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Colony

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ANNE C. DEW SCHOOL

CURRICULUM GUIDE

Arizona Children's Colony

Coolidge, Arizona

ARIZONA CHILDREN'S COLONY
COOLIDGE, ARIZONA
1925

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TABLE OF CONTENTS

Preface— Classroom Procedure, Methodology and Discipline— Qualities for a Special Education Teacher.....	3
Quotes on Discipline—G.D. Thorne, Superintendent.....	5
“ABC’s of Good Discipline”.....	6
“Children Learn What They Live”.....	7
Introduction—Total Program Philosophy—T.P. Lombardi, Director	
Education and Training.....	8
Teacher—Consensus of Attitudes.....	10
Chapter I Pre-School Classes.....	11
Chapter II Primary Trainable Classes.....	25
Chapter III Primary Educable Classes.....	34
Chapter IV Intermediate Educable and Trainable Classes.....	39
Chapter V Institutional Training Classes (Trainable).....	45
Chapter VI Pre-Vocational Classes (Educable).....	74
Chapter VII Acoustically Handicapped (Deaf Educable).....	90
Chapter VIII Work Experience Classes (Educable).....	104
Chapter IX Mr. Lombardi’s Articles on Recreation and Adult Education.....	119
Chapter X Arts and Crafts.....	129
Chapter XI Sewing.....	144
Chapter XII Physical Education (Educable and Trainable).....	148
Chapter XIII Industrial Arts—Woodworking (Shop-Educable).....	162
Chapter XIV Music (Educable and Trainable).....	167
Chapter XV Home Making (Educable and Trainable).....	181
Chapter XVI Language Development (Speech Improvement) All Classes.....	202
Chapter XVII Formation of Individual Speech Sounds and Speech Improvement Lessons.....	206
Chapter XVIII Colony’s Speech and Language Program Presentation and Practice Material.....	233
Freddy Freed Hated to Read.....	267

CLASSROOM PROCEDURES, METHODOLOGY AND DISCIPLINE WITH SOME SUGGESTED QUALITIES FOR A SPECIAL EDUCATION TEACHER

Quotes:

“Discover the child and then help the child to discover.” – Stanley M. Cann

“It is the teacher’s job to provide a learning environment in which every child can start where he is and move as fast and as far as his capacity will let him.” – Ann Edson

“Children learn best in a friendly, permissive atmosphere. We as teachers invite confidence, but we understand that confidence from a boy or girl is the reward of friendship. To establish a friendly relationship, a teacher creates a permissive atmosphere through understanding not through inadequacy. He permits freedom of action and initiative because he recognizes the pupil’s need for growing in self-direction. However, he is fully capable of directing the class and of commanding attention and obedience in any emergency in which prompt leadership is necessary. A permissive teacher helps his pupils establish the limits of permission. They must have respect and regard the rights of others.” – anon

TEN COMMANDMENTS FOR A SPECIAL EDUCATION TEACHER

Qualifications for a teacher of the Mentally Retarded (Suggestions from “The Educable Mentally Retarded Child and His Teacher” – Stella Stillson Slaughter)

The teacher of the mentally retarded should possess skills, qualifications and strength of character expected of a well qualified teacher of the primary or elementary school grades. He should receive specific instruction in the psychological, sociological, and educational implications of mental retardation so that he may understand the needs of the retarded, and the procedures to be followed in meeting these needs.

He should be able to choose teaching materials on the basis of their relative merits as measured by their influence upon the growth and development of a child. He should be able to judge the comparative value of different teaching methods and select those most likely to bring desired results. The teacher should be able to evaluate success as measured by the progress shown by pupils. He should know why he is teaching what he is teaching.

The teacher of the mentally retarded should be possessed of the following traits:

1. Maturity and Stability.
Responsibilities demand maturity. The teacher who lacks self-discipline cannot be expected to develop that quality in children of limited intellectual abilities.

2. Health and Vigor.

Classroom duties, which are strenuous combined with the many extra curricular duties which activate and give vitality to teaching, require health and vigor. The teacher should not be so fatigued by professional activities that there is no opportunity to "live a life of his own."

3. **Patience and Tolerance.**
Patience is required to teach the child who comprehends feebly, learns slowly and forgets easily. Any aversion on the part of the teacher toward some physical anomaly is likely to be sensed by the child no matter how well the teacher attempts to conceal it.
4. **Cheerfulness.**
Cheerfulness is an important asset for the retarded, and he readily emulates the moods of his teacher.
5. **Calmness.**
The excitable, overly demonstrative teacher overstimulates his pupils and creates behavior problems.
6. **Adaptability.**
The teacher of the mentally retarded deals with a variety of personalities with varying needs. He thus depends, largely, upon the ability to adjust his teaching procedures as pupil needs and situations direct.
7. **Resourcefulness.**
There is the need to seek out materials of instruction not provided for in the school set up. The teacher needs to be able to recognize resources as resources and utilize same.
8. **Originality.**
When interest lags the teacher should be able to devise new and different ways of presenting materials so as to recapture interest.
9. **A Cooperative Attitude.**
The teacher may be called upon to cooperate with individuals who can furnish psychological, medical, or sociological information about pupils. The more cooperatively the teacher reacts toward them, the more help he can expect from them.
10. **Desire for Knowledge.**
In order to better understand his pupils and interpret the advice furnished by specialists, the teacher needs to keep abreast of new developments concerning studies, experiments, and findings relating to mental retardation.

It is the teacher's responsibility and privilege to provide a friendly, relaxed and interesting atmosphere which will stimulate the child's natural curiosity and desire to explore and find out for himself. Very valuable is the element of surprise, where upon entering

the classroom, he looks around eagerly to see what new things there may be to interest him.

Expose him to learning experiences. The child's mind may be likened to a sponge, absorbing that which is about and around him. Be alert to make the most of every opportunity to plant the seeds of knowledge and learning in the open, inquiring mind.

In the informal play situation one might be said to catch them off guard as they play — and soon he may hear it played back to him whether it be a snatch of a song, an expression or simple admonition.

SOME SUGGESTIONS AND THOUGHTS ON MEANINGFUL CONSISTENT DISCIPLINE OBTAINED FROM UNDERSTANDING THE MENTALLY RETARDED, McGraw Hill — 1965, written by Gareth D. Thome, Superintendent of the Mental Retardation Center of the Arizona Children's Colony.

"Much of the routine day — today learning which takes place as part of institutional life is related in some way to discipline and learning the 'dos' and 'don'ts'."

"Discipline is a psychological problem, that is, it involves an attempt to modify or change behavior, or, at least, this should be the objective."

"In order for discipline to be of value, the reason for the discipline, and the nature and extent of the discipline must be thoroughly understood by the resident. Under no circumstances should one ever administer discipline which purposefully embarrasses or degrades a resident."

"Segregation is an old method of institutional control, and unfortunately, it is still wrongfully used to some extent in a few institutions. In so far as its effectiveness is concerned, there can be little doubt that segregation will bring about a modification of behavior, but the modification usually is not in the direction of a favorable change because segregation provokes anger and fear. To isolate the resident as punishment is to separate him from the situation in which his failure of adjustment occurred. It is impossible to create a learning situation if you remove the learner from it."

"It is very important for the mentally retarded to learn that there are limits of behavior to which all are expected to conform. Living happily within these limits is an essential part of social life in the community at large and in the institution."

"Children learn to conform to limits through experience, guidance and training. These internal controls do not appear spontaneously but are a result of years of training and experience. . . . His participation and social success in some situations might be very limited. It is important, therefore, that teachers temper their expectations of the retarded person with judgment; they should not require more of the retardate than he can do."

The Curriculum Committee feels deeply that this is a positive

aspect of a subject which too often has only negative connotations.

Following is a suggestion taken from the book **MENTALLY RETARDED CHILDREN AND THEIR EDUCATION** by Weber:

A POSITIVE MEANING OF DISCIPLINE

“Discipline is a positive term. It is the guidance or teaching which molds, corrects and strengthens patterns of action or thought. To the child, discipline is first a learning to accept rules and stay within their established limits.”

A B C's OF GOOD DISCIPLINE

(Taken from *Understanding M.R. Children*—Blodget & Warfield)

- A – For affection, a basic tie between teacher and student.
- B – Balance, a wise weighing of values.
- C – Consistency of goals, not always methods, and tempered by the individual differences of place and time.
- D – Democracy, the rights of the individual to self-respect and a feeling of personal worth.
- E – Effort, continuous and never ceasing.
- F – Firmness, but not rigidity.
- G – Generosity, of time and patience.
- H – Helpfulness, every-ready and wisely given.
- I – Imagination, resourcefulness in finding new and better ways.
- J – Joyousness, the delights of success should be every day.
- K – Kindness, with the long view.
- L – Laughter, the balance wheel in times of stress.
- M – Management, judicious choice of methods.
- N – Nurture, of good health in emotional relationships.
- O – Outlets, direction of drives into ways acceptable.
- P – Praise, never stinted.
- Q – Quietness, frequent freedom from anxieties and excitement.
- R – Routine, necessary and comfortable.
- S – Security, safety and protection from unnecessary danger.
- T – Tolerance, of failure and weakness.
- U – Understanding, of individual differences in interests and skills.
- V – Vigilance, watchfulness for danger signals.
- W – Warmth, the readiness to express affection.
- X – To mark the place, here and now.
- Y – For “yeses,” may they out number the “noes.”
- Z – Zest, for today and tomorrow.

CHILDREN LEARN WHAT THEY LIVE

IF A CHILD LIVES WITH CRITICISM,

HE LEARNS TO CONDEMN.

IF A CHILD LIVES WITH HOSTILITY,

HE LEARNS TO FIGHT.

IF A CHILD LIVES WITH RIDICULE,

HE LEARNS TO BE SHY.

IF A CHILD LIVES WITH JEALOUSY,

HE LEARNS TO FEEL GUILTY.

IF A CHILD LIVES WITH TOLERANCE,

HE LEARNS TO BE PATIENT.

IF A CHILD LIVES WITH ENCOURAGEMENT,

HE LEARNS CONFIDENCE.

IF A CHILD LIVES WITH PRAISE,

HE LEARNS TO APPRECIATE.

IF A CHILD LIVES WITH FAIRNESS,

HE LEARNS JUSTICE.

IF A CHILD LIVES WITH SECURITY,

HE LEARNS TO HAVE FAITH.

IF A CHILD LIVES WITH APPROVAL,

HE LEARNS TO LIKE HIMSELF.

IF A CHILD LIVES WITH ACCEPTANCE AND APPROVAL,

HE LEARNS TO FIND LOVE IN THE WORLD.

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"PHILOSOPHICAL GUIDE TO THE EDUCATION AND TRAINING CURRICULUM"

ANNE C. DEW SCHOOL

ARIZONA CHILDREN'S COLONY

The reason for this specific curriculum you are about to view is to assist teachers/instructors at the Arizona Children's Colony in developing and guiding each resident's social, academic, and occupational growth to its fullest potential. It is based upon individual needs, interest, and abilities with specific goals and expected achievements at the various program levels (primary, intermediate, pre-vocational, etc.). As with sound educational practice for all children and adults, the unique growth of the individual, not groups, is the crux of our educational philosophy. To insure this, our approach is eclectic, utilizing a full array of materials and techniques such as team teaching program learning, thematic monthly units, etc. In developing our curriculum, it would appear that the objective set forth by the Educational Policies Commission of the National Education Association are most suitable. These are listed under four major headings:

1. The objective of self-realization
2. The objective of human relationship
3. The objective of economic efficiency
4. The objective of civic responsibility

The curriculum has been proposed to fit the needs of the mentally retarded with his academic and often psychological deficiencies. Although flexible to allow for individualization, it has been developed cognizant of the uniqueness of the Colony and the State of Arizona. Since we feel our Colony is a community within itself, our goals and purposes for education must reflect the philosophy of this community. In specific terms, we feel the individual resident is of "all importance" and all of our services are available to serve, guide, and develop the individual to his fullest extent.

Although the mentally retarded are more alike than different from the normal, there are certain noted differences which have been considered for curriculum purposes:

1. The mentally retarded's mental development will be slower than average.
2. The mentally retarded will attain standards in the physical and social field to approximate that of the average, more than in the field of mental and educational development.
3. The mentally retarded will attain physical skills closer to that of the normal and will probably find greater vocational success in these areas.

4. The mentally retarded's adoption to the vocational field will be more in the unskilled and semi-skilled trade areas.
5. The mentally retarded for educational purposes may often be grouped into special sub-classifications.

The prime purpose of our project has been the development of a curriculum. However, the formation of the curriculum committee may truly prove the greater asset. Teachers and instructors during this writing have had an opportunity to exchange ideas, discuss methods, develop new insights, and appreciate the importance of sequential developmental steps. They found it necessary to be supportive of one another when asked, "Where are you taking these residents?" Together they have recorded their answers.

We, at the Colony, know our residents have the normal needs for individual recognition, peer and group acceptance, pride in achievements, and meaningful incentives. They often possess an insatiable curiosity which must be fed experiences — with personal and personnel understanding.

At the Colony, the recreational/educational therapist and the classroom teachers work jointly in planning school orientated field experiences. Our day school residents talk about "getting promoted" and "graduation" which we feel are normal conceptual steps meaningful to the residents.

Monthly themes are used to reinforce general student body cohesiveness of important concepts and monthly assemblies reinforce our themes. Individual awards for various training gains are given at the end of the school year at a formal exercise/graduation night.

A great deal of emphasis is placed upon social learnings and decision making. This can be evidenced by the many extra-school curricular activities and the importance of our student government. The student government has actually developed rules for the school (no gum chewing) as well as, broader Colony responsibilities (naming the Colony's streets and roads).

Every class has a tool-subject teacher to offer practical skills which must be taught for optimal total performance. Since the school is departmentalized, this has given greater impetus to our "team teaching" approach. Information and recommendations from the Colony's Unit System which governs our residents, is one of the ways we insure our "individualized programming". A truly multi-disciplinary approach is used in the Education and Training Program at the Colony, incorporating the knowledge and skills of the physician, psychologist, social worker, speech therapist, cottage parents, physical therapist, and of course, teacher.

The curriculum has been developed not just with consultants, guide books, articles, and professional papers but with practical classroom demonstrations by the teachers with the residents, who will be guided by these writings. As our population at the Colony changes, so must our curriculum. We feel through the inter-communication developed by the curriculum committee, we will be ready to adjust and readjust our guides so as always to meet the educational and training needs of the Colony's population.

A CONSENSUS OF TEACHER ATTITUDES REGARDING OUR CHILDREN OF THE ANNE C. DEW SCHOOL

He may talk, laugh and cry. He may have no language but a cry. The child probably has most of the five senses. However, these may need to be developed. We feel that our School Curriculum adjusts to his abilities, disabilities, and possibilities, during his formative years.

Our retarded residents are more normal than different. They have the same needs and should be considered as individuals and treated as such.

We attempt to develop his potential to the fullest even though his mental capacity is limited.

Each child is unique and is given the opportunity to develop in areas where he can succeed.

It is the proper function of all social institutions and of every individual to assist each person in achieving optimum development and usefulness.

A retarded child needs to be loved as much as any other child, if not more and he needs a smile, which signifies affection. The smile is also a step toward another great need, that of acceptance. Everyone needs to feel that he is accepted. Thus, the retarded child with all his limitations needs to be accepted as he is, not as what we would like him to be. We attempt to cultivate a sense of humor in our residents, to help smooth the sharp, rough corners in his path. He must learn his own rights and also to respect the rights of others.

CHAPTER 1

PRE-SCHOOL CLASSES

The needs of retarded children of pre-school age are exactly the same as those of normal children, only they have more of them. It is those needs – for patient, loving discipline and stimulation in an accepting atmosphere that the Colony Program attempts to meet.

Our young residents are trained to get along in a group in a responsive and responsible way. These children usually have chronological ages of 4 to 8 and mental ages from 1.8 to 3.5. Wherever possible they are grouped homogeneously. The teacher attempts to develop muscles, coordination and the kinds of perceptions they will need. Music, dancing, and rhythmical exercises help develop young muscles, while block building, flannel board work, and other directed play helps develop coordination, as well as recognition of objects and the relation of them to experiences. Hearing stories and acting them out helps develop speech abilities and stimulates imagination. Art is used to help a child express his own unique personality.

Emphasis is placed on the children learning to cooperate in a group setting by obeying the teachers so they can devote themselves to teaching rather than just discipline. Each child must learn to share, wait his turn, be on time, and be courteous to others. Although a tedious but rewarding task, attention span is increased so the child may enter the next phase of the program.

The threshold stage of starting with a child is sort of an adjustment period when a teacher gives the child a chance to become acquainted with his new environment, and the teacher making close observations as to how much, if any, activity the child will initiate on his own. Also observing how much, if any, interaction takes place with the new child to his peers in the class. If the child does not interact, it is the duty of the teacher to be aware of all the ideal opportunities to bring him gradually into more and more activities.

The first task is to try to reach the child through guided activity, and it is through this activity, that later he may reach out of his own free will to make his own selection, and thus be on the road to acquiring independence.

