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To the Graduate Council:

I am submitting herewith a thesis written by Grace Scott entitled "A Survey of Some Factors in Promotional Policies in Walland School and Its Implications for Curriculum Change." 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 Elementary Education.

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A SURVEY OF SOME FACTORS IN PROMOTIONAL POLICIES IN WALLAND SCHOOL AND ITS IMPLICATIONS FOR CURRICULUM CHANGE

A THESIS

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

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by

Grace Scott

August 1956

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CHAPTER I

THE PROBLEM

The American school system is organized on the assumption that the child will make normal age-grade-progress and will complete a grade of schooling in the course of one year of attendance at school. Thus the six-year-olds are expected to be in the first grade, the seven-year-olds in the second grade, and so on up to the twenty-year-olds who should be beginning their junior year at college and the twenty-one-year-olds who should be in their senior year at college. Of course there are many deviations from the normal age-grade progress. These deviations may be in the direction of either acceleration (more than one grade is completed in a calendar year) or retardation (less than one grade is completed in one calendar year).

Although the extent of acceleration and retardation varies with the promotion policies of various school systems, by the time children reach the seventh grade a considerable minority--in some school systems even a majority--of the children have made other than normal age-grade-progress. Some have taken less than six years to reach this grade, while others have taken longer to reach the same grade. The amount of acceleration is small; the amount of retardation is much greater.

The Purpose of the Study

One of the most persistant problems of education is that of determining a satisfactory method of promoting pupils from level to level. Therefore the purpose of this study is to examine some of the factors in Walland School that aid in determining pupil progress to see whether there is need for changes in promotional policies and curriculum offerings.

With this purpose in mind, the following hypothesis is advanced:

A study of factors upon which the teachers of Walland School have based non-promotion will show that the curriculum throughout the seven years of the survey did not always meet the needs of the pupils.

The Study

This study is a survey of some factors in promotional policies used in Walland School to determine bases for determining pupil progress over a period of seven years.

This study is being undertaken in Walland School in Blount County, Tennessee. Walland School is located in Walland, Tennessee about eight miles east of Maryville on Smoky Mountain Highway 73. This community was not called Walland until the coming of the Schlosser Leather Company in 1902. This chain tannery company built a tannery here

in this natural mountain pass. A community of about two-hundred-fifty families sprang up about this industry. Fire destroyed the tannery in 1930 after it had boomed for almost thirty years. Some of the employees moved to other areas. Some returned to farming and many sought employment at the Alcoa plants.

Prior to the burning of the tannery, Blount County had consolidated the "Cagle School" the "East End School" and the "Middle School" to form the Walland Elementary and Walland High School. This consolidation took place about 1922-23. Part of the buildings now in use by the upper grades were erected in 1924.

In 1946-47 the Walland School became a truly unified one through twelve grade school, although the school had been under one principal for a number of years. Methods for using large blocks of time were stressed. This action was taken following legislation enacted by the Seventy-fifth Tennessee General Assembly, which created a uniform system of public education for grades one through twelve. This was one step toward many curriculum changes. Further legislation was passed in 1951 by the General Assembly giving authority to local boards of education to set up their own curriculum and courses of study to meet the needs of the local school communities so long as this curriculum and courses of study were in accord with the regulations of

the State Board of Education.[1]

Groups of educators from public school and colleges of the state then began working with a committee of State Department staff members to formulate a plan of action by which curriculum improvement could be carried out on a local level throughout the state, as stated in the Revised Tentative Statement of State Program for Curriculum Improvement.[2]

During the school year of 1951-52 Blount County teachers and supervisors with consultants from the University of Tennessee met for a number of in-service training meetings at which time much work was done on changes to meet the needs of the pupils in the local school communities. The teachers of grades 1-8 worked in groups of primary, intermediate, and upper-grade levels, while the teachers of grades 9-12 met in subject-matter groups. Tentative courses of study were set up. Correlation and centers of interest with core subjects were stressed, with the explanation of how large "blocks of time" could be used

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[1] Public School Laws of Tennessee, compiled from Public Acts of 1951 (Nashville: State Board of Education, 1951).

[2] Revised Tentative Statement of State Program for Curriculum Improvement (Nashville: Department of Education, 1951), p. 27.

to an advantage.[3]

Importance of the Study

In the public schools of the United States there are each year probably two million pupils who are not promoted to succeeding grades.[4] A study by Savage completed in 1949 shows a downward trend in the rates of failure in selected schools in Tennessee for the years 1939-49. Yet, over the entire state the rate of non-promotion was still 8.1 per cent.[5]

Satisfactory progress in the education of boys and girls in the schools requires harmony among all the elements of the educational program. Here, as elsewhere, inconsistent or conflicting practices tend to counteract each other. The traditional policy of classification and promotion is suitable for an old-fashioned conventional school, but it is doubtful whether it has a place in a democratic one. It is essential therefore for modern

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[3]Ruth E. Blades, "Blount County Tentative Course of Study" (1952), (Mimeographed).

[4]Garth H. Akridge, Pupil Progress Policies and Practices (New York: Teachers College, Columbia University, 1937).

[5]Tom Kent Savage, "A Study of Some Trends in Retardation and Their Relationships to Selected Factors in the White Elementary Public Schools of Tennessee (1938-39 through 1947-48)" (Unpublished Master's Thesis, The University of Tennessee, August 1949), p. 20.

educators to determine the plan of grouping and advancing pupils that best fits into the practices of the newer education. It is also essential that the curriculum meet the needs of the individual; and that the promotional policies allow for individual differences.

Definition of Terms

Some terms used in this study may need to be made clear. The term "promotion" refers to passing a pupil at regular promotion time from the grade in which he is enrolled to the next higher grade. The terms "retardation" and "failure" are used as being synonomous "with non-promotion." "Acceleration" refers to passing a pupil through more than one grade in a calendar year.

Limitations of the Study

This study is being undertaken in one school of twelve grades over a period of seven years beginning with the school year 1948-49 and continuing through 1954-55. This study will be limited to some extent by the availability of records. It will also be limited by the fact that part of the students in the upper grades (9-12) come from feeder schools to the Walland Secondary School. It is further limited by the fact that the teachers do not keep complete cumulative records on each pupil.

Methods of Procedure and Sources of Data for the Study

During the in-service training work on curriculum at Walland School, the writer became interested in trying to find the criteria which were being used by the faculty of Walland School to determine pupil progress.

A questionnaire[6] was prepared with the help of members of the Walland faculty. This questionnaire listed the factors which had been compiled by members of the Walland faculty and faculties of feeder schools. The purpose of the questionnaire was to determine which factors were considered most important by the faculty in determining pupil progress.

The number of years to be considered in the survey is the seven years the writer has been a member of the faculty of Walland School.

Data on retentions were compiled from the principal's annual summary sheet, which is a combined report in the principal's register for each of the years beginning with 1948. A tabulation was made of the number of pupils failing in each grade 1-12 because of each factor and the percentage of failures in each grade. The percentage was based on the number enrolled at time of promotion. Then the factors

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[6]See Appendix A for copy of the questionnaire.

were summarized under three large headings; development, attendance, and home conditions. Under development four factors were considered: physical, emotional, social, and mental. Under attendance two factors were considered: regularity of attendance and the number of schools attended. Under home conditions two factors were considered: parental neglect and economic conditions. Each factor was considered as to the number of times used and the percentage of the whole which each factor presented.

