per year. All pupils board at the school during the nine month's term. Only children between the ages of six and twenty-one years are eligible to attend the school. The vocational courses offered at the school are of a general nature and it seems that this is largely the type of work which the pupils do after they leave the school.

In the mental survey it was found that eighteen pupils taking the Pintner-Anderson Test and thirteen pupils taking the Chicago Non-Verbal Test had I.Q.'s between 94 and 50. The achievement test showed that the pupils tested were ranked from 1.5 to 4.0. The hearing losses showed that twenty-six out of thirty pupils had hearing losses so great as to prevent them from understanding intelligible speech. No accurate test could be obtained from three cases.

Recommendations

1. While it was found that the system of records has been greatly improved during the recent years, it seems that additional records in keeping with the modern system of pupil accounting might be developed.
2. It seems that special attention might be given to an annual testing program with at least one member of the staff to be thoroughly familiar with methods of administering and interpreting standardized tests.
3. Some program should be developed for publicizing throughout the state the school and its facilities for education, for discovering prospective pupils for the school. This might be accomplished through (a) a field worker operating in the entire field--with both white and Negro deaf in Tennessee, finding prospective pupils, finding out about pupils' backgrounds, informing parents of how the school is trying to teach their children and how they can help; or (b) making necessary contacts with such county agencies as public school officials, county courts or welfare agencies.
4. It appears that a more thorough health examination for all new pupils might be of value.
5. The school should continue to expand its acoustic or auricular program, since there is such a marked trend

toward this method of educating the deaf.

6. There seems to be the need of an expanded and well planned physical educational program adapted to the size of the school. It seems that more indoor facilities for use during bad weather might be of value.

7. It appears that an expansion in the vocational department with the addition of equipment--adequate supply of hand tools, work benches and the like, and provision of such power tools as might be justified by the number of pupils and utility--might be of value.

8. Some program or study should be attempted along the line of personality and social adjustment.

9. Placement of pupils in vocational courses should follow modern practices in vocational guidance. All available facilities for placement and followup in occupations should be used.

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