The movements of the child become more coordinated with the passing of the days, and gradually they begin to reflect upon their own acts. You first begin by observing delayed and sometimes disordered movements changing gradually to spontaneous actions.

In order to show results in the intellectual progress of the pupils, a form of exhaustion illustrative of the needs of special education prostrates one. It is as if you give to them some vital force from within you, enabling them to attempt to learn to walk, run, skip, jump, walk upstairs (maintaining equilibrium); and to feel the beginning education of the muscular sensations by touching and noting the differences in temperatures – hot or cold, which is educating the particular senses, via V.A.K.T. material (Visual, Auditory, Kinesthetic, Tactile):

Proper equipment is essential.

Instructions should be as simple and brief as possible.

Attention spans being extremely limited, teachers should be ready to change activities as needed.

Have a variety of activities planned ahead.

Watch for signs of exhaustion – alternate from active to quiet games or other activities. Children have need for security – you by your acceptance, guidance, warmth and familiar routines can provide this security.

Children often have need to release aggressions. Let them take it out on things such as balls, punching bags and objects of aggressive play instead of people.

Through such a program as mentioned on the following pages, some of the areas which a child begins to accept and adjust to are: group adjustment, learning to acclimate to new surroundings, accepting responsibilities, recognizing and respecting class regulations and teacher authority, responding to directions, learning self-care and independence, verbal ability, and self control.

Pre-School PROGRAMS ARE THE INITIAL STEPS IN TRAINING YOUNG RETARTED CHILDREN.....

Purpose and Objectives of Pre-School Program

A. PURPOSE AND OBJECTIVES

1. To "give life a meaning and a purpose."
2. To prepare a child for possible entrance into a Public School Program.
3. To provide a program of many varied activities, which will help in developing a child to reach his potentials to the fullest of his capacity.
4. To stimulate the child in order for him/her to become aware of his/her environment.
5. To help a child to adjust to new environments.
6. To stimulate in the child an awareness of himself.
7. To help the child develop habits of self-help, cleanliness and personal care.
8. To promote social and emotional adjustment.
9. To stimulate speech where possible – a very necessary means of communication.
10. To introduce to the child various didactic materials which will help develop coordination as well as intellect.
11. To stimulate and develop an M.R. child, so that he may be accepted into a school program earlier than he would – had he not had pre-school training.

(In an institutional setting:)

To prepare a child with the possibility of a placement into a

a higher grade cottage. Through group adjustment, learning to acclimate to new surroundings, learning to accept responsibilities, recognizing and respecting class regulations, and learning to accept them, this type program prepares the child to easily accept socially and academically a classroom situation.

B. AREAS OF TRAINING

- A. Sense training
- B. Language development (speech)
- C. Physical development
 - 1. Rhythmic activities
 - 2. Motor control
 - 3. Coordination (muscular)
- D. Music
- E. Cleanliness and self-care
- F. Social behavior
- G. Arts and crafts

I. Sense Training

Objectives

To develop in the child the ability to identify his environment, and an awareness of his environment. To develop the ability to make distinctions and comparisons. To stimulate interest and awareness.

A. AREAS OF TRAINING

- 1. Sight
 - A. Color recognition
 - B. Form and size
 - C. Correct observation
- 2. Auditory
 - A. Difference between loud and soft
 - B. Difference in tones
 - C. Recognizing different sounds

3. Tactile

- A. Difference between rough and smooth
- B. Difference between hot and cold temperatures

Activities used in these areas are peg boards, stringing beads, blocks, paint, crayons, pictures, balls, rhythm instruments such as sand blocks, rhythm sticks, etc.

II. Social Adjustment

Objectives

- A. To develop acceptable habits of social behavior
- B. To develop habits of sharing and cooperation
- C. To develop habits of self control

Specific Objectives

- A. To share
- B. To sit quietly
- C. To use self control
- D. To keep clean and neat
- E. To cooperate in work and play

Training in this area is of primary importance as an overall objective.

Learning to work together, sharing and playing with other children, under teacher guidance, helps the child to develop self control, and respect for the rights of others by observing classroom regulations and teacher authority.

Group and social adjustment underlies the entire program.

Whether the children be finger painting, participating in free play or music, group adjustment is stressed.

(An institutional setting for the severely retarded is an introduction to existing in a different sort of group situation from what they have been formerly accustomed.)

III. Self Care and Independence

Objectives

- 1. To develop good habits of cleanliness
- 2. To create an interest and desire to be clean
- 3. To promote independence

All opportunities are given for growth in self care. Teaching a child how to properly remove wraps and also to put them on. Teaching them to place clothing in the appropriate area (e.g. hanging them up, etc.).

Making a personal selection of toys and afterward putting them away.

Table etiquette is stressed during the light lunch, setting table, eating properly, and, afterward, removing their own cups and napkins.

All these areas help to establish a pattern of self-care and independence.

(In a residential setting self-care can be stressed by teaching bathing and dressing behavior by use of the Premack method (see glossary). Two sessions each day can be set aside to teach this behavioral modification by the use of positive reinforcements.)

PHYSICAL HEALTH

- A. Wash hands with soap and water before juice time
- B. Wash hands after toileting
- C. Blowing nose when necessary and use of tissues
- D. Establish safety habits through repetition

IV. Muscular Coordination

Objectives

Objectives listed below, may be augmented and brought to earlier fruition by utilizing our growing recreation program. (See article page 120)

- A. To develop muscular coordination
- B. To orient the child to enjoyable leisure time activities
- C. To promote social development
- D. To develop control of body movements
- E. To develop the ability to follow instructions and directions
- F. To develop a response to rhythm
- G. To develop imagination and creativeness

For physical growth and development of muscular coordination, the class engages in such activities as block building, pegs, puzzles, throwing bean bags, finger play and finger action, crayons, clay, paste and physical exercise with the help of rhythm records, sand blocks, bells, rhythm sticks, physical education, etc. Montessori frames for lacing, buttoning, zipping, snapping, etc.

Also, through the use of an exerciser, coordination is developed

as well as helping to increase attention span, with resultant development of muscle tone through the use of an elastic pull connected to the exerciser.

V. Language Readiness

Objectives

- A. To stimulate a desire for speech
- B. To develop a need for speech
- C. To teach the art of listening
- D. To develop the child's ability to identify
- E. To develop the child's ability to listen to and to interpret simple oral directions

Activities Used

Through the use of pictures, flash cards, surrounding objects, finger play and finger action, records with sound and music, blowing candles, feathers, paper objects etc., a stimulation for speech development is projected.

Speech, being of great importance, is emphasized during the entire pre-school program.

VI. Readiness for Academic Training

A concrete baseline is given in this program which is necessary for academic training for the future. Cultivation in increasing attention span, developing sitting behavior, developing interests and motivation are accomplished through pictures, story telling, finger play and finger action, imitation, using imagination, music and various other ways.

Constant observation and guidance by the teacher during all activities help make students aware of following directions and of the necessity of carrying out simple directions.

VII. Music

OBJECTIVES

- A. To stimulate socialization and group play
- B. To give pleasure
- C. To stimulate speech and self expression
- D. To develop muscular coordination and a sense of rhythm
- E. To provide an emotional outlet
- F. To provide listening experiences

Activities used to aid development in this area are: listening to records, using simple musical instruments such as sand blocks, bells, rhythm sticks, tambourines, action songs, finger play with music, singing games, marching, running, hopping, skipping, clapping hands, singing, etc.

VIII. ARTS AND CRAFTS

OBJECTIVES

- A. To develop muscular coordination
- B. To improve visual and color recognition
- C. To use as an emotional outlet
- D. To develop habits and skills
- E. To develop creativity in the child

Activities and materials during this period are: Crayoning, finger painting, working with clay, paste and painting.

MALADAPTIVE BEHAVIOR

By providing a full and varied program it has been noted that maladaptives at first present, gradually extinguish themselves and in their place a more appropriate development of the child takes place. The child tends to develop more in the line of creativeness instead of destructiveness.

The teacher must be on the alert at all times to extinguish any maladaptiveness that may present itself immediately depending upon the child and the situation. The teacher should remember that every child is an individual and what one child may be able to accept as discipline another child cannot, so be sure the punishment fits the child and the situation.

PROGRESS THAT CANNOT BE MEASURED

1. Happiness in a child's face when he discovers success in an accomplishment no matter how small it may be.
2. The deceleration of hyperactivity of a child when he begins to adjust to a program and emotionally settles down.
3. The gleam and interest in a child's eyes when he is tacting something an instructor or teacher is presenting.
4. A child's first reactions when he begins to come out of his autism, and shows a reaction of becoming aware of his environment.
5. Facial expressions of a child.

GOALS

This phase of our curriculum is planned for a pre-school group of mentally retarded educable children in an institutional setting. The goals of the teacher are to help the children develop in the following ways:

1. Physically
2. Emotionally
3. Socially
4. Mentally

It is also the aim of the teacher to help the child develop a responsibility for himself and to respect the rights of others.

A child cannot be forced to grow. The teacher realizes there can only be guidance for the child's growth through love, patience, understanding, encouragement and the provision of challenging learning experiences. Just as the rate of growth varies at different ages, development does not occur at the same rate for every child. There are marked differences among the retarded educable children at every level. It will be important to note that expectations or standards be based on individual differences of this pre-school group.

Since experiences and learning in one area of development reinforce experiences in other areas, it should be expected that the physical, emotional, social and mental growth will be interrelated in this area.

METHODS

Physical Development:

1. Use health posters to motivate the children toward good health habits; e.g. eating, sleeping, care of body, etc.
2. Songs and games with animation for stimulating some exercises such as "Jack in Box" or "I Put My Right Hand Out" and others.
3. Pretend to be various animals that walk, hop, jump, or run. (A musical background may be used for these.)
4. Plan field trips, excursions to develop muscles as well as to gain knowledge. (In cooperation with rec/ed therapists.)
5. Planned rest periods.
6. Large toys are beneficial to use by having the children lift, stack, push, or pull them.
7. A large ball for bouncing, throwing, and catching motivates muscular movements.

Emotional Development:

1. Develop routine habits to help children have a feeling of security.
2. Help each child to be successful in some daily undertaking. (This may even be completing a simple five-piece puzzle.)
3. Help them feel accepted by their peers.
4. Have a healthy teacher-student relationship.
5. Since pre-school children show anger most commonly over the concern aimed at the protection of their possessions, the teacher should be very tactful in ameliorating these situations as they arise.
6. Help each child develop a self-concept.
7. Name recognition.

Social Development: (Goals and Methods)

1. The teacher strives to help each child to feel accepted and take part in group situations.
2. Encourage the pre-school child to begin to accept some responsibility in the care of his belongings.
3. Teach him the importance of listening as well as of talking.
4. Help him to learn to share materials and to take turns.
5. Drill about the various community helpers.
6. Imaginary telephone conversations may be held.
7. Take field trips and arrange to visit appropriate areas in the community. (Cooperative venture with Rec.)
8. Show approval of the children's accomplishments. Try to refrain from making negative comments about their work but rather ask them about trying to do something in a different manner.

Mental Development: (Goals and Methods)

1. Try to help the child to develop a self-concept, care for himself, and how he may relate to the world around him.
2. Motivate interest for the child to learn by doing things. (Usually he will enjoy making something more than seeing the finished product.)
3. Help them to have pleasant experience in the classroom by being

able to see a measure of success in attempts to accomplish something.

4. Encourage the students to show respect for the rights of others.
5. Help them to accept others and be accepted in group situations.
6. Encourage cooperation and means of following instructions.
7. Try to help the students to develop a comprehension of sequence and routine.
8. Motivate situations for number concepts of learning. (Have one count the other children, etc.)
9. Introduce them to family members and community helpers by pictures and word labeling.
10. Name recognition.
11. Storytelling. (Puppets may be helpful.)
12. Dramatization of nursery rhymes and stories.
13. Guessing games may be used – such as describing an animal and having the children guess what it is.
14. Develop situations for music appreciation. This may be done with just singing or singing games, rhythm band drills, records, phonograph or piano.

Suggested Schedule:

Friendly greeting of children. Each will put up his wrap at this time. Each child's name is called for roll check. This gives the child a chance to respond to the calling of his name with a verbal response.

Pledge of allegiance to the flag – students take turns holding the flag. Occasionally the teacher will stress the colors of the flag.

Discuss the day of the week, month, or the special calendar events.

Music – singing, rhythm band drill, or music marches. Songs with animation are recommended for aiding coordination and rhythm.

Number drill – various types of number drills may be presented. A chart method may be used, or even the idea of a child's counting others may be used. Some children like to count objects in the room. It is important that number concepts be correlated and reinforced by other teaching during the sessions. Peg boards are very useful in teaching numbers, colors, and coordination.

Work period – this may be done individually or in group situations. The following work activities are suggested: painting, using

crayons, using clay or wood, looking at books, working puzzles, stringing beads, learning to utilize clothing fasteners, trying out simple musical instruments, caring for flowers, indoor gardens or pets, and playing in the playhouse interest center. (In this playhouse area, ironing, sweeping, and general housework may be presented. This is a good opportunity to teach the children to share with others.)

Time should be allowed for the putting away of materials and for the listing of the children's accomplishments.

Emphasis on personal cleanliness, eating manners and rest habits. Restroom for toilet and the washing of hands. Snack time with juice, milk and cookies. Rest on mats.

Outside directed play activities. They may play on jungle gym, wheel toys, and other similar toys. Balls, blocks, swings, and other toys and games may be used.

Language arts – they may listen to stories and poems read or told. Unison readings may be used. Puppets are also useful.

Prepare to leave – put all materials away and mention tomorrow's class.

Materials:

Blocks, pyramid cones, puzzles (wood or plastic – 1-15 pieces), building sticks, lincoln logs, picture dominoes, number sorters, count-a-peg, keys of learning, color and form boards, pegs (large and small), plastic pop beads (large), wooden beads for stringing (large), sturdily constructed trucks, large ball, bean bags, bowling pins, child guidance toys, wooden nut and bolt sets, take apart iron, books, magazines.

Speech Training Aids:

Pictures of everyday objects (people and animals), finger plays, finger action, records, animal sounds, speech development records (Listen and Learn Records for Children—Primary-Elementary: Speech Initiation – Side 1 and 2, Auditory Training Album (What's Its Name) Side 1 and 2, 3 and 4; Sing and Say Album I and IV), stories, flash cards, flannel board, matching alphabet and numbers, blowing games (candles, cotton, paper, feathers, pin wheels, horns, whistles, etc.)

Music:

Rhythm sticks, drums (children and bongo), bells on strings, sand blocks, tambouines, triangles, records, use of record player and records, coordination developer, exercisers, stairs, trampoline (under controlled condition).

Arts and Crafts:

Paper, crayons (primary), clay, paste, old Christmas cards and large card display catalogs, paints (tempera and finger), tongue depressors (for use in paste and number counting), large brushes, paper cups (for paste and paint), blunt point scissors, save milk cartons,

wooden spools, egg cartons, plastic jugs and bottles, strings and other things of this nature.

Mirror:

Purpose of a full length mirror in the classroom:

A. Self Image

1. Who am I?
2. What am I?
3. Boy or girl?

B. Put on, pull off wraps

C. Good posture

D. Good grooming

E. Language development

1. Watch lips form words

F. Facial expressions

1. Happy
2. Sad
3. Pout
4. Angry

Self Concept Development:

The school is second only to the home in molding an individual's self concept. Thus in an institutional setting the school is doubly important. All children need success and a sense of belonging to develop confidences and the willingness to attempt something new. People learn by success that they are able. Achievement, not failure produces a feeling of adequacy.

A child's self concept is directly related to his success in school. His idea of who and what he is affects his thinking and learning.

Education plays a vital role in helping the child to know himself, to develop healthy self attitudes, to engender self confidence and to accept his limitations and take them in stride. When a child has confidence in himself he is ready to learn.

A child begins to develop a self concept during his pre-school years. The attitudes expressed by parents, relatives, and playmates are reflected as part of this budding self concept. The formation of the developing self concept is strongly influenced by the relationships that the child maintains with those around him.

When a child brings his self concept to school the school acts upon it. Much of the child's time is now spent with other children in a classroom. The self concept formed during his early years is reinforced or modified as a result of contacts made with teachers and classmates. As the child progresses through school the molding and remolding continues. Whether he sees himself as worthy or unworthy, able or incompetent, confident or insecure, is determined largely by the attitudes shown in his classroom contacts. The school plays a critical role in developing a positive self concept.

The function of the school, it has been argued, is to teach, not to concern itself with developing a wholesome self concept in children. However, this is not entirely true. The acquisition of knowledge and the self concept are too closely related to be considered dichotomous.

The intellectual functions of the child are only one facet of his total personality. Learning is not merely acquiring facts and information. What is at least equally important is the meaning of knowledge to the learner.

A child's success in school depends to a great extent on his ideas and attitudes about himself. Knowledge, learning, and the child's self concept are inseparable.

The teacher is a strong influence in helping to develop a wholesome self concept in each pupil. The school's contribution to the self concept is what the teacher makes it. The teacher is largely responsible for establishing a classroom climate in which each child has the opportunity to explore his own potential. The classroom becomes a place where discovery can take place. Ideals and goals are set by both the pupils and the teacher.