Related Studies

Rising enrollments in elementary and secondary schools make a study of organizational plans for instruction increasingly significant. Both school personnel and laymen are interested in getting the most for their money and the best education for children that present knowledge can give. In general, classroom teachers and school administrators agree that the elementary and secondary schools should give children individual help in developing their minds and bodies and should provide group experience as a necessary part of social development in work and play.

A satisfactory method of promoting pupils from level to level is a very persistant problem. It has been a problem since the beginning of the graded plan in Boston about 1848. There has been almost constant research to find better

ideas on the question of promotion.

The "Grade Standard" Theory

The "grade standard" theory was first practiced in the graded schools of Boston in 1848. No satisfactory plan of progress has been devised although several theories have been developed.

The "grade standard" organization or some deviation of it almost wholly dominated the promotion of pupils throughout the century 1848-1948.[7] Most educators accepted without question that a child must attain the standard for the grade before he be promoted to the next succeeding grade. A solution to the problem of failures was sought in administrative and teaching procedures. Each teacher was responsible for bringing his pupils up to grade standard. Throughout the years, the school has clung to the traditional scheme of requiring boys and girls to master a body of subject matter before being promoted to a higher level, and of failing or non-promoting those who do not meet the "standards". In the traditional "grade standard" system the pupil must have a standard average.[8]

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[7]Hollis L. Caswell, Education in the Elementary School (New York: American Book Company, 1942), p. 220.

[8]Hollis L. Caswell, Non-Promotion in Elementary Schools, Field Studies No. 4, Division of Surveys and Field Studies (Nashville: George Peabody College for Teachers, 1933), p. 31.

A) In order to be promoted a pupil must make a general average of not under 70 per cent, with not less than 65 per cent in any subject for the entire school year; or a general average for the session not under 75 per cent with not less than 60 per cent in any subject for the entire year. A pupil who makes lower than 70 per cent in more than one major subject will not be promoted. The major subjects are arithmetic, English, reading, geography, history, hygiene, civics, and business methods. No pupil will be promoted who does not make an average of 70 per cent in deportment.[9]

Another example of the "grade standard" theory is:

B) Each subject must be passed at 65 per cent as a minimum mark. Examinations shall count one-fourth in making the six weeks promotion average and the final average. Class work shall count three-fourths. No pupil falling below 50 per cent on examinations shall receive a passing average.

C) In considering the promotion or graduation of pupils written examination, and teacher's estimates shall be considered as follows: a) In First, Second, and Third Grades, the scholarship of pupils shall be determined by the estimate of their respective teacher. All who obtain 65 per cent or over on said estimate shall be promoted. b) In the Fourth, Fifth and Sixth Grades, pupils attaining an average of 65 per cent and above on written examination shall be promoted. c) Pupils attaining an average of not less than 50 per cent on the written examination and 70 per cent or over on said estimate shall be promoted.[10]

Some school systems which adhere to the theory of "grade standards" must have factors other than standards of achievement in the school subjects to determine their promotional policies. Neatness, punctuality, conduct and regular attendance are all used in determining whether or not a pupil shall be promoted or retained.

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[9] Ibid., p. 31.

[10] Ibid., p. 31.

Sometimes the policy of non-promotion is used as a disciplinary measure:

> Pupils who are absent from school without good excuse on the day of final examination of any subject, or who shall during final exercises be guilty of conduct subversive of law and order shall not be admitted to promotion or graduation.[11]

The policies that have just been presented are all variations of the "grade standard" theory as presented by Caswell. They are all basic of the same theory.

This theory dominated pupil promotions without question until 1911. Then the theory of "grade standard" was not questioned but the fact that so many pupils were failing to reach the required standard. Some facts that the problem pointed up were; necessity of bringing pupils up to grade standard, promoting pupils semi-annually so as to reduce by half the work to be repeated, in case of non-promotion, regular attendance was stressed; the need for better records was recognized, even plans whereby pupils who needed more time to complete the work were given as much as six years to do what others did in four years. But with all these variations there were standards to be attained, or a certain amount of work to be covered. It is still the "grade standards" theory.[12]

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[11] Ibid., p. 32.

[12] Hollis L. Caswell, Education in the Elementary School (New York: American Book Company, 1942), p. 251.

Throughout the years, the elementary and secondary schools have clung to this traditional scheme of requiring boys and girls to master a body of subject matter before being promoted to a higher level, and of non-promoting those who fail to meet the "standards". The "grade standard" theory works in this manner. Pupils are admitted to school at about six years of age and, if they make normal progress, will have completed the sixth grade at the approximate age of twelve. Promotion calls for congratulations as each new level is attained. Conversely, those who are not promoted feel they have "failed" and are subjected to the teasing of classmates and to pressures on the part of parents.

The theory of "equalization of educational opportunity" was part of the evolution of a truly democratic philosophy of education. Strayer suggested some of the implications of this theory for pupil progress when he stated in 1928:

> The schools of a democracy should offer to each pupil those unique opportunities for acquiring skills, for practice in precise thinking, and for growth in power of appreciation which are attainable by one of his intelligence. This ideal requires that we adjust our standards to the abilities of our pupils. Every pupil in the ideal school system is judged by the best which he can do and not by the median performance of a non-selected group.

Caswell describes a second theory which is more democratic in its philosophy. It is called "equalization of educational opportunity".

The writer understands this theory to be that the

teacher takes the pupils as they are with their individual differences as such and treats each pupil as an individual with specific needs and abilities. Enriches the program if it needs to be in order to meet the needs of the exceptional children.[13]

Los Angeles tried grouping primary pupils on a social basis. The teachers found that children are sensitive to social environment. In a congenial social atmosphere their academic achievement improved.

Lane's study refuted conclusively the common criticism that a "no failure school is one where you promote everybody and the children don't have to learn anything".[14]

These new plans are much more flexible than the "grade standard" plan. Regrouping is done when individual pupils are in need of it, and it is neither annual nor semi-annual. This is an attempt to provide for the continuous growth of the child. This growth is social as well as academic.

> The organization of groups for any one year should be flexible. Children should be moved from one group to another according to their apparent need. The only criterion for placement should be the selection of that group in which the child may find his best opportunity to work effectively and harmoniously,

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[13] Ibid., p. 252.

[14] R. H. Lane, "Organizing the Primary School," Childhood Education, 14:110-113, November 1937.

> achieve his greatest individual success, develop his unique assets of personality, and learn to function as a contributing member of a social organization engaged in achieving worthwhile group purposes. Failure and non-promotion disappear from educational organization with recognition of and emphasis upon the developmental possibilities of the individual child and the necessity of giving children continuity of education experiences.[15]

The rejection of set standards in the elementary school does not mean the rejection of all standards. It means, the standards of work and the particular tasks are determined as far as possible by the nature and needs of the pupil. The democratic educator advocates extensive provision for group activities in which each individual contributes his part and can succeed. If educators, through actual regard for individual differences, make it possible for all children to succeed and then so teach them that they are led to succeed, failures tend to vanish.