The daily contacts that take place between teacher and pupil have a lasting effect on the way each pupil perceives himself.

It is important, that the teacher accept and value each individual, since self acceptance is contingent on being accepted by others. The respect shown and the encouragement given will contribute to a positive view of self for all pupils. Here are great challenges to teachers:

1. To realize the importance of the self concept in learning.
2. To respect each pupil as a person, as one sharing the common characteristics of humanity.
3. To create a classroom atmosphere conducive to self expression and development.
4. To provide positive experiences through which a child can discover the interrelationships among what he learns, himself, and the world in which he lives.
5. To gain understanding and acceptance of their own capabilities.
6. To develop a sensibility to children's problems and to their anxieties over their inability to learn.

If the teacher is to develop a more positive view of self in each

pupil, it is important that they consider the above six points carefully.

Remember, you are not teaching arithmetic, reading, writing, or whatever – you are teaching children.

CHAPTER II

PRIMARY TRAINABLE

The primary classes for trainables are composed of children approximately 7 to 11 years old chronologically and with mental ages about $2\frac{1}{2}$ to 4. The basic aim of the program is the development of the "self" goals including:

1. Self-awareness and understanding; i.e. –the uniqueness of me and developmnet of interests and purposes in living.
2. Communication; i.e. –the ability to speak and convey ideas, the ability to listen and understand.
3. Mental and physical health; i.e. –the knowledge and practice of habits of daily living that promote one's action.
4. Respect for others – recognition of the rights of others including fellow classmates.
5. Cooperation – readiness towards recognition that life is a cooperative effort and there are guides and rules to be followed.

WHAT IS A HUMANISTIC CURRICULUM?

A curriculum that gives consideration to individual interests and human values is known as a humanistic curriculum.

Such a curriculum:

1. Has as its goal the development of each individual's potential;
2. Centers the school program on man and human powers, not on subject matter;
3. Looks at learning results in terms of changes in pupil behavior,
4. Looks to the learners' needs and to the development of a set of values;
5. Fits pupils into the scheme of things they are learning;
6. Makes education a useful tool to develop in students the desire and the ability to think and to act, not just to learn by rote.

(Noel J. Rayburn, Executive Editor, My Weekly Reader)

"Play is the most complete of all the educational processes, for it influences the intellect, the emotions, and the body of the child. It

is the only activity in which the whole educational process is fully consummated, when experiences induce learning, and learning produces wisdom and character.” (N. V. Scarfe in “Play is Education”²)

GOALS:

I. Self help skills

1. Lacing and tying shoes
2. Buttons, snaps, zips clothing
3. Established toilet habits
4. Uses tissues for nose when needed

II. Social skills

1. Sharing
2. Learning to live with others
3. Respecting the rights of others
4. Awaiting patiently his turn
5. Profitable use of leisure time

III. Motor skills

1. Development of large and smaller muscles (manual dexterity)
2. Eating
3. Use of scissors and coloring tools
4. Finger play
5. Physical games and exercises (play ground activities under supervision of Rec/Ed therapists)

IV. Academic skills

1. Learning by rote simple poems and songs
e.g. “When you come to school each day,
Always walk in the safest way.
Cross at corners, watch the light,
Do the things you know are right.”
Margaret Hillert

2. Visual discrimination and other perceptive skills
3. Counting 1–10 by rote and through many avenues and experiences gain number comprehension

V. Vocational skills

1. Develop good work habits (finishing an assigned task neatly, clean up any litter)
2. Housekeeping chores – stress safety

VI. Expressive skills – the retardate is not expected to be as creative as the normal child but give him varied media of arts and crafts to stimulate his self expression, music expression, and if possible, dramatic play.

SCIENCE

Weather:

1. Observing weather and utilizing a weather chart.
2. Discuss proper clothing for weather (scrapbook can be made with pages for warm weather clothes, snow clothes, rain clothes, etc.)
3. Breaking down to:
 - a. Clouds
 - b. Wind
 - c. Rain
 - d. Snow
 - e. Rainbows
 - f. Thunder and lightning
 - g. Evaporation (what makes the sidewalk get dry after a rain?)
4. Seasons: (Explanations of:)
 - a. Different temperatures
 - b. Different clothings
 - c. Different sports
 - d. Different vegetation
 - e. Difference in length of daylight hours

Magnet: What materials are attracted?

Pendulum: Let child hold the weighted cord.

Gravitation: Why does a thrown ball come down? Why when I jump up do I come down?

Magnifying glass: Look at thumb tack, fingernail, etc.

Need of air: Invert jar over lighted candle.

Things that float: Walnut shells, cork, wood, plastic toys.

Balance: Building blocks, walking a line.

Light: Light has both natural and man made sources. Sunlight and its reflection from the moon are sources of natural light. Men use fire to produce light with candles, kerosene lamps and gas lamps. Electricity is the most widely used man made source of light in U.S.

FIVE SENSES

Sound -- Wind in trees, birds singing, traffic noise, wheels going fast or pulling heavy loads, airplanes -- near or far sounds

Sight -- Use magnifying glass, watch shadows and clouds

Smell -- Flowers, food, etc., common odors to test sense of smell

Taste -- Sweet, sour, hot, cold, salty

Touch -- Soft-cat fur, cotton; Hard-brick, wood; Pliable-sponge, clay; Sharp-nail or thorn

SKILLS

1. Reading (M. A. -- 4 to 6) Readiness

- a. Ability to recognize likes and differences
- b. Ability to recognize colors
- c. Ability to give attention to story telling
- d. Ability to converse and speak freely
- e. Ability to use complete sentences
- f. Ability to look closely
- g. Development of a sense of form and shape
- h. Development of a sense of touch, smell, taste

2. Social Studies

- a. To know something of basic needs and how they are met.
Areas of every day life:

1. Food
2. Clothing
3. Shelter
4. Transportation
5. Communication

- b. To understand how (the Colony or institutional setting) good group relationship builds up a family or community by:

1. Accepting individual responsibility
2. Refraining from teasing and annoying others
3. Respecting property and rights of others
4. Recognizing success of self and others
5. Good sportsmanship
6. Developing a cheerful attitude

NUMBER CONCEPT

Learn to count 1-10 by rote. When discussing pictures count if there are a series of people or things. Count things often to make numbers meaningful.

LANGUAGE GAMES

Teacher; "I am thinking of (describes child). When child recognizes himself he says, "I am Joe" etc.

Teacher: "If you were a duck what would you say?" "If I were a duck, I would say, "Quack, quack!" Continue using other animals.

Teacher passes out to class mounted pictures. She says, "Who has the picture of a _____?" Child answers, "I have the picture."

ART

Encourage awareness of beauty of the Colony, cottage and surroundings. The green of the grass, the blue of the sky, the white fluffy clouds, the butterflies' wings, the brown moist earth after a rain.

HOLIDAY PROJECTS

Halloween:

1. Black and orange paper chains alternating large and small links.
2. Masks on paper sacks.
3. Watch teacher cut pumpkin Jack-O-Lantern, dry out seeds to eat or use in art work.
4. Make toothpick and string fence in Halloween landscape.
5. Have children bring to school autumn leaves for fall bulletin board display.

Christmas:

1. Four-foot green construction paper tree on bulletin board, the children cut toys from catalogs and colored paper trimmings and paste on "our" tree.

OPPOSITES:

in - out
top - bottom
above - below
over - under
big - little
small - large
long - short
wide - narrow
more - less
tall - short
high - low
thick - thin
heavy - light
old - new
before - after
first - last
plus - minus
add - subtract
alike - different
single - double
liquid - solid
front - back
all - part
whole - pieces
on - off
up - down
most - least
sick - well

MEASUREMENT:

How much? - measuring cup
How long? - ruler
How heavy? - scales
How warm? - thermometer

MISCELLANEOUS:

Clothes pins: 2 prong (around top of shoebox to make a fort; snap pins to strengthen small muscles);

Bubbles: 2 tablespoons glycerine added to 1 pint soapy water makes pretty colored bubbles.

String 1" soda straws with stars and circles using bobby pin for needle.

To strengthen lungs: Blow-Him-Over - cards 3 x 6½. Fold under 3 inch base. Paste on interesting pictures of cat, rabbit, or other animals. Line them up and try to blow them back.

MUSIC: (See Music Section, page 167 for more information.)

Subject of song within child's experience

Words, simple and repetitious

PROVIDE OPORUNITIES FOR:

1. Conversation and sharing
2. Listening to stories, songs, rhymes
3. Retelling simple stories
4. Dramatization
5. Telling of personal experiences

SOUND DISCRIMINATION:

1. Rattle
2. Whistle
3. Bells (cow, sleigh, etc.)
4. Horn
5. Tapping sticks
6. Dropping book on floor
7. Tinkling chimes
8. Running water
9. Knocking
10. Marching feet
11. Snapping fingers
12. Flipping light switch

IDENTIFICATION BY TOUCH:

- | | |
|----------|---------------|
| 1. Ball | 6. Doll |
| 2. Cup | 7. Toothbrush |
| 3. Shoe | 8. Hairbrush |
| 4. Block | 9. Plate |
| 5. Comb | 10. Spoon |

Place 4 or 5 of the above in a paper sack. Draw out and identify without looking. Child may be blindfolded.

Melody, simply and appealing

Rhythm definite, repetitious and in many instances lends itself to motor activity

Goal:

1. To teach and develop a love for music through listening, singing and rhythms.
2. To enjoy the sense of achievement as he responds and participates in the group activity.
3. To develop a sense of what is melodious, harmonious, rhythmic or restful.

a. Listening – to learn songs:

1. to start the day
2. to end the day
3. for relaxation

b. Singing

1. for quiet singing
2. for dramatization, impersonation and imitation
3. for rhythm
4. for fundamental body rhythm e.g. "Swing Song"

For listening, the teacher may sing, play or do both during the quiet listening period, play records with the children joining in with "la", "loo", or words.

5. Singing games and single circle activities
(Ring Around the Rosy, Mulberry Bush, Looby Loo)

c. Rhythm activities and instruments

1. Clapping hands
2. Stamping feet
3. Swaying back and forth or sideways in chair
4. Walking, marching, or running in large circle

Instruments: (Self Discipline)

1. Learn to start and stop on beat
2. Learn to keep instrument quiet
3. Play only when music begins and stop when music stops, or,
4. Keep instrument quiet even though music may be playing
5. To develop physical coordination through rhythm activities
6. To recognize simple fundamentals of music inter-

preted through physical movement (high-low-soft-loud - fast-slow)

Motor responses in relation to singing, listening and playing create in children a sense of balance and freedom that leads to self realization, which is the principal purpose of both play and music in the education of young children. (Rhythmic Expression in Guide and Teaching Suggestion)

Some of the records used with a Primary Trainable Class, produced by Bownar Records of Los Angeles, California—(Sold at Children's Music Center, Inc., 5373 West Pico Boulevard, Los Angeles 19, California):

“Songs for Children with Special Needs”

Side A - Twinkle, Twinkle Little Star - The Bus

Side B - Roving Cowboy - My Hands

Side A - I Will Clap My Hands - Little Airplane - Who Will Come?

Side B - Three Little Pets - I Touch - Rig-a-jig-jig

Side A - Happy Birthday - On Our Train

Side B - Put Your Hand on Your Shoe - Jingle Bells

Nursery and Mother Goose Songs

Side A - Three Little Kittens - Mary Had A Little Lamb - Ride A Cock Horse

Side B - Rock-a-bye Baby - Little Jack Horner - Jack and Jill - Little Polly Flinders

Side A - See, Saw Margery Daw - Mary, Mary Quite Contrary - Old King Cole

Side B - I Love Little Pussy - Little Bo-Peep - Hey, Diddle Diddle

Side A - Baa, Baa Black Sheep, - Pussy Cat, Pussy Cat - Two Little Blackbirds

Side B - Sing A Song of Sixpence - Little Boy Blue - Humpty Dumpty

PRIMARY TRAINABLE CLASS SESSION

9:05 - Roll Call and inspection (hair, nails, shoes, etc.)

9:15 - Shaving time - - conversation concerning personal experience at cottage or at home, or story reading or vocabulary development using interesting pictures from picture file.

9:30 - Supervised play using didactic materials and educational toys with teacher observing and helping and encouraging the learning experience

- 10:00 – Juice time - - children wash hands and sit in chairs. Take turns daily or weekly in serving.
- 10:15 – MWF- Arts and crafts - - crayoning, painting, cutting and pasting (in connection with current unit or scrap books)
T-Th- Music and rhythm activity
- 10:40 – Clean-up time
- 10:48 – MWF - Go to gym for physical education
T-Th - Go to craft teacher
- 11:45 – Dismissal for lunch

CHAPTER III

PRIMARY CLASSES (EDUCABLE)

The primary classes for our educable residents are designed for children with chronological ages 6-10, with approximate mental ages of 3-6½. The goals of the classes are:

1. To establish, or re-establish, the confidence of our residents in their own abilities by having the teacher give special attention to the mental and emotional factors of development.
2. To develop habits of physical health and safety.
3. To emphasize the importance of social adjustment and social participation and to achieve these goals through social competency.
4. To develop language abilities.
5. To develop quantitative concepts at the pre-arithmetic level.
6. To develop better thinking ability through special guidance in that area.
7. To develop visual perception abilities as a preparation for reading activities.
8. To develop auditory abilities as a preparation for reading activities.
9. To facilitate the use of their muscles for better motor coordination.
10. To develop more adequate speech.
11. To develop, in general, habits and attitudes of work which will permit them to obtain maximum benefit from group participation in the classroom.

Children at this level attend school on a half-day basis. Besides their basic teacher they are scheduled for physical education.

As each star differs in brightness, so do the children of man, yet each serves its purpose in a united nation and each is entitled to an opportunity to achieve his full potential, to adjust to his environment, to grow physically, emotionally, intellectually, socially and spiritually and when given a reason retardates are willing to try.

The educable mentally retarded child functions from approximately one-half to three-fourths the rate of speed of the usual child. So you attempt to develop a student's belief in himself that he can learn to succeed in school and can learn. You attempt to stimulate the maximum emotional and social growth in a pupil. To adjust their classroom activities to their abilities, disabilities and possibilities.

One of the first objectives of the Primary Class is to provide tasks and activities for these children which will give them a sense of security, a sense of belongingness, and a sense of adequacy in a classroom situation. All activities of the classroom should be directed toward the fulfillment of that objective for each individual child in the classroom. It is important that these children be encouraged not only by the manner and words of the teacher, but knowledge of success which can be achieved with these children when the curriculum is so organized to fit their needs, and is within their abilities to achieve.

OBJECTIVES:

1. Language Arts

- a. Participation in activities which help to develop the ability to verbalize and communicate.
- b. Oral communication
- c. Speaking and listening - follow simple directions
- d. Written communication
- e. Pictures and picture books
- f. Follow story through a picture sequence

2. Arithmetic

- a. Concepts of relationship
- b. Concepts of amount
- c. Concepts of time

OPENING EXERCISES:

Roll call to check for absentees. Each day is opened with singing. This is to set the mood for the day. Song: "Good Morning to You," to the tune of "Where Is Thumbkin." We use each child's name. This acquaints the children with each other. Also to speak to the child next to him until they get to know each other.

SOCIAL ADJUSTMENT:

1. Abilities desired in "participation"

- a. To share
- b. To take turns
- c. To cooperate
- d. To follow directions
- e. To make a choice
- f. To develop good work habits
- g. To clean room
- h. To sweep and pick up trash

2. Abilities desired in "self care"

- a. To take off and put on wraps
- b. To hang wraps in closet
- c. To blow nose

- d. To lace his shoes
 - e. To wash hands and face
 - f. To snap, button, or zip clothing
 - g. Toileting
 - (1.) Make wants known
 - (2.) Wash hands
3. Developing "safety rules" (See appendix for illustrative story, "Freddy Freed Hated to Read")
- a. Learn traffic signs
 - (1.) Stop
 - (2.) Go
 - (3.) Wait
 - (4.) Walk
 - (5.) Look both ways before crossing streets
4. Abilities desired in "understanding"
- a. Look at picture books
 - b. Magazines
 - c. Charts
 - d. Weekly Readers and tell what was observed in each
 - e. To recognize one's own name written on a card
 - f. Understand relationship of top, middle or bottom shelf
5. Listening
- a. Listening to loud sounds, then saying them softly
 - b. Listen to radio and television
 - c. To imitate sounds
 - (1.) Animals
 - (2.) Trains
 - (3.) Environmental sounds
6. Actions
- a. Clap
 - b. Tap, or pound to music
 - c. Running
 - d. Hopping or skipping to rhythm or a record
 - e. Smiling or laughing
 - f. Singing short songs by rote
7. Words
- a. Words on charts with pictures action words such as
 - (1.) Walk
 - (2.) Run
 - (3.) Hop
 - (4.) Sit
 - (5.) Step down, or up

b. Words by "Name"

- (1.) Teacher
- (2.) Doctor
- (3.) Nurse
- (4.) Policeman
- (5.) Santa Claus
- (6.) Fireman

8. Conversation

- a. Discussion of "theme of the month"
- b. General information knowledge of their world
- c. Share and tell

9. Calendar concepts

- a. Days
- b. Weeks
- c. Months
- d. Year

10. Seasons

- a. Taught by charts
- b. Use of film strips
- c. Use of picture file
- d. Concept of varied seasonal weather

11. Writing - beginning concepts of:

- a. Draw straight lines
- b. Circles
- c. Connect dots
- d. Trace
 - (1.) Shapes
 - (2.) Letters
 - (3.) Name

12. Number concepts

- a. Count objects up to 5, to 10, to 100
- b. Understanding the concept of "few and many"
- c. Pairing - associate the number 2
- d. Arithmetic workbooks
- e. Use alphabet songs and number songs

13. Time

- a. The clock
 - (1.) Face
 - (2.) Numbers
 - (3.) Two hands

14. Quantitative thinking

- a. Charts with pictures
- b. On - off
- c. In - out
- d. Up - down
- e. Big - little
- f. Short - long
- g. Hot - cold
- h. Under - over
- i. Light - heavy

15. Quantitative thinking by sight

- a. Flash cards
- b. Picture Cards
- c. Chart words
 - (1.) Enter and Exit
 - (2.) Danger
 - (3.) Rest rooms
 - a. Men
 - b. Ladies
 - (4.) Stop - Go
 - (5.) Wait - walk
 - (6.) Down - up
 - (7.) Stand - sit
 - (8.) Asleep - awake
 - (9.) Night - day
 - (10.) Telephone
 - (11.) Mother
 - (12.) Daddy

Suggested Schedule:

- 9:05 - 9:30 - Roll call, singing, read Teenagers Weekly and Recreation Schedule
- 9:30 - 10:00 - Tracing and printing
- 10:05 - 11:00 - Story - dramatizing or discussion
- 11:05 - 11:40 - (New class) Roll call - read Teenagers Weekly and Recreation Schedule
Study of calendar concepts
- 11:45 - Dismissal for lunch
- 1:35 - 2:10 - (New class) Roll call, singing, Teenagers Weekly and Recreation Schedule, Concepts of time
- 3:05 - 3:40 - Number concepts
- 3:45 - Dismissal for day

CHAPTER IV

INTERMEDIATE EDUCABLE

The intermediate classes for the residents are an extension of the goals for the primary classes. Children assigned are usually 10-14 years old. At ten, most of these students will be at the beginning stages of reading and arithmetic. By the time they reach 13 to 14 years of age, they should be doing second to fourth grade work. (M.A. 6½ - 8)

Two major areas are stressed. These are the development of skills in the tool subjects and experiences in the area of living. Emphasis is placed on the unit approach in area which assist our residents in adjusting to their physical, social and personal environment. Children at this level are usually in a full day school program which includes the tool subjects, crafts, sewing, physical education, music and homemaking. As they reach the chronological ages of 14 and 15 they usually enter the pre-vocational phase of the program.

OBJECTIVES:

- I. Teach the child to communicate with the world about him whether he lives his life in or out of an institution.
- II. Promote happiness by creating a pleasant atmosphere in the classroom.
- III. To aid the child in achieving the objectives of self realization, human relationships and civic responsibility.
- IV. Teach the child to use his leisure time wisely.
- V. To develop the personal attributes of industry and virtue within the child that are so necessary for economic efficiency.
 1. Moral perception (respect for property)
 2. Truthfulness
 3. Loyalty
 4. Cheerfulness
 5. Courtesy
 6. Good work habits
 7. Safety habits
 8. Willingness to take directions, criticism and suggestions
 9. Promptness
 10. Suitable appearance

SOCIAL SKILLS:

Ability to:

- a. Use acceptable language
- b. Greet others properly and know how to bid them goodbye
- c. Conduct oneself in an acceptable manner in public
- d. Read and obey signs such as stay off, be quiet, don't touch
- e. Know when to wear wraps such as sweaters, coats, rain-coats, rain boots, and how to care for same

- f. Keep clothing neat and well fastened
- g. Understand the simple facts of reproduction in plants and animals
- h. Understand that policeman or officer may always be approached as a friend
- i. Understand the elementary functions of such public buildings as jails, post offices, hospitals, and market places
- j. Understand the meaning of acceptable behavior on the street and in public places.
- k. Refrain from pushing and shoving in a crowd or when standing in line.

SKILLS IN READING:

Ability to:

1. Detect similarities and differences in the sound of words
2. Detect and pronounce simple endings as "s, es, ed, ing" added to base words
3. Use index of school books
4. Print and write the alphabet in order
5. Keep the place in group reading
6. Read without pointing
7. Recognize periods, question marks, and commas and know their use
8. Read with meaning
9. Be able to tell what the subject matter is about

LANGUAGE ARTS SKILLS:

Ability to:

1. Repeat short stories of 6 or 8 sentences
2. Print and write simple sentences
3. Begin sentences with a capital letter and end them with a period
4. Tell the difference between good work and poor work
5. Use classroom supplies economically
6. Stay on the line when tracing
7. Print short sentences from dictation

ARITHMETIC SKILLS:

Ability to:

1. Count and write numbers to 200
2. Count to 100 by 2's, 5's, 10's
3. Understand meaning of fractional parts
4. Do simple arithmetic – addition, subtraction, multiplication, and division by 1 number
5. Use of common measurements
6. Understand the calendar – find dates and learn the number of days in each month.
7. Understand and use ordinals from first through twelfth

8. Tell time
9. Find page numbers
10. Read street and phone numbers
11. Count supplies as they are being given out

TECHNIQUES USED IN LANGUAGE ARTS:

Aids to develop communication and to teach social living:

1. Spell and write ones own name legibly
2. Print the names of family, friends and pets
3. Copy printed material
4. Spell the most commonly seen and used words
5. Recognize certain safety words such as (ladies, men, stop, go, walk, wait, danger, poison, exit)
6. Recognize names of the months and the days of the week
7. Increase awareness of seasons with the use of pictures, displays and work sheets depicting seasonal activities.
8. Take field trips and later encourage class discussion about what was seen and heard
9. Practice in creative expression
10. Practice in the use of politeness and good manners
11. Practice in getting permission when using that which belongs to another
12. Practice in sharing supplies when working together on school projects
13. In every class see that each child has some work in which he is able to achieve a measure of success for his personal satisfaction and happiness
14. Practice in good posture
15. Practice in entering and leaving a room quietly
16. Work puzzles that are pictures of familiar objects or scenes
17. Work map puzzles and learn to locate Coolidge and also home town on the map
18. Color work sheets of outline maps of the U. S. A. and of the State of Arizona showing the counties - print in the names of the counties and have each child identify his home county
19. Use film strips and movies of interest to the children

ARITHMETIC TECHNIQUES:

1. Counting in unison
2. Counting objects in the room such as pencils and crayons
3. Counting out supplies to use in the room (e.g. go to the desk, count out enough paper to give each one in the class three sheets.)
4. Posing simple personal problems "How old are you now? How old will you be in 7 years?, How many years will it be until you are 21?"
5. Simple examples as well as simple problems should be presented
6. Knowing the multiplication tables when a problem has to do with multiplication simplifies finding the correct answer
7. Ditto work sheets are valuable in teaching the basis arithmetic facts.

8. Draw a calendar using a ruler and keep up with the passage of time by checking off each day as it passes.
9. Drill of basic addition and subtraction combinations through seat work.
10. Count money and make change.
11. Make all problems as practical as possible
12. Ditto work sheet of practical problems difficult enough to present a challenge but within the range of ability.

READING TECHNIQUES:

1. Arouse interest by story telling, showing pictures, printing names from stories, and discussions.
2. Books about pets and animals and events that have been part of childhood experience will be of value as will films about animals.
3. Animals may be brought in or field trips taken to see them in their natural surroundings.
4. Reading to the class from a book, just long enough to cause the class to begin asking questions, then opening the book and reading the answer.
5. Have the children print their names and short sentences about themselves.
6. Have class read aloud sentences about current happenings of interest to them that are printed on the board.
7. Have class read school readers that are suited to their interest and ability.
8. Print words from the Weekly Reader on the board. Have the children find these words and underline them. After they are able to identify the words, have them read the material aloud.
9. Enlarge the vocabulary by identifying large numbers of objects in their surroundings, later these words may be used in short sentences.
10. Learn action words by identifying the actions with the word.
11. Teach holidays and historical events through story telling, by printing a few brief, simple sentences concerning them, by coloring related work sheets, making displays, dramatization programs.

DEMONSTRATION LESSON:

A continuation lesson concerning vegetables from a project about plants.

Class – Intermediate A (level near second grade)

Teacher –

Purpose of lesson – to create an interest in vegetable and to acquaint the child with their names, shapes and colors and where they grow in reference to the ground.

Method of teaching class – multiple sense appeal.

1. Short discussion of plants.

2. Ask children to name vegetables they eat.
3. Print names on board as they are given.
4. Have class pronounce names in unison.
5. After short discussion divide the vegetables into two groups - those that grow on top of the ground in one and those that grow under the ground in the other one. Call for short sentences using these words.
6. Class use vegetables they have traced from patterns on colored construction paper and then cut out to paste on large sheets of paper.
7. They mounted those that grow under the ground on dark paper to show they grow in darkness and the ones that grow on top of the ground in the sunlight are mounted on yellow paper. (These suggestions came from the class.) Since the vegetables are only held in place with masking tape, they are now mounted with paste, with the names and descriptions posted beneath.

At the conclusion of the lesson the class is asked to hold up the mounted vegetables as the names are pointed out on the board.

Now the mounted vegetables are placed together in a folder with a list of them pasted on the inside cover.

Pencils, crayons, and newsprint are passed out to the children. They may draw and color which ever vegetables they want to. They must identify their choice or choices with the ones in the folder and print the correct names underneath. They may then cut them out if they wish.

INTERMEDIATE TRAINABLE

Residents in the intermediate classes are approximately 12 to 16 chronologically with mental ages $4\frac{1}{2}$ to $7\frac{1}{2}$. The basic aim of this phase of the program is the development of human relationships. Specific goals include:

1. Communication - i.e., continuation of the primary skills of speaking, listening, and understanding. In addition the basic abilities of reading, writing, and dealing with the number system.
2. Character - continuation of accepting appropriate standards for one's self, as well as accepting justifiable limits for actions and giving a greater responsible direction to their role in life.
3. Recognition of the family/surrogates as a basic social institution - i.e. an appreciation of the home and Colony, respect for its customs and rules, an awareness of one's responsibilities to it, and the cultivation of successful homemaking.

Students in this program have two classes in the tool subjects and crafts.

The curriculum development committee did not develop or suggest a specific curriculum in this area. The reason being, that much

of the Primary and Institutional Training Curricula is pertinent or adaptable to this area.

Please see these sections for complete information.

CHAPTER V

INSTITUTIONAL TRAINING CLASSES (TRAINABLE)

Residents in the last of the day school classes for trainables approximately 17 years old or older, rarely exceeding a mental age of 8. The basic aims of the program are built upon the preceding programs. Primarily these classes are concerned with the development of economic and civic responsibility. Specific goals include:

1. Occupational information - i.e. knowledge of their world of work, the various opportunities available to them, and the qualifications and skills needed for such work.
2. Vocational guidance - i.e. exploring talents and then applying these to the necessary training program when an informed choice has been made.
3. Occupational information - learning how to maintain a job and derive satisfaction from contributing.
4. Citizenship and awareness of rights and responsibilities as a resident of the Colony or a member within the family/home community.

Students in this final phase of the trainable program usually have tool subjects, sewing, homemaking, crafts, and shop. Many are beginning half-day training assignments in a work area.

Once a student has developed the goals of his program and has been appropriately placed on a training assignment, his day school program is terminated and programming continues under the guidance of the Training Supervisor. At this point, students may also become involved with the Adult Education Program. (See page 119)

THE NEED FOR AN INSTITUTIONAL TRAINING CURRICULUM

Education for the trainable mentally retarded child is not different in its aim from education for any group of children. This aim is to teach the individual how to live better; to teach him to use all of his capabilities, limited as they may be, and to teach him to become a useful and contented member of the social group. Where or what this social group is, makes little difference, the purpose is the same. It may be in the community at large, or in the more circumscribed life of the Institution, yet the aim is, always, to make him a better and more efficient member of the group in which he lives.

Statistics show that 70% of all trainable mentally retarded children ultimately end up in an Institution. Thus, we can see the need for a dynamic, vibrant, multi-faceted school and experience oriented Institutional Training Curriculum.

In such a curriculum, students of the intermediate and secondary chronological age level progress according to their abilities, up

the ladder classes, until, they reach Institutional Training A and B which consists of half-day school and half-day work experience, on the job vocational training.

This section of the curriculum guide will include material covering the highest Institutional Training Classes, as well as, the students intervening points, up the ladder of the trainable, - Institution oriented curriculum.

In our Institutional Training Classes social adequacy is stressed. Fitting into society, where ever it may be is the highest goal for the child and his teacher.

A number of studies have shown that the mentally retarded are usually rejected, not because of lack of intellect, but because of the lack of social skills.

T.M.R. children deal principally with the concrete and so their sensory powers play an important part in learning.

Because they have difficulty with abstractions and seem to have little reasoning ability, they have to learn by rote and constant repetition.

Following are some helpful hints and/or goals for teachers in this area:

1. Try to help the child attain some tangible successes.
2. Provide opportunities for him to "shine in fields of special talent."
3. Make assignments very clear and specific.
4. Give as much individual help as possible.
5. Use shorter periods of instruction.
6. Employ a variety of teaching techniques.
7. Use a wide variety of concrete Instructional materials and some practical educational games.
8. Try to provide realistic experiences.
9. Make plans for the child to do things for others and the school.

Traditionally, most emphasis in education has been pointed to the so called 3 R's - "riting" and "rithmetic."

However, in dealing with the trainable mentally retarded, the history of past emphasis must be altered. The 3 R's would appear to be a point of view, rather than specific answers to at least a big part of the teachers' problem in the education of mentally retarded children. Instead the 3 I's of Initiative, Ingenuity, and Imagination, with an added splash of patience, persistence and determination should be the teacher's approach in this area.

The training program is primarily one involving habit formation and useful social skills and should be distinguished from normal educative viewpoints.

TRAINABLE MENTALLY RETARDED CHILDREN CAN READ
(Suggested by Language Experience Reading Method of R.V. Allen.)

All of our children in Institutional Training Classes can read something!

They can read the:

Weather	Is it hot or cold? Is it wet or dry? Is it windy or calm?
Plants	Are they green or brown? Are they dead or alive? Are they large or small?
Time of Day	Is it early or late? Is it morning or afternoon? Is it dark or light?
Faces of People	Are they happy or sad? Are they smiling or frowning? Are they serious or joking?
Texture	Is it smooth or rough? Is it fuzzy or prickly?

They can read:

Colors

Size

Shape

Feeling

Action

Most of them can read:

Signs on the way to school or on field trips.
Popular brands as advertised on T.V.
Names of stores in shopping centers.

A few can read:

Their names.
Labels and signs in the classroom.
Simple picture captions that are obvious.
Cans and boxes in our school grocery store.

Occasionally one can read:

Simple stories.
Anything which he has dictated as his own story.

Actually, all that we can hope to do with intermediate and secondary age trainable children in this area, is to help each child conceptualize reading in a simple framework such as:

1. What he thinks about, he can talk about.
2. What he can talk about can be expressed in painting, story telling, making his own books, dictation, writing, use of puppets or some other form of expression.
3. What is written or otherwise expressed by him, can be read.
4. That books we read are nothing more than what the author would say to us, if he knew us.
In other words, he is telling a story or sharing his experiences just as we do in our share and tell activities, etc.
5. Stimulate – vocabulary development, word understanding and recognition.

STUDY OF SCIENCE IN THE TMR CURRICULUM

It is just as important to our students to learn some basic facts about science as it is for "normal" children.

It helps him to understand his environment and to adjust to it, becoming better related and acquainted with it.

Science helps to meet the basic needs of man. It is the study of clothing, shelter, food, animal and plant life; the universe and the earth; energy and machines. Everybody's life touches upon the aspects of science – regardless of his mental ability or where he lives.

The science curriculum for the T.M.R. must be carefully selected and adapted as they don't grasp abstract ideas readily, and are not as observant or well informed as the normal child. However, things which are an integral part of the retarded child's environment as he sees it, feels it, breathes it and works with it each day, can be a valuable and integral part of the T.M.R.'s curriculum.

Science Teaching Ideas

Subjects taken from the environment of the child.

A. Habits and nature study of:

1. Birds
2. Turtles
3. Tropical Fish
4. Snakes

B. Preservation of wildlife:

1. Use of pictures
2. Use of magazines
3. National Geographic magazine articles and pictures
4. Field trips to zoos, Arizona Sonora Desert Museum, etc.
5. Cut out and color pictures – make nature scrap books, etc.