In the conventional elementary school it is possible and desirable for continuous progress of practically all pupils. Even if there is no flexible, progressive program of education, pupils should not spend more than one year in a grade,

> . . . recent experimental evidence shows that failing pupils who are promoted to the next grade make a larger growth in achievement during the next year than similar pupils who are required to repeat the work of their present grade, possibly because of the stronger

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[15] W. A. Saucier, Theory and Practice in Elementary School (New York: The Macmillan Company, 1941), p. 438.

stimulation.[16]

In some of the schools of Newark an experiment with four hundred failing pupils was made by pairing them according to their intelligence. One member of each pair was promoted and the other one was retarded. Each of these groups was given achievement tests in January and again in June. Over this short period of time progress of each group was about the same. Neither surpassed in academic achievement. However, a study of the cumulative effects of retardation in this city showed that repeated retardation over a period of years reduces the accomplishment of those who have been retarded. "Repeated failure and retardation defeat their purpose. They do not stimulate effort but on the contrary discourage it."[17]

Similar findings were given by the University of Pennsylvania. They found that pupils did little if any better, so far as test results could indicate, after having been retained for a second year in the same grade.

A study by Lucy Wilson showed that a larger percentage of repeaters did poorer work than they did the previous year. She stated as further evidence, that in a study of two equated groups, one having been given trial promotions and the other having been failed, the children given the trial

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[16] Ibid., p. 439.

[17] Ibid., p. 441.

promotions learned more than the repeaters. Other studies show that the average repeater learned no more in two years than did the non-repeater of the same mental age in one year. So the conclusion seems to be: there must be a consideration of readiness for the work and adjustment of it to the abilities and needs of the pupil; and that only in special or unusual cases would any pupils be required to repeat a grade.[18]

Numerous investigations have been made on retardation and on progress of pupils through the grades; also on curriculum organization and revision.

Dunklin was concerned with the number of failures among beginners and recognizing reading as the cause of almost all such failures, concluded that many of them might have succeeded from the beginning had instruction been adjusted to their needs. Special attention was given to methods and level of material.[19]

Lane stresses the needs and interests of children, and his philosophy of progressive education is: Teachers are concerned with the understanding of the whole child so that in guiding him through real life experiences based

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[18] Ibid., p. 442.

[19] Howard T. Dunklin, The Prevention of Failure in the First Grade. Teachers College Contributions to Education, No. 802 (New York: Teachers College, Columbia University, 1940).

on his needs and interests help him to adapt himself to his social group throughout his school life so that he will become a thinking, creative, and active member. The school should provide a wholesome environment in which the child will grow up physically, mentally, socially, and emotionally in a happy normal way.[20]

Lane further states: Teachers should understand the child, know his background, his physical and emotional development, habits and attitudes, mental ability and academic achievement in order to meet his needs. Lane considers children more important than subjects and that subjects are merely a means to an end, the end being the continuous effective learning and progress of children.[21]

In progressive schools where procedure is informal and the curriculum requirements are flexible, wisely interpreted objective tests serve as a valuable means of checking achievement. They give teachers and administrators the chance to compare the achievement of their groups with averages of children in the same grade throughout the country. But the progressive school using tests as a check differs a great deal from the test-ridden school in which such examinations are regarded as all important. To

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[20]Robert Hill Lane, The Progressive Elementary School (New York: Houghton Mifflin Company).

[21]Ibid.

To the progressive lower school the results of tests would always be a means to an end, rather than ends in themselves. The fact that the children in the first grade of a progressive school are not up to standard in reading need not necessarily concern the school head at all; perhaps ends other than reading seem more important for that group. But it is well to have some means of knowing where they are in comparison with other groups, rather than guessing it, even if one does not think it necessary or wise to try to force the group up to standard.[22]

"In reading current discussions of education, one is at times conscious of a wide gulf between the strong trend toward measurement."[23]

In its psychology progressive education has leaned towards the point of view indicated by the phrase, "learning by doing". In its social philosophy it has stressed the worth of the individual, or respect for personality, and the importance of superseding habits of competition with habits of cooperation. In academic language, the progressive school is a place where children go, not primarily to learn, but to carry on a way of life. The central task of education according to Dr. Hutchins is with basic principles,

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[22]Ilse Forest, The School for the Child from Two to Eight (Boston: Ginn and Company, 1935).

[23]Ibid.

which are valid at all times and in all places and for every manner and condition of men. But to be practical in modern times education must bring truth, goodness, and beauty down from the clouds and set the stage for reinterpretation of them in terms a better associated or democratic living. Progressive education states that, "learning is a process by which experiences are changed so as to become more serviceable for future guidance." In other words, all learning is a matter of making over experiences in terms of what we can do with things and situations or in terms of what they will do to us. This view explains and justifies activity programs. Pupils day by day experiences must be made over through living and doing. This is the democratic way and thus the theory of learning and the theory of social organization in progressive education become inseparably intertwined. Progressive education trys to educate people in order that they may discover their needs.[24]

As a guide in curriculum planning the Educational Policies Commission offers five important principles of child growth and development. They are:

1) Each child is unique
2) Children learn many things simultaneously.
3) Children's interests are broad and varied.
4) Different children will learn different things

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[24]Boyd H. Bode, Progressive Education at the Crossroads (New York: Newson and Company, 1938).

from identical experiences.

5) The development of children is a continuous process.[25]

The commission further states that each child should be treated as an individual with different characteristics, needs and abilities.[26]

The conventional traditional school organizes children into grades and sets up goals in various school subjects which children must reach or "fail to be promoted." The teacher is required to "cover" certain parts of the arithmetic and certain skills in reading and English teach so many facts in social studies.

> In the well-organized progressive school the duty program, the curriculum, and an adequate testing program insure those learnings which society rightly holds to be necessary for young Americans. If there are schools in which the children learn nothing, the fault is with the responsible heads of the schools and not with the philosophy and practice of progressive education.[27]

Organization by Chapters

Chapter I has presented the background of the study. An effort was made to define the area to which the study is limited and to point out details concerning the importance

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[25]Educational Policies Commission, Education for All American Children (Washington: The Commission, 1948), p. 104.

[26]Ibid.

[27]Lane, op. cit., pp. 48-49.

of the study. Following a brief survey of studies made in the field of the problem, a hypothesis was advanced to give direction to the study.

Chapter II is concerned with the amount of retardation in Walland School in each of the twelve grades for each of the seven years with an attempt to analyze the factors determining non-promotion.

Chapter III is a summary with conclusions drawn from the study.

CHAPTER II

A STUDY OF THE FACTORS USED TO DETERMINE PUPIL PROGRESS IN WALLAND SCHOOL

This chapter is concerned with the amount of retardation in Walland School in each of the twelve grades for each of the seven years together with an analysis of the factors determining non-promotion.

Table I shows the per cent of retardation in Walland School from the years 1949 through 1955. During these seven years the rate of retardation rose from a low of 2.7 per cent in 1949 to a high of 11.2 per cent in 1955. There was a very noticeable decline in 1952. Then in 1953 it jumped to a high of 10.2, followed in 1954 by a slight decline and then in 1955 the highest rate for the seven year period was established by an 11.2 per cent.

It is interesting to note that for four of the seven years, Walland School was below the composite state retardation rate of 8.1 per cent as reported by Savage.[1]

Table II to VIII inclusive show the percentage of retardation in each grade for each year.

If a ninth grade pupil makes a yearly average of 75

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[1]Tom Kent Savage, "A Study of Some Trends in Retardation and Their Relationships to Selected Factors in the White Elementary Public Schools of Tennessee (1938-39 through 1947-48)" (Unpublished Master's Thesis, The University of Tennessee, August 1949), p. 20.