C. Plant Life:

1. Uses
2. Types of soil
3. Absorption of moisture
4. Growth information
 - a. Time
 - b. Habits
5. Food value from plants
 - a. Types of food which are plants
 - b. Types of food which are not plant life

D. Weather

1. Daily phenomena of weather and change
2. Rain
3. Snow
4. Hail
5. Fog
6. Sun
7. Wind
8. Clouds
9. Uses of moisture
10. Measurement of rainfall

E. Function and operation of simple mechanical devices

1. Steam engine
2. Water wheel
3. Air pump
4. Magnet
5. Carpet sweeper - vacuum cleaner and principle of suction
6. Gravity
7. Making and flying kites

F. Understanding of major features of our universe

1. Sun
2. Moon
3. Earth
4. Stars
5. Planets
6. Four Seasons
7. Day
8. Night

G. Sources of

1. Food
2. Clothing
3. Shelter
4. Tools
5. Power
 - a. Electricity

- b. Gas
- c. Steam
- 6. Transportation

- II. Skills developed by utilization of science knowledge:
 - A. Reading thermometers
 - B. Using medicine dropper
 - C. Using heat or hot water to loosen a jar lid
 - D. Building a fire
 - E. Extinguishing a fire
 - 1. Water
 - 2. Salt
 - 3. Baking soda
 - F. Using a siphon
 - G. Using a toilet plunger

- III. Directed observation of simple experiments.
Illustrating scientific principles:
 - A. Buoyance of water experiments
 - B. Candle going out from lack of oxygen
 - C. Purification of water
 - 1. Filter through charcoal
 - 2. Filter through glass wool
 - D. Maintaining oxygen level of water in fish tanks

- IV. Knowledge leading to the understanding and appreciation of the needs of living things:
 - A. Care of fish
 - B. Care of turtles
 - C. Life cycle of plants and animals
 - D. Growth of seedlings and plants
 - E. Care and needs of pets
 - F. Kinds of common trees
 - 1. Foliage
 - 2. Fruit
 - 3. Uses

- V. Practical knowledge that contributes to desirable habits of health and safety.
 - A. Adjustment to weather conditions
 - B. Effect of bacteria on food

1. Growth of mold on bread
 2. How this was made into penicillin (etc.)
 3. Decay process
- C. Posture, care of teeth, eyes, ears, hair, and skin
- D. Causes and prevention of danger
- E. Simple first aid procedures
- F. Careful storage of potentially flammable materials

INSTITUTIONAL TRAINING A & B

Teaching Ideas, Units and Methods

- I. Use of a classroom grocery store:
- A. Built and planned with student help
 - B. How to stock shelves
 - C. Arranging items on shelves by sections
 1. Vegetables
 2. Fruit
 3. Dairy products
 4. Cereal
 5. Staple items
 6. Specialty items
 7. Canned goods
 - D. Training in
 1. Salesmanship
 2. Courtesy
 3. Patience
 4. Friendliness
 - E. Learning to pack, carry out packages, load in cars, etc.
 - F. Use of cash register
 1. Using money
 2. Making change
 3. Pricing store articles
 - G. Learning to identify and read labels of cans and packages
 - H. Learning to follow directions
 1. Take an order to the store
 2. Come back with the proper items
 3. Bring back the correct change

- I. Identify products on T.V commercials and point them out in our store
- J. Learn to shop for a complete balanced diet
- II. Use of experience units in varied areas such as:
 - A. Safety
 - B. Desert
 - C. Wildlife
 - D. Arizona – know your state
 - E. U.S.A. – know your country
 - F. Identification of cities, states, countries
 - G. Varied science units (outlined previously in great detail)
 - H. Varied social studies units
 - I. Units and topics suggested by current events
 - J. Units for the stimulation of general interest and knowledge.
- III. Simple basic arithmetic requirements
 - A. Correlated with
 - 1. Grocery store use, as in use of money
 - 2. Experience units
 - 3. Science
 - B. Time concept
 - C. Units of measurement
 - D. Counting and simple addition and subtraction
 - 1. Counting to 100
 - 2. Number facts – teach as many as possible of the 81 combinations which summate from 2 to 10
 - 3. Simple subtraction – teach the 81 subtraction facts which correspond to the 81 addition facts
 - 4. Use of flash cards and number games
 - 5. Take 2 specific objects away from a group of not more than 5 objects
 - 6. Take away objects from a group of 10 objects
 - 7. Counting box may be used for items 5-6
 - E. Draw simple figures, circles, squares, diamonds, triangles, etc.
 - F. Calendar concepts

1. Minutes in hour
 2. Hours in day
 3. Days in week (number of)
 4. Days of week (identify)
 5. Months of the year
 6. Months of year for various holidays
- G. Some concept of distance and/or vocabulary recognition words
1. Near
 2. Far
 3. Inch
 4. Foot
 5. Yard
 6. 100 yards
 7. Mile

Economic independence requires vocational competence and is reflected in the achievement of emotional stability, personal adequacy and social competency.

IV. Vocational Skills

A. Opportunities

B. Training

C. Supervision

D. Evaluation - as to:

1. Effectiveness
2. Selection of job
3. Potential
4. Improvement

E. T.M.R.'s with specialized vocational training in the classroom usually fare best. Such training should include:

1. Awareness of limitations, with realistic job choices and goals
2. Training in occupational skills within suitable job areas in the institution
 - a. Food preparation and sewing
 - b. Building maintenance
 - c. Personal services in barber shop or beauty shop
 - d. Domestic service
 - e. Laundry
 - f. Store or commissary
 - g. Child care and feeding in severe cottages
3. Encouragement in development of character traits that facilitate job holding
4. Drilling in methods of job getting and holding

F. Some suggested classroom learning areas to aid vocational competence

1. Pet care
 - a. Turtles
 - b. Tropical fish
 - c. Hamsters
2. School room house cleaning
3. Janitorial services
 - a. Floor washing
 - b. Floor waxing
4. Closet cleaning
5. Running errands
6. Playing post office
 - a. Sorting of mail
 - b. Matching cities if able to read
7. Utilization of play grocery store

G. Supervision responsibility

Close and constant supervision may be a necessary factor in the proper adjustment of the individual on the job

1. Mentally retarded do their best work when working immediately under the supervision of a patient, tolerant person whom they can respect.
2. Retarded persons learn better by observing a demonstration and by doing than they do by verbal instructions.

V. Self understanding concepts for the child

A. Placing himself in the proper perspective with the world around him

B. Knowledge, understanding and utilization of things

1. Things to eat
2. Things to do
3. Things to look at
4. Things to use
5. Things to be
6. Things to know
7. Things to want
8. Things to need
9. Things to run
10. Things used in communication
11. Things that are round, square, flat
12. Things we know about - air, steam, water or the dry desert

VI. Utilization of a learning game

Tic Tac Know - modeled after Tic Tac Toe.

- A. Child has to place his X or O in 3 sections in a row to win
- B. To place his mark he must answer question on varied topics, based on what he has learned in class
- C. For example; topics could be:

Cities	Holidays	Presidents or Famous People
Safety	States	Science Concepts
Calendar Facts	Food	Countries

D. Some suggested sample questions

1. Name 5 cities?
2. Name 5 states?
3. Name 5 countries?
4. What materials do we use to filter water in our fish tanks?
5. What is the formula for water?
6. Name 6 presidents or famous people.
7. Who is the governor of our state?
8. What is the principle that operates a vacuum cleaner?
9. See if they can identify safety signs, etc.
10. Name the months of the year.

- E. Those that can answer the questions and succeed in getting 3 in a row, thus blocking their opponent wins the game.

INSTITUTIONAL TRAINING C, D, & E

The trainable child is functioning lower than one-half the rate of speed of the usual child.

The approach to play and work should be pleasant and enjoyable. A classroom with a stimulating atmosphere provides friendly and encouraging learning conditions.

1. General objectives

a. To prepare the child for everyday life

1. In society
2. In the institution

2. Specific objectives

a. To develop personal virtues within the child

1. Neatness
2. Promptness
3. Truthfulness
4. Cheerfulness
5. Willingness to accept criticism

b. To develop satisfaction from work and its accomplishments

c. To develop an appreciation and pride in appearance and personal grooming

d. To develop good work and health habits

e. To develop wise use of leisure time

1. Individually
2. Socially

ORAL LANGUAGE

Objectives

- A. To lengthen his speech response from single words to simple sentences.
- B. Speak loudly enough without shouting.
- C. To speak more clearly.
- D. To share experiences with peers.
- E. To know how to give simple directions.
- F. To increase his speaking vocabulary to enable him to make his needs known.
- G. Ability to say words.

ACTIVITIES OR MATERIALS

- A. Answer roll call by using a simple sentence like "Today is Wednesday". The sun is shining, etc.

- B. Read stories, have discussions
- C. Have regular show and tell periods
- D. Have children tell about a trip or a show they have seen
- E. Blindfold a child and have him identify the voice of his classmates
- F. Tap on desk, have children count the taps and tell how many they hear
- G. Read "Surprise" Weekly, have discussion
- H. Read "Weekly Reader", have discussion

OBJECTIVES – Written Language

- A. To write or print own name
- B. To learn how to use pencil and paper properly
- C. Copy or trace letters
- D. Begin sentences with a capital letter
- E. To form letters from circles and straight lines
- F. To copy written work

ACTIVITIES

- A. Practice writing in air
- B. Practice forming letters at chalk board
- C. Copy letters
- D. Copy words and leave spaces between
- E. Match and trace large cut-out letters
- F. Trace with finger, single letters made by teacher

OBJECTIVE – Reading

- A. Recognize own name
- B. Recognize certain safety words
 - 1. Stop
 - 2. Go
 - 3. Danger
 - 4. Poison
 - 5. Keep out

6. Exit
7. Walk
8. Men
9. Ladies
10. Keep off

- C. To recognize letters of alphabet
- D. To recognize names of days and months
- E. To read as well as the child is capable

ACTIVITIES

- A. Have child pick out own name from his classmates
- B. Write safety words on chalkboard and have discussions
- C. Trace letters of alphabet
- D. Match sentences
- E. List of names on board from which he is to pick out the one you say
- F. Use reading readiness material
- G. Match colors
- H. Weekly Readers magazine
- I. Have children make scrap books of their own

OBJECTIVE – Spelling

- A. To spell own name
- B. For basic needs, most commonly seen and used words
- C. Form plurals
- D. To spell words used in reading
- E. Safety words

ACTIVITIES

- A. Use words within child's experience vocabulary
- B. Practice writing words
- C. Leave spelling words for the week on chart or chalkboard

OBJECTIVE – Number Concept

- A. Understanding of 1 and more than 1
- B. To develop ability to count from 1 to 10
- C. To count and write numbers from 1 to 100
- D. Match numbers 1 to 10
- E. To tell time
- F. Be able to do simple addition and subtraction
- G. Learn the terms of comparison

size	quantity	position in space
big	more than	above
small	same as	under

- H. Association of number names and number symbols
- I. Learn value of money
- J. Count by 2's and 5's

ACTIVITIES

- A. Count children and objects in room
- B. Use blocks and objects to illustrate grouping
- C. Ditto sheets for counting and matching
- D. Demonstrate measurements with measuring cup, pints, and quart containers
- E. Calendar concept
 - 1. Learn the days
 - 2. Months
- F. Learn how to tell time by the hour and half hour
 - 1. How many minutes in hour

MUSIC

OBJECTIVES

- A. Ability to listen and enjoy music
- B. Consideration for others, listening in a group situation
- C. Ability to participate in singing
- D. Enjoyment of music as a recreational and leisure time activity

E. To develop coordination

ACTIVITIES

A. Group singing

B. Marching to records or in games

C. Records for listening and singing:

1. Mickey Mouse Club March
2. Ten Little Indians
3. A Spoonful of Sugar
4. Best Loved Fairy Tales
5. The Great Songs of Christmas
 1. Silent Night
 2. Holy Night
 3. We Three Kings

SOCIAL STUDIES

OBJECTIVES

A. To help the child feel a part of his home, school, and community

B. To recognize common foods

C. To recognize some of our community helpers

D. To develop a concept of time, direction and size

E. To know the role of a farmer

F. Practice citizenship

G. Learn the different seasons

H. Practice safety

ACTIVITIES

A. Tour school – library, dining room, etc.

B. Make scrap books about foods

C. Use pictures of important people, such as the president and governor

D. Use clock face with two moveable hands to learn time

E. Learn services rendered by community and helpers

1. Policeman
2. Fireman

3. Farmer
4. Milkman
5. Mailman
6. Doctor

F. Obey our safety patrol

G. Learn why our laws should be obeyed

SOCIAL AND PERSONAL DEVELOPMENT

A. Stress care of toys

B. Wash hands when necessary

C. Use tissues or handkerchiefs properly

D. Enter and leave room without pushing or shoving

E. Manners

1. School
2. Home
3. Public

ACTIVITIES OR MATERIALS

A. Practice entering and leaving room quietly

B. Always put toys in proper place

C. Wash hands after toileting

D. Use film strips

1. Manners at school
2. Manners at parties
3. Manners in public
4. Manners while visiting

HOMEMAKING

OBJECTIVE

To develop a knowledge of simple daily tasks which each individual may be capable of performing in the home or school training.

ACTIVITIES – Bedmaking

A. Starting with stripped bed, cover mattress with pad

B. Put on bottom sheet with wide hem at head and right side up. Tuck in sheet, at head first, then foot, pulling as tightly as possible.

Miter corners, tuck in sides.

- C. Put top sheet on bed with right side down and wide hem at head. Allow enough sheet at the top to fold back over blankets. Tuck in sheet at foot, miter corners. Smooth out wrinkles.
- D. Put on blankets, turn top sheet down over blankets. Tuck in blankets at foot, miter corners.
- E. Put on bedspread, fold back for pillows
- F. Shake and smooth pillow. Put on pillowcase, place pillow at head of bed; cover with spread. Tuck in slack at bottom edge of pillow.

Ironing

- A. Dampen articles to be ironed with warm water using
 - 1. Sprinkler bottle, or
 - 2. Vegetable brush and pan of water
- B. Fold or roll articles and place in plastic bag or wrap in bath towel
- C. Set up ironing board
- D. Plug in iron
- E. Set iron at proper control
- F. Smooth articles on ironing board
- G. Iron section of article on board
- H. Move article, smooth and iron until completed
- I. When through with ironing
 - 1. Turn off iron
 - 2. Unplug iron and put in safe place to cool
 - 3. Return ironing board to proper place
 - 4. Put away ironed clothing

Sweeping

- A. Use straight broom to develop coordination
- B. Sweep section of room at a time
- C. Have one child hold dust pan while another sweeps
- D. Move and replace furniture
- E. Store broom in proper place and position

Dusting

- A. Use spray cleaner or treated cloth
- B. Remove objects from table
- C. Dust top of furniture first and then all other parts
- D. Dust all objects before returning to furniture
- E. Store dust cloth in a safe place
 1. Large glass jar (for fire safety)

INSTITUTIONAL TRAINING CLASS SUGGESTED SCHEDULE

9:05	Roll Call
9:15 – 9:30	Language development – children tell something interesting they did over weekend.
9:30 – 10:00	Some of the children will be reading, others will be tracing letters and copying words.
10:05	New class – roll call
10:10 – 10:20	Read Teenager's Weekly and Recreational Schedule
10:20 – 11:00	Number concept – count objects and match numbers
11:05 – 11:40	1st period class again – iron, make bed and dust furniture. Self expression drawing, crayoning or work puzzles.
11:45	Dismissal for lunch
1:35 – 2:10	New class – roll call Read story, have discussion, color picture relating to story.
2:15 – 3:00	Planning Period
3:05 – 3:40	New class – roll call Work with reading readiness material
3:45	Dismissal for the day

SOCIALIZATION GOALS

Goals are steps leading to success. Therefore, the assumption that success in the final accomplishment of any endeavor is the objective. As an example, let us set the top of six steps as the objective, the first goal being that the top be reached by any means possible. It may be all fours, or crawling up with help; progressing to going up step by step with help, step by step alone; alternating feet with help,

then alternating feet alone; and objective finally reached. This same process must be followed to come down the steps. Each successfully accomplished goal leads to final mastery and security.

In education it does not matter how much we learn, but how it is learned. In the final analysis any learning a child acquires, if he learns at all, must be through gaining insight into the situation.

A child who has difficulty learning must be coaxed into exploring a situation. Until he acquires familiarity with any new problem, he is afraid and withdrawn. He needs a planned program that will lead to final accomplishment and success slowly so that he may have time to absorb, feel and become familiar with one goal at a time.

Without help everything seems impossible unless it is broken down to his level of comprehension and grasp. He has no faith in his powers to help himself. Exhortations to self-reliance are wasted, for he can have no real understanding of what is required of him.

It is better for the child to learn one step at a time in a way that gives him confidence in his powers, than to learn one hundred items by rote. The quality of learning is more important than the quantity.

Only after we understand the need of the child can we hope to aid and correct. Objectives and goals can be adjusted to meet the needs of each individual child.

The following pages are devoted to giving an idea of a few goals that may lead to giving the child a step up toward being a better adjusted member of his family, classroom, school, neighborhood, or institution. The format may be adjusted to meet the need of each child. The teacher may want to add or delete. It is only a suggested format for goals leading to the Socially Accepted child.