TABLE I

RETARDATION IN WALLAND SCHOOL
(1948-49 TO 1954-55)

Year	No. Enrolled At Promotion Time	No. Failed	Percentage of Retardation
1949	324	9	2.7
1950	367	18	4.9
1951	369	38	10.3
1952	366	13	3.3
1953	413	43	10.4
1954	400	29	7.3
1955	430	49	11.2

TABLE II

RETARDATION BY GRADE IN WALLAND SCHOOL
FOR 1949

Grade	No. Enrolled At Promotion Time	No. Failed	Percentage of Retardation
1	28	4	14.
2	23	0	0
3	26	0	0
4	30	0	0
5	33	0	0
6	14	0	0
7	17	0	0
8	18	0	0
9	52	4	7.6
10	43	0	0
11	18	0	0
12	22	0	0

TABLE III

RETARDATION BY GRADE IN WALLAND SCHOOL FOR 1950

Grade	No. Enrolled At Promotion Time	No. Failed	Percentage of Retardation
1	30	2	6.6
2	27	0	0
3	18	1	5.5
4	29	0	0
5	30	7	23.0
6	34	0	0
7	15	0	0
8	18	1	5.5
9	61	4	6.5
10	49	2	4.0
11	38	1	2.6
12	17	0	0

TABLE IV

RETARDATION BY GRADE IN WALLAND SCHOOL FOR 1951

Grade	No. Enrolled At Promotion Time	No. Failed	Percentage of Retardation
1	29	5	17.0
2	27	4	18.0
3	25	3	15.0
4	21	0	0
5	32	6	18.7
6	25	2	8.0
7	27	5	18.5
8	20	2	10.0
9	45	7	15.5
10	50	4	8.0
11	34	0	0
12	34	0	0

TABLE V

RETARDATION BY GRADE IN WALLAND SCHOOL FOR 1952

Grade	No. Enrolled At Promotion Time	No. Failed	Percentage of Retardation
1	26	3	11.5
2	28	0	0
3	27	0	0
4	21	0	0
5	28	0	0
6	27	1	3.7
7	21	1	4.7
8	22	0	0
9	50	4	8.0
10	35	3	8.6
11	49	0	0
12	32	0	0

TABLE VI

RETARDATION BY GRADE IN WALLAND SCHOOL FOR 1953

Grade	No. Enrolled At Promotion Time	No. Failed	Percentage of Retardation
1	29	4	13.0
2	25	4	16.0
3	22	4	12.5
4	23	2	8.6
5	24	5	20.8
6	28	7	25.0
7	26	8	30.7
8	22	0	0
9	68	4	5.8
10	48	2	4.1
11	36	3	8.2
12	52	0	0

TABLE VII

RETARDATION BY GRADES IN WALLAND SCHOOL FOR 1954

Grade	No. Enrolled At Promotion Time	No. Failed	Percentage of Retardation
1	32	6	18.7
2	29	4	13.7
3	21	3	10.4
4	29	3	10.3
5	22	2	9.0
6	25	0	0
7	24	0	0
8	19	0	0
9	72	8	11.0
10	60	3	5.0
11	44	0	0
12	33	0	0

TABLE VIII

RETARDATION BY GRADES IN WALLAND SCHOOL FOR 1955

Grade	No. Enrolled At Promotion Time	No. Failed	Percentage of Retardation
1	30	11	36.6
2	31	7	26.6
3	25	4	16.0
4	21	3	14.3
5	29	4	14.0
6	31	0	0
7	25	0	0
8	22	0	0
9	74	9	12.0
10	62	8	12.0
11	58	3	5.0
12	47	0	0

or over in three subjects he is promoted. Three credits will promote him to the tenth grade. Seven credits will promote to the eleventh grade and eleven credits will promote him to the twelfth grade. He must have sixteen credits to get a high school diploma.

In the secondary school any yearly average below 75 is considered failing, and a pupil is considered failing if he doesn't make the specified number of credits.

In comparing the retardation rate for each grade for the seven years, as shown in Tables II - VIII, and also by Table IX which is a summary of the findings of Tables II through VIII; it is found that the first grade leads in "per cent of retardation" for the seven years with a 17.2 per cent. The fifth grade rates second with 12.0 percent; the second grade rates third with 10.0 per cent. In the upper grades the ninth grade has a 9.5 per cent of retardation. The twelfth grade with a total enrollment of 247 for the seven years has no failures.

Table X shows first the total number of failures as determined by factors of physical, emotional, social, and mental development. Secondly it shows the number of failures determined by factors of irregularity of attendance and the number of schools attended. Finally it shows the number of failures determined by parental neglect and economic conditions of the home.

Table X shows the total number of failures by grades

TABLE IX

THE TOTAL NUMBER ENROLLED AT THE TIME OF PROMOTION, THE NUMBER FAILED AND THE PER CENT OF RETARDATION FOR EACH OF THE GRADES DURING THE ENTIRE SEVEN YEARS (1949-1955)

Grade	No. Enrolled At Promotion Time	No. Failed	Percentage of Retardation
1	204	35	17.2
2	190	19	10.0
3	174	15	8.6
4	174	8	4.6
5	198	24	12.0
6	184	10	5.9
7	155	14	9.0
8	141	3	2.0
9	422	40	9.5
10	347	22	6.3
11	275	9	3.3
12	237	0	0

TABLE X

TOTAL NUMBER OF FAILURES BY GRADES AS DETERMINED BY FACTORS UNDER DEVELOPMENT ATTENDANCE AND HOME CONDITIONS

	Development					Attendance		Home Conditions	
Year	Grade	Physical	Emotional	Social	Mental	Regularity of Attendance	No. of Schools Attendance	Parental Neglect	Economic Conditions
1949	1	2					1	1	
	9				2	2			
1950	1	2							
	3				1				
	5				7				
	8				1				
	9			1		3			
	10					2			
	11					1			
1951	1	3			2				

TABLE X

TOTAL NUMBER OF FAILURES BY GRADES AS DETERMINED BY FACTORS UNDER DEVELOPMENT ATTENDANCE AND HOME CONDITIONS (Continued)

		Development				Attendance		Home Conditions	
Year	Grade	Physical	Emotional	Social	Mental	Regularity of Attendance	No. of Schools Attendance	Parental Neglect	Economic Conditions
	2				4				
	3				2	1			
	5	2			1	1		1	1
	6				2				
	7		2		2	1			
	8					2			
	9			3	2	1	1		
	10				4				
1952	1	2				1			
	6					1			
	7				1				

TABLE X

TOTAL NUMBER OF FAILURES BY GRADES AS DETERMINED BY FACTORS UNDER DEVELOPMENT ATTENDANCE AND HOME CONDITIONS (Continued)

		Development				Attendance		Home Conditions	
Year	Grade	Physical	Emotional	Social	Mental	Regularity of Attendance	No. of Schools Attendance	Parental Neglect	Economic Conditions
	9				3	1			
	10		1		1			1	
1953	1	3						1	
	2	2	1		1				
	3				2	2			
	4				1	1			
	5	1	2	1	1				
	6	2	4	1					
	7		3	2	3	1			
	9		3						

TABLE X

TOTAL NUMBER OF FAILURES BY GRADES AS DETERMINED BY FACTORS UNDER DEVELOPMENT ATTENDANCE AND HOME CONDITIONS (Continued)

		Development				Attendance		Home Conditions	
Year	Grade	Physical	Emotional	Social	Mental	Regularity of Attendance	No. of schools Attendance	Parental Neglect	Economic Conditions
	10		2						
	11				3				
1954	1	1			4				
	2			2	2				
	3	1			2				
	4				3				
	5				2				
	9	1	2	1	4				
	10			2	1				
1955	1	1			9				1

TABLE X

TOTAL NUMBER OF FAILURES BY GRADES AS DETERMINED BY FACTORS UNDER DEVELOPMENT ATTENDANCE AND HOME CONDITIONS (Continued)

		Development				Attendance		Home Conditions	
Year	Grade	Physical	Emotional	Social	Mental	Regularity of Attendance	No. of schools Attendance	Parental Neglect	Economic Conditions
	2				6	1			
	3				4				
	4				3				
	5				1	3			
	9	1	3		3	1			
	10				4	2			
	11		2						

FINDINGS FROM TABLE X

Total Physical Failures	24
Total Emotional Failures	25
Total Social Failures	13
Total Mental Failures	94
Total Failures due to Irregularity of Attendance	28
Total Failures due to changing schools	2
Total Failures due to Parental Neglect	5
Total Failures due to Economic Home Conditions	8
Total Failures	199

for each year. It shows the failures as determined by the factors under development, attendance, and home conditions.