Goals Leading to Social Acceptance:

	Date Accom.	Teacher Signature
A. Personal knowledge		
knows:		
His name		
Father's name		
Mother's name		
Address:		
Street and number		
City		
State		
Telephone number		
His age		
His birthdate		
His sex		
Brother's name		
Sister's name		

Date
Accom.

Teacher
Signature

His position in family		
His position in neighborhood		
B. Holidays Aware of:		
New Year's Day		
Easter		
Halloween		
Thanksgiving		
Christmas		
C. Time value Aware of:		
Hour		
Half hour		
Minutes		
D. Time telling Knows:		
Hours		
Hours and half		
Hours and minutes		
Before		
After		
E. Day values Aware of:		
Full day (24 hours)		
Morning		
Midday		
Afternoon		
Night		
Breakfast		
Lunch		
Dinner		
Bedtime		
Daytime		

	Date Accom.	Teacher Signature
Eating time		
Sleeping time		
Wakening time		
Recreation time		
F. Calendar values		
Aware of:		
Days of week		
Weeks		
Months		
Years		
G. Environment		
Aware of:		
Living things		
Growing things		
Reproductions:		
Plants		
Animals		
Man		
Death:		
Plants		
Animals		
Man		
H. Temperature		
Knows:		
Hot		
Cold		
Moderate		
I. Weather		
Knows:		
Windy		
Cold		
Hot		
Rainy		
Sunny		
Pleasant		

	Date Accom.	Teacher Signature
J. Relative relationships		
Fast and slow		
High and low		
Tall and short		
Fat and thin		
Up and down		
Open and closed		
K. Activity group.		
1. Cooperates with:		
Teacher		
Others		
Demands own way		
No inhibitions		
2. Works and plays:		
Alone		
One person		
Small group		
Large group		
3. Recognizes possessions:		
Clothing		
Toys		
Books		
4. Shares possessions:		
One person		

	Date Accom.	Teacher Signature
Friends		
Classmates		
5. Desires companionship:		
Father		
Mother		
Siblings		
6. Desires acceptance:		
Parents		
Siblings		
Classmates		
7. Desires to help:		
At home:		
Sometimes		
Often		
At school:		
Sometimes		
Often		
9. Participates:		
Willingly		
With stimulation		
L. Personal Appraisal		
1. Grooming:		
Has pride in appearance		
Keeps hands clean		
Keeps nails clean		
Keeps face clean		
Combs own hair		
Polishes own shoes		
Keeps clothes clean		
Can use handkerchief properly		
Appreciates new things		
Appreciates good choice of apparel		
Selects proper apparel		

	Date Accom.	Teacher Signature
Button clothes		
Unbutton clothes		
Zips zippers		
Lace shoes		
Tie shoes		
Unlace shoes		
Snap snaps		
Dress self partially		
Alone		
With help		
Dress self completely		
Alone		
With help		
Puts on wraps		
Alone		
With help		
Puts on shoes		
Alone		
With help		
Puts shoes on correct feet		
Alone		
With help		
Tells front from back of clothing		
Alone		
With help		
2. Table manners		
Has acceptable table manners		
Can use eating utensils properly		
Uses napkin properly		
M. Communication		
Points to things he knows		
Points to objects he wants		
Names objects		
Leads person to what he wants		
Uses single word vocabulary		
Uses simple sentence		
Likes to listen		

	Date Accom.	Teacher Signature
Does listen		
Listens and repeats		
Listens to stories:		
Very short		
Longer stories		
In small group		
In large group		
Alone		
Imitates activities		
Imitates sounds		
Follows simple directions		
Shows some imagination		
Can tell very simple stories		
Can tell stories from pictures		
Looks at books		
Alone		
From front to back		
Page by page		
With help		
Turns own pages		
Likes to talk:		
To self		
To group		
When spoken to		
N. Vocational		
Puts away objects in proper places:		
At home;		
Alone		
With help		
At school;		
Alone		
With help		
Sticks to project until completed		
Develops sensory acuity:		
Recognizes sounds;		

	Date Accom.	Teacher Signature
Motors		
Instruments		
Animal sounds		
Construction sounds		
Hammering		
Sawing		
Nature		
Wind		
Rain		
Thunder		
Recognizes forms:		
Circle		
Square		
Triangle		
Diamond		
Recognizes colors:		
Red		
Green		

Date
Accom.

Teacher
Signature

Can match colors		
Can match forms		
Can match objects		
Can draw simple forms :		
Circle		
Square		
Diamond		
Rectangle		
Triangle		
Can draw simple objects:		
Tree		
Ball		
Man		
Can write numbers from to		
Comprehends numbers from to		
Can read simple labels:		
Grocery		
Bread		
Milk		
Drugs:		
Toothpaste		
Aspirin		
Simple signs - street and safety:		
Stop		
Go		

	Date Accom.	Teacher Signature
Wait		

* Teacher may fill in blanks to meet those needs accomplished or needing to be accomplished by child.

CHAPTER VI

PRE-VOCATIONAL (EDUCABLE)

At the Pre-Vocational level, students are usually 13 to 17 with mental ages approximately 7 to 10 years. old. The unit of experience approach is used with emphasis on occupational information and exploration especially in:

1. Training to become socially integrated contributing members of the school and Colony.
2. Carrying out their share of responsibility in the family or cottage group.
3. Utilizing and enjoying the community and Colony facilities.
4. In understanding and appreciating citizenship and the functions of laws, rules, and government.
5. In acquiring habits, skills, and attitudes needed for occupational adjustment.
6. In acquiring knowledge of community and Colony occupational training opportunities.

Students at this level are maintaining a full day class schedule including academics, crafts, shop, sewing, music, physical education and homemaking.

We strive to prepare these students for life outside the institution, or, for continued productive and satisfying life within the institution.

It is difficult to carry out any plan perfectly, into practice, many situational factors are hard to control, many practical problems are hard to solve and often the special class curriculum action is very slow.

NUMBERS

AIM:

1. Addition and subtraction
2. Addition and subtraction of dollars and cents
3. Content of multiplication tables
4. Long and short division
5. Simple fractions and mixed numbers (concretely applied - e.g. $\frac{1}{2}$, $\frac{1}{4}$, $1\frac{1}{2}$, $1\frac{1}{4}$)
6. Common weights and measures

7. Clock and calendar facts
8. Time tables and schedules
9. To read house numbers, telephone numbers
10. To understand zip code

NUMBERS

Arithmetic Needs, Introduction

The minimum everyday demands of arithmetic in adult life are relatively few, but they are important. Many of them involve money and making change. They may be concerned with a household budget or other problems which involve the figuring of wage rate per hour, week or month, to use time schedules, common weights and measures. Questions face everyone of us almost daily. Children should have the necessary number facts and skills at their command, to go to the store and buy several items. They should know how to buy lumber by the foot, material by the yard, or food by the pound or whatever other things arise in the life of the child, or the life of his family. These should be considered good content for arithmetic, provided the child's mental level is high enough to enable him to cope with the situation.

In any situation it is probably safe to say that the essentials of number development in classroom activities should include much practice with the following skills.

ARITHMETIC

Method: To help develop child's ability in:

1. Addition

6	19	365	\$34.82
<u>8</u>	<u>21</u>	65	3.21
		<u>1</u>	<u>.49</u>

2. Subtraction – ability to take away

6	13	105	485
<u>-3</u>	<u>- 9</u>	<u>- 53</u>	<u>- 148</u>

3. Multiplication – ability to multiply

2x2	3x10	4x125	14x350
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4. Fractions

$$\frac{1}{2}, \frac{1}{4}, 1\frac{1}{2}$$

5. Fractional part of number

$\frac{1}{2}$ of 12	$\frac{1}{3}$ of 36	$\frac{1}{2}$ of 420
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6. Cancellation

$\frac{2}{3}$ of 18 $\frac{2}{5}$ of 45 $\frac{3}{5}$ of 40

7. Adding fractions

$\frac{1}{2} + \frac{1}{2}$ $\frac{3}{5} + \frac{4}{5}$

8. Adding fractions and mixed numbers

$4 + \frac{3}{5}$ $6 + 1\frac{1}{2}$ $7 + 3\frac{3}{5}$

9. Subtracting fractions

$\frac{3}{4} - \frac{1}{4}$ $8 - \frac{1}{2}$ $17\frac{1}{4} - 6\frac{1}{2}$ $31\frac{3}{6} - 1\frac{1}{3}$

10. Roman numerals

A. I V IX XV

11. Concept of money. Use of monetary signs.

a. \$.01(1¢) \$.10 (10¢) \$.50 (50¢) coins

b. \$1.00 \$5.00 bills - checks

c. Ability to make change for \$1.00

12. Concept of measure

a. Liquid (pint, quart)

ability to know 2 pints = 1 quart 2 quarts = $\frac{1}{2}$ gallon

b. Linear measure

Ability to know $\frac{1}{2}$ inch Concept of 1 foot and yard

c. Concept of time – calendar and clock facts:

1. Months – ability to know the month and know what next month will be

2. Week days – to name days of week

3. Clock

4. Ability to see that each number on a clock represents 5 minutes

5. Ability to see and know that large hand denotes number of minutes

6. After or before the hour

7. Ability to see and know that short hand denotes the hour.

Summary: Pre-Voc A, B, and C

It is not practical to depend upon arithmetic text books prepared for primary and elementary school pupils as day-by-day guides for the mentally retarded pupil. Children vary greatly in their need for practice, therefore, it is better to have special ditto copies where the

teacher may present certain types of arithmetic problems which he may feel are needed for each individual child. 1. Ditto sheets of practice problems may vary in difficulty from the very simple, to as complicated as any of the children can do. 2. Make all problems as practical for the individual as possible. 3. Simplify complexity.

READING

Introduction:

Most of the children in the Pre-Voc classes have been in public schools in competition with others their age and size, and have been unhappily and unsuccessfully trying to compete, until they have built up frustrated attitudes of dislikes and even a hatred for reading. Thus, the first task of the teacher is to try to:

AIM:

1. Re-create a desire to read.
2. Show the child the teacher's confidence in his ability.

METHOD:

1. Give easy reading for practice.
2. Make every effort to free him from the feeling of stress and strain.
3. Remember, the smallest increment in learning should be noted and praised.
4. Finally, the retardate is ready to read and compete with his classmates in Anne C. Dew School.

SPELLING AIM – PRE-VOCATIONAL A,B, AND C

Spelling words should be those words which are likely to be included in the pupil's adult vocabulary. Numerous standardized spelling scales have been published which may be used as a basic check list.

The limit of progress should be determined only by the child's ability to master the mechanics of the spelling of words common to his needs. In some cases this is the one field in which a retarded child may excel.

SPELLING

Learning to spell:

METHOD:

1. Own name, family and friends names.
2. To spell words from spelling book, especially the "Basic Word List."

3. To break words into syllables, learn phonics to aid in use of dictionary.
4. To spell more difficult words according to individual's ability.
5. Learn to place words in alphabetical order.
6. Learn vowels and consonants.
 - a. When two vowels go out walking the 1st one does the talking (e.g.) paint)
 - b. Study word endings
 - c. Sliding sounds
 - d. Blends, silent letters
7. To be able to recognize home making spelling list.
8. Make new words by adding – (a, s, er, est, y, es, ed, ing, ly)
9. Study base words –
 - a. Prefixes, suffixes
 - b. Contractions
 - c. Compound words

“ALPHABET GAMES”

To play a game of – What comes “before” the letter “d” – or what comes “after” the letter “s” is an excellent way to review the alphabet. Another good review, to code or number the alphabet and write words by number, is an enjoyable way for children to learn the alphabet.

BASIC WORD LIST

Richard Madden and Thorsten Carlsow

a	away	called	don't
about	back	came	door
after	be	can	down
again	beautiful	children	each
all	because	city	eat
along	bed	cold	enough
also	been	come	ever
always	before	comes	every
am	best	coming	father
and	better	country	few
another	book	day	find
any	boy	days	fire
are	boys	dear	first
around	brother	did	five
asked	but	do	for
at	by	dog	found

four
friend
from
fun
gave
get
getting
girl
girls
give
go
going
good
got
great
had
hard
happy
has
have
he
heard
help
her
here
him
his
home
hope
house
how
I
if
in
into
is
it
just
keep
kind
know
large
last
left
let
letter
like
little
live
lived
long
look
looked
made

make
many
may
me
men
money
more
morning
most
mother
much
must
my
name
never
new
next
nice
night
no
not
now
of
off
old
on
once
one
only
or
other
our
out
over
people
place
play
pretty
put
ran
read
ready
right
room
said
saw
say
school
see
she
should
side
small
snow

so
some
something
soon
started
stay
still
summer
sure
take
teacher
tell
than
that
the
their
them
then
there
these
they
thing
things
this
thought
three
through
time
to
today
told
took
town
tree
two
until
up
use
used
very
want
wanted
was
water
way
we
week
well
went
were
what
when
where

which
while
white
who
will
winter
with
work
would
write
year
years
you
yours

SPELLING WORD LIST TO ACQUAINT STUDENTS WITH HOME-MAKING MATERIALS

can opener	measure
sauce pan	scrub
skillet	cookie
liquid	egg beater
turner	board
tongs	tablespoon
bowl	teaspoon
clock	brush
bread pan	shortening
cake pan	peeler
pie pan	dish towels
pots	sifter
cutting	fork
wooden	mixer
slotted spoon	apron
potato masher	iron
cabinet	laundry
water	tray
sink	dry
pitcher	sheet
kitchen	scraper
spatula	measuring
cups	blender
carton	food
cup cake	spoon
knife	

LANGUAGE ARTS

AIM:

Language presents learning in a variety of ways. The child will learn correct speech forms, how to converse with friends. He will learn about sentence structure, paragraphs, letter writing, punctuation, how to use capital letters and many other things that will help him to express himself correctly in writing and in speaking.

METHOD:

- I. To establish good language habits
 - a. Correct speech forms
 - b. To converse with friends and improve language
- II. Sentence structure
 - a. Capital letters for the following:
 1. Their own name
 2. Names of classmates
 3. First of a sentence
 4. The word I
 5. City and state
- III. Punctuation marks

- a. Period
 - 1. End of sentence
 - 2. Abbreviation
- b. Question and exclamation mark
- c. Comma
 - 1. Between city and state
 - 2. Separate words used instead of and

IV. Apostrophe

- To show omission of one or more letters
- To show possession

V. Quotation marks

- A quote from another person (e.g. he said, "I can't go")

VI. Letter writing

Parts of letter

- 1. Heading
- 2. Greeting
- 3. Message
- 4. Closing
- 5. Signature

Retardates may have need to write:

- a. Friendly letter to relative and friends
- b. Invitations to parties or assembly programs, etc.
- c. Business letters, ordering things, asking for information or applications for employment

VII. Alphabetize List

Place words in alphabetical order

VIII. Word usage

- 1. a and an
- 2. Helping words – have, has, had
 - can and may
 - went and gone
 - ran and run
 - came and come
 - let and leave

Pupil experience and activities:

Children need to know the world around them. Field trips should be planned with educational objectives in mind, Trip excursion should open up avenues of worth while learning. There should be discussions before hand to prepare pupils for the trip, and some of the things observed should be incorporated in follow-up classroom discussions.

I. Field Trips (arranged by Rec. staff)

- a. To develop concept of travel
- b. Personal safety – should always be stressed

c. Safety signs – a game to teach road signs

II. Places of interest to visit

- a. Phoenix Zoo
- b. Desert Museum, Old Tucson
- c. State capital

III. Social events (augmented by Rec.)

To develop a more wholesome social atmosphere to provide experiences such as:

1. Dances
2. Picnics
3. Games

It's then that each student's personality may be studied in order to give individual help to make him a more rounded person and help him adjust to his present and future environment.

IV. Special Programs

A special time should be given to each child to perform before, or, display to an audience his talents. Some will need more help in preparation than others, but this will encourage self expression, which is a part of the maturing process.

The following special programs could be arranged:

Halloween
Valentine Day
Arizona Day
George Washington's Birthday
Abe Lincoln's Birthday
Memorial Day
Mother's Day
Flag Day
Father's Day

With careful planning these experiences can be a genuine learning experience.

V. Film

Many attractive film are available to introduce the child to other cultures.

- a. Breath of Life Ch. #5 – a T.V. film of instruction dealing with mouth to mouth resuscitation.
- b. Language development Ch. #2 – Mr. Pools
- c. Audio-Visual film:

Adobe Village of Mexico
Alaska Highway
Alaska Eskimo
Angkora – The Last City
Animals Unlimited
Boy of Japan and His Kite
Dinosaur Age
Disneyland U. S. A.
Eskimo Sea Hunters
Golden Fish
Hawaii–The 50th State–People and Resources
Hawaii Today
I Live in Hawaii
He Is Risen
Letter from Alaska
Louisiana Story - Pt. I and II
Lumber States
Monument Valley
National Parks – Our American Heritage
Pigeon That Came Home
Silk Makers of Japan
Story of “Trout Hatchery”
The Falcon – Walt Disney Film

GEOGRAPHY AND HISTORY

1. Maps

We use maps to try to give the students a clear-cut, definite idea about the state in which they live. The ability to point to or locate on the map the city where he lives. To locate on the map the place mentioned in his Weekly Reader, or current events or news on T.V.

On the map point out the scenic wonders which can be located, as well as the unattractive stretches of desert or waste lands.

2. Globe

The use of the world globe gives the child the most accurate view of the world as a whole. From it the children can get the very best idea of the relative size of continents, countries, oceans, and various regions.

The globe is a great help in teaching the four standard time zones.

The fact the globe moves or can be rotated on its axis seems to create a desire for children to ask questions of all kinds, enabling the teacher to bring the children in touch with such terms as island, ocean, sea, lake, river, continent and desert.

3. Use of Encyclopedia

The more capable children understand the value of the set and can find accurate and adequate knowledge on any subject, person or place.

4. Use of Dictionary for:

- A. Word meaning
- B. Pronunciation
- C. Syllables
- D. Tense—past and present
- E. Abbreviation
- F. Part of speech

Suggested Experiences:

Habits of native birds

Preservation of wild life

Plant life indoor and outdoor

Its need for development, absorption of moisture growth and value

Daily phenomena of weather

Rain, hail, snow, fog, amount of rain

Some of the major features of the universe, such as sun, moon, earth, stars, clouds, wind, season, day and night

Sources of composition of common material used for food, clothing, shelter, tools and transportation

Scientific explanation of some of the modern means of communication and transportation, such as the telephone, telegraph, radio, television, balloon, automobile, airplane

WEATHER UNIT

AIM:

To teach some weather facts in a way the students will have a deeper appreciation of the events that take place in the vast envelope of air which surround our earth.

METHOD:

Make "Weather Unit" using a short descriptive story, along with the suitable drawings.

Weather:

A. Earth and Sun — The Weather Team

I. What makes weather?

- a. The sun, earth, water, and air act upon each other.

II. How can man change weather?

- a. Smudge pots
- b. Green house
- c. Cloud seeding
- d. Air conditioners
- e. Fans
- f. Heaters

III. Thermometer

- a. Temperature

- b. Degree of heat or cold
- c. Freezing water – 32 degrees
- d. Body temperature – 98.6 degrees

IV. Air

- a. Earth's invisible cover
- b. Air – a mixture of several gases
- c. Gases all odorless and colorless
- d. Cool air moves downward
- e. Hot air will rise

V. Humidity

- a. A secret ingredient of the air
- b. Moisture
- c. Liquid (or water)

VI. Water Evaporation

Evaporates from:

- Oceans
- Lakes
- Rivers
- Brooks
- Puddles

VII. Condensation

Vapor condenses in these ways:

- a. Fog
- b. Dew
- c. Frost

VIII. Condensed in clouds

- a. Rain
- b. Snow
- c. Sleet

IX. We can get weather news by reading:

- a. Newspaper
- b. Listening to radio
- c. Watching television

X. Clouds as:

- a. Weather messengers
- b. Each type of cloud carries a message
- c. Giving advance notice of change in weather

XI. The sun has something to say:

- a. I am a star

- b. I am your only day star
- c. I belong to a large star family
- d. I look big because I'm the star nearest the earth
- e. I shine brightly
- f. You can't see the other stars until your side of the earth turns away from me

XII. Hot or cold

- a. The thermometer will tell
- b. Wear appropriate clothing for the weather

ARIZONA UNIT

AIM:

To familiarize students with the state in which they live, by knowing how the land was acquired from Mexico, and to know upon Admission Day the 48th star was added to the American flag.

Today, 55 years later, the capital has been moved from its first location in Prescott, to a beautiful state building in Phoenix. The State is composed of 14 counties and each child lives in a city or town in a county in the state of Arizona.

METHOD:

A short descriptive story, along with suitable drawings to be colored, to depict some of the splendor, as well as true to nature pictures, all found in Arizona.

A. Arizona Unit

1. Map of Arizona divided into 14 counties (naming each county)
2. Arizona Flag
3. Arizona Seal
4. Arizona state bird - 'the Cactus Wren'
5. Arizona state flower - 'the saguaro'
6. Other animals, mammals and reptiles found in Arizona.

Antelope	Road Runner
Bear	Praying Mantis or Walking Stick
Deer	Scorpion
Elk	Snake (Rattle)
Fox	Spider (Black Widow)
Gila Monster	Tarantula
Gopher	Wolf
Grouse	
Ground Hog	
Jaguar	
Javelina (wild pig)	
Kangaroo Rat	
Lizard	
Ocelot	
Otter	
Porcupine	
Prarie Dog	
Racoon	

XIII. A weather clue chart for students to watch.

LOOK FOR _____ WHEN

	CLOUDS	HUMIDITY	TEMP.	VISIBILITY	WIND
Weather to stay fair	Move higher and decrease in numbers	Stay low	Is what is expected for the season	Stays good	West to N.W. and gentle
Weather to get worse	Thicken lower and darker in west	Goes up	Is too high or too low for season	Decreases	Shift between east and south
Rain and Snow	Change from cirrus to lower types of rain or snow clouds	Goes up	Goes up	Decreases	Increase in speed, usually from the east
Thunder Storms	Clouds change color				Increase in speed rapidly
Weather to clear	Rise and break up	Goes down	Rises after warm front clears. Drops after cold front passes	Increases	Swing from east through south to west
Colder Weather			Goes down		Blow from north to N.W.
Warmer weather			Goes up		Blow from south

PRE-VOCATIONAL A – TUESDAY

Roll Call

Conversation and Counsel

9:00 – Spelling (assignment for the week.)

English or Phonics

11:00 – Arithmetic (finish Monday assignment)

Arithmetic assignment for Wednesday and Thursday

Arithmetic work period

PRE-VOCATIONAL C

Review Phonics chart

11:00 – Spelling (six (6) new words for the week along with review words)

11:45 – Arithmetic assignment (return corrected lesson from Monday)

Arithmetic work period

PRE-VOCATIONAL B – plus – ACOUSTICALLY HANDICAPPED CLASS

1:30 – Roll Call

3:00 – Conversation and Counsel

Spelling study period

Spelling test

Arithmetic assignment

Arithmetic work period

Project work

Reading

Penmanship *

Arithmetic

Language and Phonics

Project work

* Teach to form good letters in manuscript and cursive writing.

STUDENT GOVERNMENT

Members of the Student Government are elected, one each, from the following classes:

Work Experience A and B

Pre-Vocational A, B and C

Intermediate A, B and C

Institutional Training A and B

The first meeting is held as soon as all classes have held their class elections, then the newly elected members elect a:

President

Vice President

Secretary

The function of the Student Government is to have a voice in helping to make some of the rules the students will live by during the school year. The common complaint between teacher and student this

year was “gum chewing.” The council met, discussed the question, “should gum be chewed in school?” Finally it was brought to a vote and the Student Government voted “NO gum chewing.” In this way the Student Government had a voice in helping to make a rule the students were to live by, and it gave them a greater sense of responsibility.

MATERIAL, TEXTBOOKS, AND REFERENCES FOR PRE-VOCATIONAL CLASSES

A. Textbook – Arithmetic

1. Making Sure of Arithmetic Books 3, 4 and 5
2. Our First Number Book
3. Work Sheets from Arithmetic Exercises Grade 4
4. Work Sheets Fraction Exercises Grade 4 – 1st half
5. My Work Book in Fractions
6. My Work Book in Arithmetic Book 3 – Part 1 and 2
7. Flash Cards by Ideal – Multiplication, Addition and Division

B. Textbook – Spelling

1. Success in Spelling - Madden and Carlson Book 2, 5. and 6
2. My Spelling - Yoakam – Dow Book 3 and 4

C. Textbook – Language

1. The First Book of Language
2. Help Yourself Series
3. English Exercises Grade 4, 1st and 2nd Part
4. Steps in Language Development for Deaf

D. Phonics and Word Power

1. Program One Book A, B and C
2. Program Two Book A, B and C
3. Program Three Book A, B and C
4. Better Speech and Better Reading (a practice book)
5. Phonovisual Consonant and Vowel Chart

E. Textbook – Readers

1. We Come and Go
2. Reader's Digest – Reading Skill Builder
3. More Streets and Roads Book 3
4. More Friends and Neighbors Book 2
5. My Weekly Reader, News Story No. 3
6. My Weekly Reader, News Story No. 2
7. My Weekly Reader, Picture Story No. 1
8. Dolch Teaching Aid – Puzzle Books No. 1 and 2
9. Arizona Children's Teenager's Weekly

F. Science – Units

- | | |
|------------|------------|
| 1. Arizona | 3. Indians |
| 2. Weather | 4. Wheels |

CHAPTER VII

ACOUSTICALLY HANDICAPPED EDUCABLE CLASS

Introduction:

The teaching of academic tool subjects should be kept as pleasurable as possible. Usually some students will become involved in competition. This is good as the whole class will gain by watching the leaders, trying for "first" place.

The retardate needs to be praised freely. Always praise for best efforts, as well as actual attainment. Always be sure the tasks are within the child's ability — remember that frequently trying — and frequently failing, destroys our efforts.

Teaching arithmetic is a step-by-step process. New knowledge should be introduced only as fast as they can assimilate it.

Since the deaf retardate's responses are slower than average, number copying from the black board could be a hindrance, as the pupil may get so involved in setting the problem down, he loses sight of the problem involved.

I. Arithmetic Aim

- A. Count by 1's, 2's, 5's, 10's to 100.
- B. Count and write numbers to 100.
- C. To work problems in addition, subtraction.
- D. Subtraction, (borrowing).
- E. Multiplication, (1) one and two (2) numbers
- F. Division by at least one number.
- G. To read and understand problem solving.
- H. Concept of money.
 - I. To know "how much" or how "little".
 - J. To find page number.
 - K. To find date on calendar.
 - L. To tell time.
 - M. To read street and telephone numbers

II. Arithmetic Methods

- A. Use of colored cues.
- B. Dots on cards.
- C. Domino type cards.
- D. Colored configurations.
- E. Count and develop concept of numbers.

1. Addition

$$2+2 \quad 4+8 \quad 10+5 \quad 12+3$$

2. Subtraction

$$2-1 \quad 4-2 \quad 12-3 \quad 10-8$$

3. Multiplication

($2 \times 2 - 2$, 2's)

10×2 4×4 12×4 65×5

4. Division (short)

$2 \overline{)4}$ $3 \overline{)12}$ $20 \overline{)60}$

5. Division (long)

$25 \overline{)265}$ $20 \overline{)4680}$ $12 \overline{)3642}$

6. Written problem solving.

Joe works 6 hours at 65¢ per hour, etc.

Drill on the use of the newly acquired tool, over and over again, in many and varied situations to make it a permanent part of the child's knowledge. Short drill periods have a place in arithmetic, as in other fundamental processes and can be based upon experience.

LANGUAGE ARTS FOR THE ACOUSTICALLY HANDICAPPED

The child's facility with language will grow as his field of experience enlarges. He should learn to speak clearly and express complete thoughts. He should use his language ability in reading, social studies, science and other fields.

Written language grows out of oral language. The pupil should be able to say first, that which he wishes to write. A need for written language will arise when he wishes to write a letter to his mother or a friend, inviting her to a school party. He may want to write a simple account of a special activity being carried on in class. Every experience, carried on under the teacher's guidance provides an opportunity for language development.

OBJECTIVES:

Language Development

- To increase the vocabulary.
- Introduce and use phrases.
- Develop conversation ability.
- Tell events in sequence.
- Give directions.
- Conversation.
- Use two or more simple sentences.

Specific Aims

- To create a desire for oral communication.
- To develop meaning for sounds and word sounds.

To develop ability to "say" words.

To develop ability to use words (individually and in simple sentences).

The major aims of the curriculum are two fold;

1. Acquiring adequate attitudes and habits.
2. The development of skills and abilities necessary for social and economic resourcefulness.

ACOUSTICALLY HANDICAPPED LANGUAGE

Deaf children show a disturbance in thinking, perception, and emotional behavior because they have not had the ability to hear and learn by ordinary methods, thus specific teaching methods must be developed to meet their needs.

Start at a kindergarten level, using action verb silhouettes, to teach the child the action, along with the word usage and have the child actually do the verb actions.

Learn to write:

Name

Write numbers naming each one orally.

Write alphabet, naming each one orally.

Write a complete sentence.

To copy material from printed workbook.

To trace.

Teach - "Who"

- a. Use real people at first. Have them stand under the word WHO.
- b. Have pictures of people placed under the word WHO.



- c. Use pictures of people with words.



BOY



GIRL

WHO:

I. Use real people at first. Have them stand under the word WHO:

Baby
Man
Woman
Boy
Girl

II. Have pictures of people placed under the word WHO:



III. Use pictures of people with these words.



Who:

What:

Picture of dog.

A

Run Ran
Walk Walked
Cry Cried
Jump Jumped

Who
A dog
What

Ran	Run

Then make a verb box

Past	Present	Future
Ran	Run	Run
did not	does not	will not
did	do	will do

WHAT:

I. Use real objects at first.
Have children place them under the word WHAT.
Show that inanimate things have no eyes, nose, mouth, etc.

II. Have pictures of inanimate objects placed under WHAT:

Ball

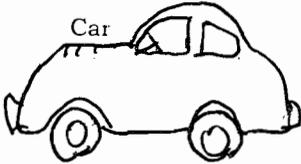


Top



III. Use pictures of inanimate objects with their names.

Car



Pencil



Cup



All the time make mental note on speech while working on sentences.

Now we are ready to go into the:

IV. WHO: WHAT: section—

Teach them to determine things that belong under what —

Because:

- a. Animals have four feet.
- b. Animals are covered with hair or fur.
- c. Birds have wings.
- d. Birds are covered with feathers.
- e. Birds and animals have tails.

Use pictures of animals or wooden or toy animals for visual illustrations.

IV. WHO

WHAT

WHO

WHAT

Show that the pictures of animals are WHAT words.

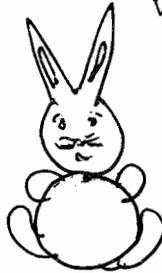


VI. Use names of animals or inanimate things without pictures.

- ball
- top
- car
- cow
- block
- bird

V.

Use pictures with their names.



VII. Use names of people without pictures.

Mary
Tom
Mother
Father
Boy
Girl

Have children place these words under the proper key heading:

top	boy	cat	car
ball	baby	spoon	box
mother	dog	girl	pencil

Now we are ready to introduce singular and plurals:

SINGULAR

PLURAL

Questions: How many?

1 2 3 4

1. A _____ signifies one
A car
A cup

2 cars 3 cups

Intransitive verbs:

	run
ran	run

	cry
cried	

Run (Debbie)

Who cried – Debbie

Debbie ran

What cried – girl

Past	Present	Future
ran	run	
did not	does not	will not

Question – Did somebody?

Now we use HOW MANY:

A _____ an
 some
 one 1
 two 11

1. One girl ran. (Debbie)
2. Sequence Chart

Teach sentence building by use of sequence chart, using picture and word cards.

How Many	What Kind	What Color	What
two	little	white	rabbits
four	big	blue	kites
three	long	yellow	pencils

Usually before children can read, write or speak they will be able to place.

Colors under the heading.

WHAT COLOR:

Black

Red

Yellow

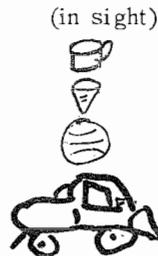
Blue

Purple

Using the word I –

Use sentences with I, with objects the child can actually see.

WHO		HOW MANY	WHAT
I	see	a	cup
I	see	a	top
I	see	a	ball
I	see	a	car



If the object is displayed – the child can and will rightfully say I.

Now display the object and use the verb see.

Remove the object from sight and say to the child – I saw a _____ .

We are ready for:

I	saw	a	red	car
I	saw	two	red	cars
I	saw	a	blue	top
I	saw	three	blue	tops
I	saw	a	(combination of tops)	

Practice: I saw a _____ . (car)

and I saw two _____ . (cars)

with objects in sight. (see)

with objects out of sight. (saw)

Ready for HAVE. Use this verb with parts of body first.

WHO		HOW MANY	WHAT COLOR	WHAT
I	have	a		mouth.
I	have	a		nose.
I	have	two		eyes.
I	have	two	blue	eyes.
I	have	two		hands.

Personal Ownership:

Mary	has	a	blue	dress.
Lupe	has	a	red	ball.

Personal Ownership At Home:

Lupe has a white dog.

Mary has a black cat.

Since predicate adjectives cannot be prepared ahead of time – always watch for a chance to present them – as:

Mary is sick.

Lupe is happy.

Teach the difference of the words has – has on. (someone else)

WHO		WHOSE	WHAT COLOR	WHAT
Mary	has on	a	blue	dress.

Using the possessive noun:

Mary	has on	Lupe's	blue	sweater.
Lupe	has on	Mary's	red	hat.