Table XI is a summary of the findings regarding failures in each grade for the years 1948-49 through 1954-55. The factors listed in Table X and Table XI are based upon items contained in the school register issued by the state of Tennessee.[2] These items are found on the pages which are concerned with the causes of retardation of pupils. The data used in this study were compiled from the summaries which are made annually by the principal. The data used by the principal for these summaries were taken from the above mentioned pages from each individual teacher's register.

Figure 1 is a summary of the findings regarding factors determining "Non-Promotion" in Walland School as compiled from the items listed in Figures 3 and 4.

Figure 2 is a comparison of the factors determining "Non-Promotion" with the whole.

The Tables XII through XXII show the factors used to determine "Non-Promotion" as they were listed in the principal's annual summary for each grade for the years 1948-49 through 1954-55. In the first grade the fourteen failures attributed to "physical" factors were listed; eleven immaturity; one speech, and two nutrition. There

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[2]See Appendix B and C for sample pages of the register.

TABLE XI

SUMMARY OF FINDINGS REGARDING FAILURES IN EACH GRADE FOR THE SEVEN YEARS (1948-49 to 1954-55)

Grade	Physical	Emotional	Social	Mental	Regularity of Attendance	No. of Schools Attended	Parental Neglect	Economic Home Conditions	Total Failures per Grade
1	14	0	0	15	1	1	2	2	35
2	2	1	2	13	1	0	0	0	19
3	1	0	0	11	3	0	0	0	15
4	0	0	0	7	1	0	0	0	8
5	3	2	1	12	4	0	1	1	24
6	2	4	1	2	1	0	0	0	10
7	0	5	2	6	1	0	0	0	14
8	0	0	0	1	2	0	0	0	3
9	2	8	5	14	9	1	0	1	40
10	0	3	2	10	4	0	1	2	22
11	0	2	0	3	1	0	1	2	9
Total Failures per factor	24	25	13	94	28	2	5	8	199

Factors	No. Failing	Percent Failing
1) Development		
a) Physical	24	12.0
b) Emotional	25	12.5
c) Social	13	6.5
d) Mental	94	47.5
2) Attendance		
a) Irregularity	26	14.0
b) No. of Schools Att.	2	1.0
3) Home Conditions		
a) Parental Neglect	5	2.5
b) Economic Condition	8	4.0
Total Failures	199	100.0

Figure 1. Summary of Finding regarding factors determining non-promotion in Walland School, Blount County for seven years. (1948-49 - 1954-55)

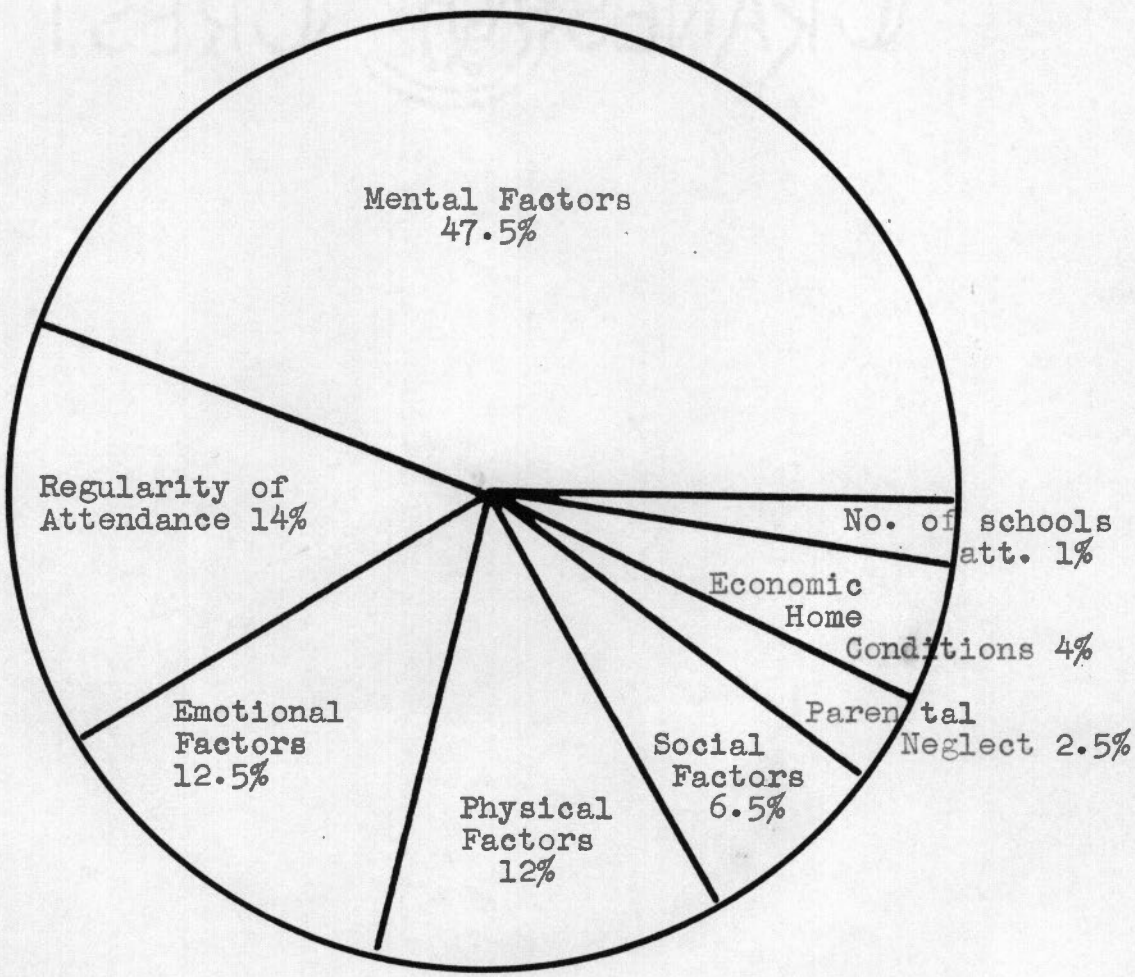


Figure 2. Comparison of the factors determining Non-Promotion with the whole

TABLE XII

FACTORS DETERMINING NON-PROMOTION IN THE FIRST GRADE
(1949-1955)

Year	1949	1950	1951	1952	1953	1954	1955	Total
Physical	2	2	3	2	3	1	1	14
Emotional	0	0	0	0	0	0	0	0
Social	0	0	0	0	0	0	0	0
Mental	0	0	2	0	0	4	9	15
Regularity attendance	0	0	0	1	0	0	0	1
No. schools attended	1	0	0	0	0	0	0	1
Parental neglect	1	0	0	0	1	0	0	2
Economic home condition	0	0	0	0	0	1	1	2

TABLE XIII

FACTORS DETERMINING NON-PROMOTION IN THE SECOND GRADE
(1949-1955)

Year	1949	1950	1951	1952	1953	1954	1955	Total
Physical	0	0	0	0	2	0	0	2
Emotional	0	0	0	0	1	0	0	1
Social	0	0	0	0	0	2	0	2
Mental	0	0	4	0	1	2	6	13
Regularity attendance	0	0	0	0	0	0	1	1
No. schools attended	0	0	0	0	0	0	0	0
Parental neglect	0	0	0	0	0	0	0	0
Economic home condition	0	0	0	0	0	0	0	0

TABLE XIV

FACTORS DETERMINING NON-PROMOTION IN THE THIRD GRADE (1949-1955)

Year	1949	1950	1951	1952	1953	1954	1955	Total
Physical	0	0	0	0	0	1	0	1
Emotional	0	0	0	0	0	0	0	0
Social	0	0	0	0	0	0	0	0
Mental	0	1	2	0	2	2	4	11
Regularity attendance	0	0	1	0	2	0	0	3
No. schools attended	0	0	0	0	0	0	0	0
Parental neglect	0	0	0	0	0	0	0	0
Economic home condition	0	0	0	0	0	0	0	0

TABLE XV

FACTORS DETERMINING NON-PROMOTION IN THE FOURTH GRADE
(1949-1955)

Year	1949	1950	1951	1952	1953	1954	1955	Total
Physical	0	0	0	0	0	0	0	0
Emotional	0	0	0	0	0	0	0	0
Social	0	0	0	0	0	0	0	0
Mental	0	0	0	0	1	3	3	7
Regularity attendance	0	0	0	0	1	0	0	1
No. schools attended	0	0	0	0	0	0	0	0
Parental neglect	0	0	0	0	0	0	0	0
Economic home condition	0	0	0	0	0	0	0	0

TABLE XVI

FACTORS DETERMINING NON-PROMOTION IN THE FIFTH GRADE (1949-1955)

Year	1949	1950	1951	1952	1953	1954	1955	Total
Physical	0	0	2	0	1	0	0	3
Emotional	0	0	0	0	2	0	0	2
Social	0	0	0	0	1	0	0	1
Mental	0	7	1	0	1	2	1	12
Regularity attendance	0	0	1	0	0	0	3	4
No. schools attended	0	0	0	0	0	0	0	0
Parental neglect	0	0	1	0	0	0	0	1
Economic home condition	0	0	1	0	0	0	0	1

TABLE XVII

FACTORS DETERMINING NON-PROMOTION IN THE SIXTH GRADE (1949-1955)

Year	1949	1950	1951	1952	1953	1954	1955	Total
Physical	0	0	0	0	2	0	0	2
Emotional	0	0	0	0	4	0	0	4
Social	0	0	0	0	1	0	0	1
Mental	0	0	2	0	0	0	0	2
Regularity attendance	0	0	0	1	0	0	0	1
No. schools attended	0	0	0	0	0	0	0	0
Parental neglect	0	0	0	0	0	0	0	0
Economic home condition	0	0	0	0	0	0	0	0

TABLE XVIII

FACTORS DETERMINING NON-PROMOTION IN THE SEVENTH GRADE (1949-1955

Year	1949	1950	1951	1952	1953	1954	1955	Total
Physical	0	0	0	0	0	0	0	0
Emotional	0	0	2	0	3	0	0	5
Social	0	0	0	0	2	0	0	2
Mental	0	0	2	1	3	0	0	6
Regularity of attendance	0	0	1	0	0	0	0	1
No. schools attended	0	0	0	0	0	0	0	0
Parental neglect	0	0	0	0	0	0	0	0
Economic home condition	0	0	0	0	0	0	0	0

TABLE XIX

FACTORS DETERMINING NON-PROMOTION IN THE EIGHTH GRADE (1949-1955)

Year	1949	1950	1951	1952	1953	1954	1955	Total
Physical	0	0	0	0	0	0	0	0
Emotional	0	0	0	0	0	0	0	0
Social	0	0	0	0	0	0	0	0
Mental	0	1	0	0	0	0	0	1
Regularity attendance	0	0	2	0	0	0	0	2
No. schools attended	0	0	0	0	0	0	0	0
Parental neglect	0	0	0	0	0	0	0	0
Economic home condition	0	0	0	0	0	0	0	0

TABLE XX

FACTORS DETERMINING NON-PROMOTION IN THE NINTH GRADE (1949-1955)

Year	1949	1950	1951	1952	1953	1954	1955	Total
Physical	0	0	0	0	0	1	1	2
Emotional	0	0	0	0	3	2	3	8
Social	0	1	3	0	0	1	0	5
Mental	2	0	2	3	0	4	3	14
Regularity attendance	2	3	1	1	1	0	1	9
No. schools attended	0	0	1	0	0	0	0	1
Parental neglect	0	0	0	0	0	0	0	0
Economic home conditions	0	0	0	0	0	0	1	1

TABLE XXI

FACTORS DETERMINING NON-PROMOTION IN THE TENTH GRADE
(1949-1955)

Year	1949	1950	1951	1952	1953	1954	1955	Total
Physical	0	0	0	0	0	0	0	0
Emotional	0	0	0	1	2	0	0	3
Social	0	0	0	0	0	2	0	2
Regularity attendance	0	0	4	1	0	1	4	10
No. schools attended	0	2	0	0	0	0	2	4
Parental neglect	0	0	0	1	0	0	0	1
Economic home conditions	0	0	0	0	0	0	2	2

TABLE XXII

FACTORS DETERMINING NON-PROMOTION IN THE ELEVENTH GRADE (1949-1955

Year	1949	1950	1951	1952	1953	1954	1955	Total
Physical	0	0	0	0	0	0	0	0
Emotional	0	0	0	0	0	0	2	2
Social	0	0	0	0	0	0	0	0
Mental	0	0	0	0	3	0	0	3
Regularity attendance	0	1	0	0	0	0	0	1
No. schools attended	0	0	0	0	0	0	0	0
Parental neglect	0	0	0	1	0	0	0	1
Economic home conditions	0	0	0	0	0	0	2	2

were no failures in the first grade due to "emotional" or "social" factors. There were fifteen failures attributed to "mental" factors. They were listed as four "low mental ability", eleven "lack of readiness for work attempted."

Under attendance one failure was for "irregularity of attendance," and one was "changing schools." There were two failures each of "Parental neglect" and "economic home conditions." This makes a total of thirty-five failures in the first grade for the seven years. Table XIII shows the factors which determined failures in the second grade (1949-1955) two physical failures were listed: one "visual," and one "general health."

There was one emotional failure. It was listed "lack of security." Two failures were social and were listed "Placement in age group."

There were thirteen mental failures, three were listed "Low mental ability"; nine were listed "lack of readiness for work attempted."

There was one failure due to "irregular attendance," making the total number of failures in the second grade nineteen for the seven years.

Table XIV shows the factors which determined failures in the third grade (1949-1955).

One physical failure was listed as due to "general health."

There were eleven mental failures of which two were

listed "low mental ability," seven "lack of readiness for work attempted," and two "laziness."

There were three failures due to "irregular attendance." The total number of failures in the third grade was fifteen for the seven years.

Table XV shows the factors which determined failures in fourth grade (1949-1955).

There were no physical, emotional, or social failures in this grade. There were seven mental failures. Three were listed "low mental ability." Four were listed "lack of readiness for the work attempted." One was due to "irregularity of attendance." The total number of failures in the fourth grade was eight for the seven years.

Table XVI shows the factors which determined failures in the fifth grade (1949-1955).

There were three physical failures. They were listed as follows: one "speech," one "visual," and one "nutrition."

There were two emotional failures, listed as "failings to adjust to school."

There was one social failure listed as "Placement in age group."

Twelve failures were attributed to mental factors and were listed only under that heading.

Four failures were due to "irregularity of attendance."

Two failures were listed under the home, one each

for "parental neglect" and "economic home conditions," bringing to twenty-four the total number of failures in the fifth grade for the seven years.

Table XVII shows the factors which determined the failures in the sixth grade (1949-1955).

There were two physical failures; one was listed "visual," and one "nutrition."

There were four emotional failures, two were listed "feeling of belonging," and two were listed "presence of fears."

One was a social failure listed "placement in age group."

Two were mental failures due to "low mental ability."

There was one failure caused by "irregularity of attendance."

The total number of failures for the sixth grade was ten.

Table XVIII shows the factors which determined failures in the seventh grade (1949-1955).

There were no failures attributed to physical factors.

Five failures were listed as "emotional"; three were listed "feeling of achievement," and two "presence of fears."

Two social failures were listed, one under "delinquency" and one under "social adjustment."

There were six mental failures: two "low mentality," one "lack of readiness for work attempted," and three "academic achievement" or a "don't care attitude."

One failure was due to "irregular attendance."

The total number of failures for this grade was fourteen for the seven years.

Table XIX shows the factors which determined the failures in the eighth grade (1949-1955).

There were only three failures in the eighth grade throughout the seven years. One was "lack of academic achievement," and two "irregularity of attendance."

Table XX shows the factors which determined failures in the ninth grade (1949-1955).

There were two physical failures in this grade, one listed as "visual," and one "general health."

There were eight emotional failures and all were listed under "adjustment to school," with the explanation of "failing to adjust to departmental work."

Five failures were listed under the social heading. One was listed "kind of school friends," three "social adjustment," and one "placement in age group."

Fourteen were mental failures and were listed: one "low mental ability," thirteen "lack of readiness" or "inability to read subject matter attempted."

Nine failed because of irregularity of attendance and one because of changing schools. One failure was due to

"economic home conditions." The total number of failures for the ninth grade for the seven years was forty.

Table XXI shows the factors which determined the failures in the tenth grade (1949-1955).

There were no failures due to physical factors.

There were three emotional factors listed as "emotional."

Two social failures were listed under "social adjustment."

Ten mental failures were listed as follows: four "lack of readiness," one "don't care," five "inability to achieve because of inability to read."

Four failures were due to "irregularity of attendance," one because of "parental neglect," and two because of economic home conditions. The total number of failures was twenty-two.

Table XXII shows the factors which determined failures in the eleventh grade (1949-1955).

There were two emotional failures and were listed as such.

There were three mental failures and were listed: one "don't care," two "lack of academic achievement due to laziness."

One failure was due to "irregularity of attendance," and two to "poor home conditions and parental neglect."

The total number of failures for the eleventh grade for the seven years was nine.

There were no failures in the twelfth grade.

In summary, it is seen that of the one hundred ninety-nine pupils failing of promotion for the seven year period, twenty-four were due to physical reasons, twenty-five due to emotional causes, thirteen to social factors, ninety-four to mental factors, twenty-eight to irregularity of attendance, two to the number of schools attended, five to parental neglect, and eight to economic home conditions.

A summary of these findings is shown in Table XI and Figure 1, and again to give a clearer picture of the distribution of each of the factors as compared with the whole, it is given in a circle graph, Figure 2.

A summary of the findings of the questionnaire follows:

1) In the first, second, and third grades "immaturity" was listed number one, "regularity of attendance" was listed number two, and "chronological age" was listed number three.

2) In the middle grades "reading ability" was listed number 1, by all three teachers "chronological age" was listed number two by two teachers, "knowledge of subject matter" was listed number two by one teacher of this group. I.Q. was listed number three by two teachers and "regularity of attendance" was listed number three by one

teacher.

3) In the upper grades and in the secondary school "reading ability" was listed number one by every teacher in these grades. Eleven of the thirteen teachers listed "knowledge of subject matter" number two and two listed I.Q. as number two and "knowledge of subject matter" number three. Seven listed "regularity of attendance" as number three, and four listed "belonging" as number three.

CHAPTER III

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The preceding chapters of the study set up the purpose and importance of the study. The tentative hypothesis was that the study of the factors, upon which the teachers of Walland School have based non-promotion for the seven years, would show that the curriculum throughout the seven years of the survey did not always meet the needs of the pupils, and that this would be revealed by a study of the factors used in determining pupil progress.

After reviewing the data presented in this study the following conclusions are offered:

1) Twelve per cent of the total number of failures were attributed to physical factors with immaturity predominant.

2) Twelve and five-tenths per cent were attributed to emotional factors.

3) Fifteen per cent were attributed to matters of attendance.

4) Six and five-tenths per cent were attributed to home conditions and parental neglect.

5) Six and five-tenths per cent were attributed to social factors which occurred almost wholly in the upper grades (9-11).

6) Forty-seven and five-tenths per cent were

attributed to mental factors. This forty-seven and five-tenths was made up of ninety-four failures; and forty-four of these were listed "lack of readiness" and twenty-two were listed "lack of academic achievement." (The teachers had written in inability to read subject matter.) If a curriculum meets the needs of the individual pupils, there is little or no excuse for failures due to "lack of readiness for work attempted" or to "lack of academic achievement."

The findings of the questionnaire substantiate the above conclusions.

The first grade made up the greatest per cent of retardation. The fifth grade ranked second, while the second grade had the third greatest per cent of non-promoted pupils. In the upper grades the ninth grade had the greatest per cent of non-promoted pupils with the tenth grade ranking second.

In the first grade fourteen of the thirty-five failures were attributed to physical factors with immaturity predominant. Fifteen first grade, thirteen second grade, and eleven third grade failures were attributed to mental factors. Emotional and social failures; of which there were twenty-five and thirteen respectively; occured almost wholly in the grades from six to eleven.

Mental factors accounted for ninety-four failures or almost half of the entire number of pupils failed. In the grades one through five, forty-three of these failures were

listed "lack of readiness". In the upper grades seven through eleven, twenty-two of these failures were listed "lack of academic achievement", and the teachers had written in "inability to read the subject matter."

Attendance failures ranked highest in the ninth grade, with the fifth and tenth grades tying for second place.

The social failures which made up six and five-tenths per cent of the total number of failures came almost wholly in the upper grades (9-11) with the ninth grade ranking first, with nine of its forty failures being attributed to social causes.

A total of thirteen failures were attributed to poor home conditions and parental neglect. These were about equally distributed throughout the eleven grades. (There were no failures listed in the twelfth grade.)

Since the predominant factor in the grades one to three was immaturity, the indications are that too many children are encountering experiences for which they have had no preparation. It may indicate that the children are entering the first grade too young, so raising the entry age of five one-half years might be a solution. Yet again, in this particular instance, it may indicate inadequate backgrounds of experience at home and a meager command of oral language even at an advanced age. This would indicate that the schools under their present organization are not

meeting the needs of the so-called immature child.

Since sixty-five of the ninety-four failures attributed to mental factors were listed as "lack of readiness" or "lack of academic achievement", it would seem to indicate that "readiness" may mean to the teachers of Walland School "the ability to do standard grade work." Since in the upper grades the teachers had written in the explanation of "lack of academic achievement", as being "the inability to read subject matter", it may indicate a need for each teacher to teach reading of each type of subject matter.

Some of the failures attributed to mental factors may well be either social or emotional failures. In recent studies it has been shown that emotional upsets sometimes cause a mental block and this may be true in some of the ninety-four failures attributed to mental factors by the teachers of Walland School.

The failures attributed to low mentality might well be due to emotional stresses or inadequate home backgrounds.

There may be the indication that the teachers of Walland School are depending too much on teacher opinion and not enough on "Mental ability tests" and "Achievement tests" and on the wealth of research studies about children that have been conducted.

In the upper elementary grades and in the secondary school many of the failures were attributed to "lack of

ability to read the subject matter". This may indicate a need by the teachers for more knowledge about growth factors which are related to learning and the changing demands and uses of reading in our day so as to better gear the reading instruction to the needs of the present day pupil and his contemporary life.

If a curriculum provides for individual differences there will be little excuse for failure for lack of achievement in subject matter.

The Writer means no criticism of the teachers of Walland School, nor their methods of instruction, but men and women of every profession should keep abreast of new methods and developments. What profession is more important than the teaching profession? Teachers train the citizens of tomorrow.

Successful participants in a democracy are made, not born. Is it possible that many schools are using too much time trying to find out what pupils cannot do and keeping them at that precise thing? Would it not be more democratic to find out what pupils can do and help them to do those things better? Far too many schools are doing the former and hoping that their programs will lead to the making of good citizens.

The curriculum should be formulated in light of its total effect upon the individual and of the development of democratic objectives of education. These two considerations

cannot be separated without making education a mechanical process, and democratic action does not flourish in a mechanistic environment.

The method in a democratic curriculum must not be of the traditional question-and-answer type. Rather, opportunities should be provided for pupils and teachers to discover, recognize, and attempt to solve problems taken from life experiences. Since democracy implies that each individual shall have a chance to enter into group deliberation, then in the democratic curriculum we must recognize the right of every child to investigate, inquire into, and help solve the problems which are pertinent to his life and to the lives of his associates now. The ways of democracy can be learned, but they become functional in the life of the pupil only to the extent that he actually practices them in resolving the problems, issues, and conflicts that confront him today. The problem approach allows the teacher to assume the role of a friendly guide, rather than an autocratic dictator common in the program that is completely subject-matter-centered.

Recommendations

Since in some grades there were few or no retentions it seems to the writer that there is a need for a common philosophy that will hold true throughout the twelve grades.

It seems that some teachers hold to the philosophy of taking each child where he is and meeting his individual needs so far as possible and then passing him, while other teachers have set up standards which all pupils must attain or fail. This would seem to imply that the teachers need to explore more and better ways of working together to better understand children and their developmental patterns of growth.

Since the highest percentage of failures occured in the first grade and since most of the failures in the lower grades were attributed to immaturity, the writer feels that this has implications for a legislative change in the age of entrance to first grade. Such a change would help relieve the immature children of social and emotional problems caused by pressure and fear.

Another solution to this problem of immaturity might be a longer period of time for readiness experiences. This could be attained by allowing four years for the immature children to complete the first three grades. This calls for the full understanding and cooperation of the parents because pressure is placed on both the teacher and the pupil by the parents. This points up the need of more home-school understanding and co-operation to promote pupil, teacher and parent growth toward the desired end.

The conclusions of this study might be further substantiated by a similar study made of the feeder schools.

Such a study might help clarify problems at the secondary school level.

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APPENDIX

APPENDIX A

QUESTIONNAIRE

Dear fellow teachers, Will you please check the factors below in the order of their importance as you use them in determining pupil progress.

1) Physical development
   a) immaturity
   b) chronological age
   c) health
2) Emotional development
   a) attitudes
   b) stability
   c) individual differences
3) Mental development
   a) Reading ability
   b) knowledge of subject matter
   c) M.A. (I.Q.)
4) Social
   a) adjustment
5) Home conditions
   a) parental neglect
   b) economic condition
6) Attendance
   a) regularity
   b) changing schools

APPENDIX B

A GUIDE FOR STUDYING INDIVIDUAL CHILDREN'S PROGRESS

Each pupil, especially those whose progress is slow, should be studied continuously throughout the year in order to prevent failure in school. Among the factors which affect pupil progress and which should be kept in mind while studying pupils' needs are those listed below:

I. The Child

A. Development

1. *Physical factors:* Visual, Auditory, Speech, Maturity, General Health, Vitality, Nutrition
2. *Emotional factors:* Changing schools, Adjustment to school, Feeling of security, Feeling of belonging, Feeling of achievement, Presence of fears, Participation in school activities
3. *Social factors:* Kinds of school friends, Adult friends, Social adjustment, Placement in age group, Delinquency
4. *Mental factors:* Mental ability, Readiness for work atempted, Academic achievement

B. Attendance
Did he enter school late? Has attendance been regular? Did he transfer from another school?

C. Recreation
How does each child in this school spend his leisure time?

II. The Home

Economic conditions
Social status of family
Parents' attitude toward school
Number and health of adults living in the home
Number and health of children living in the home
Parent-parent and parent-child relationships
Other factors affecting home life

III. The Teacher

A. Personal factors: Attitude toward school and children, Physical condition, Social adjustment, Emotional adjustment

B. School attendance

C. Classroom procedure

1. Do you understand child growth and development?
2. Do you look for reasons for behavior?
3. Have you found the interests of all pupils?
4. Are you making sure that every child has at least one adult friend?
5. Is the curriculum based on needs of children?
6. What provision do you make for meeting individual needs of the pupils?
   (a) Different levels of material, (b) Minimum essentials, (c) Enriched assignment for bright pupils, (d) Enrichment and variety in extra practice for slow learners, (e) Utilization of special aptitudes.
7. Are materials available on the level of all pupils?
8. How much remedial instruction do you give? None, Little, Much. In what subjects?
9. Have you visited in the home of every child whose progress is slow?
10. Have you had a conference with the parents of every child whose progress is slow?

If the promotion of any pupil is doubtful, the teacher, the pupil, the parent, the principal, and the superintendent should cooperate in deciding whether he should be promoted or retained.

STATE OFFICE COPY
(Only principals should submit this report for entire school.)

System _____

School _____

Teacher _____

Grade _____

Names of pupils not promoted this year	Sex	Grade This Year	Number Times Failed	PRINCIPAL CAUSE OF NON-PROMOTION THIS YEAR	Grades Repeated (Example 3, and 5)	Age as of September 1, 19__	Mental Age. (Give Year of Test if Available.)	Intelligence Quotient. (Give Year of Test if Available)	Age Entered First Grade	Vision (See Code)	Hearing (See Code)	General Health (See Code)	Expects to Go to High School	Days Present This Year	Number Schools Attended

CODE:
1, poor; 2, average; 3, good.