Motion has on – or has (in hand)

With has on, and has, explained and taught contrast we are ready for have, have on,

WHO		HOW MANY	WHAT COLOR	WHAT
I	have	some		gum.
I	have on	some	red	socks.
I	have on	a	red	dress.
Sally and I	have	some	yellow	leaves.
Lupe and I	have		black	hair.
Lupe	has on	some	white	socks.
Sally and Lupe	have		brown	eyes.

WHO:

USING ACTION WORDS:

I	ran	
I	fell	

Lupe writes this.

Care should be taken to prevent child from using expressions as me will.

She said me was mad.

He, Lupe, ran.
He, Lupe, fell.

Written by another child.

Now the child writes -

Lupe ran.
Lupe fell.

Now the other child writes

She, Mary, jumped.
Mary jumped.

other child writes

Mary laughed.
She, Mary, laughed.

other child writes

I jumped.
I laughed.

Lupe writes

Teach the pronouns in the same manner:
I, me, him, her, it, we

First - with action words

Second - Write in form of news.

It, the candy, was good.

They, the cookies, were good.

Have children write sentences using the correct pronouns.

BE SURE CHILDREN HAVE MASTERED EACH STEP BEFORE
YOU GO AHEAD.

WHO:
WHOSE: WHAT:

WHO:
WHOSE: WHAT: WHERE WITH WHEN

Lupe has on a new shirt today

Mary tried on Lupe's hat.

We do not listen to the radio.

Lupe picked up my pencil today

Have the child write the complete sentence clause on one line under the key word WHAT. Later the different parts of the clause are grouped as in independent clauses.

WHO:
WHOSE: = ∩
WHAT:

WHAT: WHOSE:
WHOM: WHAT:

WHEN: WHY:

Lupe gave me some candy yesterday.

I heard that [∩] who mother was coming yesterday.

I bought some cream for my pie

I have waited for an hour (How long)

I am waiting for a bus (How long)

We go to school to learn

Lupe felt sad because (who:) she (=) lost (what:) his ring.

a woman

and a little girl are making a book

Jane is reading**

and laughing at something in a book something in a book

ARIZONA CHILDREN'S COLONY

Key Paper, I G

Who: What:		What: Whom:	Whom: Whose: What:	Where:	When:	
		<p>Sample of Key Paper for Teaching the Deaf in Language Development The Fitzgerald Key Language Development</p> <p>Bessie L. Paugh</p>				

Contents:

Symbols used in Straight Language.

—	Verb	—	Infinitive
—		—	Present Participle
⌈	Adjective	—	Predicate Noun
⌈	Connective Words	—	Predicate Pronoun

The infinitive $\overline{\text{—}}$ is placed under infinitives.

No prepositional phrase symbol.

Verb symbol $\overline{\text{—}}$ in simple sentences.

Connecting word $\overline{\text{—}}$ placed under connecting words.

Distinction between people and inanimate objects.

Distinction between people and animals.

Numbers associated with Key heading How Many.

Colors associated with the heading What Color.

Pronoun I, the verb see, and a direct objective.

“Have” and “Have On” contrasted.

Numbers associated.

“For” often used to introduce adjective phrases.

“For” For a walk – For uses as an idiom.

“For” often used as part of double verb.

“For” frequently introduces a phrase telling “How Long”.

HANDICAPPED CLASS SPELLING

Aim -1. To spell own name.

2. To spell the most commonly seen and used words, such as safety words, home town, and others according to the individual needs.
3. To spell other's names, such as family, friends, teachers, cottage parents, pets.

4. To spell words from spelling books also Dolch List.
5. To use phonics (at least the initial sound) in helping to spell or find words in dictionary.
6. To spell words in readers being studied.
7. Teach to break words into syllables as an aid in spelling.
8. To copy from printed books.
9. To gain confidence in their speaking.
10. To greet others – “Good Morning”, “Goodbye”, “Thank You”, etc.

CHAPTER VIII

WORK EXPERIENCE CLASSES (EDUCABLE)

The work experience classes are the final day school program for our educable students. These students are usually 17 years old or older. The classes are a natural outcome of the goals of the Pre-Vocational level since now students are assigned to half-day training within the Colony. The teacher/counselor is responsible for giving practical application to tool subjects by relating school to work. Specific tri-monthly, job rotations occur at this level so as to insure each student a variety of training experiences. Individual guidance and counseling is given by the teacher/counselor. Although he is primarily responsible for the job training phase, he works closely with the vocational supervisor and area training personnel for evaluative reasons. When a student finishes this half-day program which includes tool subjects, shop, sewing and crafts, he is graduated through a formal commencement into a full time training assignment. At this time, he may become involved with our Adult Education Program.

Work Experience B Class is filled by the incoming young people with higher academic potential who have attained the goals for the pre-vocational setting. They may spend one or two years in B Class, dependent on their level of maturity, their chronological age, and their need to continue and profit by a more academically aimed curriculum. They are placed in a work-study program which provides for a half-day on the job and a half-day in class. When it is determined that a student has reached his optimum growth academically, or socially, he is placed in the final phase of vocational readiness, Work Experience A Class. There he receives training in an enriched job-biased curriculum. The reading material and the written work, as well as, the arithmetic used, are, from this point on, exclusively job oriented. Each vocational assignment or job rotation provides opportunities for using the Work Experience Class-Job Application form. Vocabulary and practical arithmetic problems are tailored to the individual student's requirements. Grouping of students is necessary to cover some of the material, but the student is encouraged to forge ahead at his own pace. As much individual attention as possible is given to encourage the student to continue his education after graduation in our Adult Education night school program.

WORK EXPERIENCE CLASSES (EDUCABLE)

Skills, techniques, and general attitudes to be developed in the academic classes.

I. Language Arts

A. Reading

1. Skills

- a. Word-name discrimination
 - (1) Auditory
 - (2) Visual
- b. Recognition of basic sight words, such as: STOP, GO, WALK, WAIT, LADIES, MEN, DANGER, POISON, QUIET, ENTRANCE, EXIT.
- c. Recognition of community signs, familiar landmarks, names of cities, states, buildings, etc.
- d. Recognition of names of days and months.
- e. Reading comprehension materials suited to the individual's level of understanding.
- f. Understanding use of indexes, tables of contents, glossaries, dictionaries, encyclopedia, telephone directories, maps, etc.
- g. Elementary word recognition:
 - (1) Phonetic Analysis
 - a. Initial and final consonants
 - b. Consonant blends
 - c. Speech consonants
 - (2) Structural Analysis
 - a. Compound words
 - b. Variants (s, es, ed, ing)
 - c. Syllabication

2. Techniques

- a. Experience stories
 - (1) Group or class
 - (2) Individual
- b. Charts—teacher made
 - (1) Chart on wall of the names and hometowns of all the children in the room.
 - (2) Experience Story Chart
 - (3) Calendars
- c. Work books and ditto work sheets
- d. Bulletin boards
- e. Catalogs and telephone directories
- f. Reading groups determined by:
 - (1) Ability
 - (2) Interest

- g. Individualized reading – In a silent reading group, each child reads a book of his own choosing, keeps his own place, and asks for help when needed.
- h. Practice and testing
 - (1) Word completion tests
 - (2) True–false quiz
 - (3) Multiple choice reading comprehension quiz.
- i. Labels on articles in room
- j. List of words on board from which he picks the one you say
- k. Flash cards of days of week, months, safety words, Arizona towns, states, spelling words for the week, practical business-word-sign-cards, such as FOR RENT, FOR SALE, NO TRESPASSING, etc., and vocational area-related words for tools and equipment.

B. Writing:

1. Skills

- a. Ability to write his own name legibly
- b. Ability to copy in his own handwriting, printed material from books
- c. Ability to copy written work.
- d. Ability to write words spelled orally
- e. Ability to write sentences from dictation according to individual spelling level
- f. Ability to write arithmetic numbers and problems legibly and correctly.
- g. Ability to communicate in correct form by composing his own sentences
 - (1) Using correct punctuation
 - (2) Using correct language
 - (3) Using capitals where needed
- h. Ability to fill out blanks, such as:
 - (1) Package labels
 - (2) Money orders
 - (3) Order blanks
 - (4) Application blanks

2. Techniques

- a. Copy from work already written, then from work on the board, and finally from material printed in books.
- b. Write his own sentences using the spelling words for the week.
- c. Write names of anything that may interest the individual, such as family, friends, pets or possessions.
- d. Write stories
 - (1) Class or committee
 - (2) Individual
- e. Practice in social writing
 - (1) Thank you notes or letters
 - (2) Invitations and acceptance of invitations
 - (3) Sympathy letters
- f. Practice in business correspondence and forms
 - (1) Applications
 - (2) Money orders
 - (3) Making out checks
 - (4) Filling out deposit or withdrawal slips
 - (5) Requesting information about work
 - (6) Requests for materials or information
 - (7) Contributing to school newspaper

C. Spelling

1. Skills

- a. Letter recognition
- b. Knowledge of letter sounds
- c. Accurate, clear, pronunciation/enunciation
- d. Understanding of word usage
- e. Ability to spell own name
- f. Ability to spell commonly seen and used words such as his home town, state, safety words, and others relative to individual need
- g. Ability to recognize, spell, and use words related to individual job areas
- h. Ability to spell words in common usage from spelling books, the Dolch List, or other accepted authorities

- i. To use phonics (at least the initial sound) to aid in spelling of words and to find them in the dictionary
- j. To spell words used in the unit being studied
- k. To break words into syllables to simplify spelling
- l. Spelling more difficult words to increase and challenge the individual's ability

2. Techniques

- a. Develop spelling list for three-level grouping
 - (1) Words that have high interest/meaning for teenagers
 - (2) Use words from stories or news articles studied in class
 - (3) Use words related to vocational areas that students are assigned to
 - (4) Use words encountered on job applications
 - (5) Occasionally, select words enlisting student's help
 - (6) Use community words
- b. Leave spelling words for the week on a wall chart during the week
- c. Make flash cards of spelling words to be used for the group or individual
- d. Let student use stencils to spell his words
- e. Use words in sentences or story illustrations
- f. Take special care to pronounce words properly

D. Speech

1. Skills

- a. Acquiring vocabulary growth in speaking
- b. Cleanness of speech in conversation
- c. Develop distinct enunciation
 - (1) Overcome as far as possible, any speech handicap in cooperation with and under the Speech Therapist's guidance
- d. Learn the value of a pleasant speaking voice in contrast to an aversive one through proper emphasis of:

- (1) Quality
 - (2) Pitch
 - (3) Volume control
- e. Establish correct language usage in speech as well as in written work
 - f. Acquire poise and confidence in conversing with strangers as well as friends
2. Techniques
- a. Conversational activity
 - (1) Telling personal experiences
 - (2) Telling stories, jokes, or riddles
 - b. Oral reading
 - c. Using tape recorder so student hears his own voice
 - d. Using video tape recorder and live closed-circuit T.V. so the student can form an audio-visual self concept
 - e. Discussion
 - (1) School rules
 - (2) Safety rules
 - (3) Planning parties, organizing and evaluating
 - (4) Planning field trips
 - f. Participation in meetings
 - (1) Student council
 - (2) Assembly programs
 - (3) Committee meetings
 - g. Student reports
 - (1) Field trip or any trip away from Colony
 - (2) Student council representatives report to class
 - h. Send on errands where message has to be delivered orally
 - i. Interview
 - (1) Classroom dramatized role
 - j. Giving directions
 - (1) Where to go
 - (2) What to do
 - (3) How to do it

II. Arithmetic

A. Skills

1. Ability to count by 2's, 5's, 10's to 100
2. Ability to read and write numbers to 100 for the lowest group and up to 1 million for the highest group
3. Ability to solve problems in addition, subtraction, multiplication, and in division by at least one number
4. Ability to understand the meaning of fractional parts of numbers
5. Ability to solve simple problems in fractions
6. Ability to understand the meaning of arithmetical terms or symbols
7. Ability to determine which fundamental operation is necessary to solve the problem
8. Ability to use measurements
 - a. Linear measure
 - (1) Fractional parts of an inch
 - (2) Number of inches in a foot
 - (3) Number of feet in a yard
 - (4) Number of feet in a mile
 - b. Liquid measure
 - (1) Teaspoons
 - (2) Tablespoons
 - (3) Cups
 - (4) Pints
 - (5) Quarts
 - (6) Half gallons
 - (7) Gallons
 - c. Weights
 - (1) Ounces
 - (2) Pounds
 - (3) Tons
 - d. Other measurements
 - (1) Half-dozen
 - (2) Dozen
 - (3) Pecks
 - (4) Bushels

9. Ability to find page numbers
 10. Ability to read street, ZIP code, and telephone numbers
 11. Ability to tell time
 - a. By the clock
 - b. By the calendar
 - (1) Days of the week
 - (2) Weeks of the month
 - (3) Months of the year
 - (4) Seasons of the year
 - (5) Sequence of months and seasons
 12. Understanding of the value and uses of money
 - a. Recognize money denominations
 - b. Counting and making change
 - c. Knowledge of different coin/currency relationships
 - d. Knowledge of rudimentary business practices
 - (1) Banking (uses of)
 - (2) Budgets (maintaining and balancing)
 - (3) Receipts (importance of)
 13. Understanding the meaning of per cents
 14. Ability to read and understand thermometers
 - a. Body temperature
 - b. Room temperature
 - c. Outdoor weather temperature
- B. Techniques
1. Counting
 - a. Count single objects
 - b. Count objects in groups
 2. Number recognition
 - a. Find classrooms by number
 - b. On trips, point out system of street and house numbers

- c. Use the telephone directory for numbers
- d. Write directions on individual assignment sheets giving the arithmetic book number, the page number, the row number and the problem number

3. Basic processes

a. Addition

- (1) Combining objects
- (2) Combining groups
- (3) Tallying game scores
- (4) Flash cards
- (5) Ditto materials encompassing multi-level range of lowest/highest individual in class
- (6) Utilizing practical problems suited to student's work and study experiences

b. Subtraction

- (1) Separate objects singly
- (2) Separate objects by groups
- (3) Find differences in game scores
- (4) Flash cards
- (5) Compare heights and weights
- (6) Compare gain or losses of student's heights and weights
- (7) Use ditto sheets appropriate to student's progress level
- (8) Use practical problems suited to the student's work and living experiences

c. Multiplication

- (1) Rote learning of time tables
- (2) Ditto sheets
- (3) Flash cards
- (4) Use practical work-experience problems

d. Division

- (1) Flash cards
- (2) Ditto materials
- (3) Practical problems

4. Measurement

a. Linear

- (1) Measuring rooms, desks, doors, bulletin boards, etc. with ruler, yardstick and tape measure
- (2) Measuring individual heights
- (3) Measuring craft-project materials

- b. Liquid
 - (1) Measuring capacities of coolants, lubrication, or fuel system of various Colony maintenance equipment that the boys are working around and are familiar with
 - (2) Measuring used in cooking (by the girls)
 - (3) Measurement of liquid materials for crafts
 - c. Weight
 - (1) Weight of the individual
 - (2) Farming or maintenance supplies
 - (3) Buying food by weight
 - (4) Cooking or baking according to weight
5. Telling time
- a. Using clock face with movable hands
 - b. Using classroom clock
 - c. Using calendar
 - (1) Wall chart class calendar
 - (2) Commercial calendar
 - (3) Student-made individual calendars
 - d. Ditto sheets
 - e. Cooking and baking time instructions
6. Money
- a. Using play money
 - b. Using real money
 - c. (Using script money which is in the planning stage for our Colony)
 - d. Banking
 - (1) Opening a checking account – discussion
 - (2) Opening a savings account – discussion
 - (3) Write and endorse checks
 - (4) Fill out deposit slips
 - (5) Fill out withdrawal slips
 - (6) Read and check a bank statement
7. Temperature
- a. Use the clinical thermometer
 - b. Use the thermostat room thermometer

- c. Use the outdoor weather thermometer
- d. Use the meat thermometer and the baking oven thermometer setting
- e. Ditto work sheets

III. Social Studies

A. Personal Living

1. Skills

- a. Learning self control
- b. Learning self-discipline
 - (1) To be a self starter
 - (2) To exercise self denial
- c. Learning to follow directions
- d. Personal appearance
 - (1) Keeping clean
 - (2) Good grooming
- e. Ability to relate to others
- f. Choosing between right and wrong
- g. Learning to take criticism
- h. Accepting personal limitations

2. Techniques

- a. Discussion
- b. Role playing
- c. Drama
- d. Viewing films, slides and film strips
- e. Making bulletin boards, charts and posters
- f. Telling stories
- g. Using ditto materials
- h. Using pictures from magazines
- i. Using guidance books

- j. Encourage combing of hair or washing face and hands during school, if necessary
- k. Evaluate experiences as they occur
- l. Compliment a nice appearance
- m. Be a good example

B. Health Information

1. Skills

- a. Knowledge of the proper food to eat
- b. Ability to care for minor illnesses and injuries
- c. Knowing where to get further medical aid such as a routine check-up or what to do in an emergency
- d. Obtaining a basic knowledge of various organs of the body and their functions.

2. Techniques

- a. Discuss the foods eaten at the cottage that day
- b. Let students keep a record of height and weight by measuring and weighing each other
- c. Discuss situations requiring emergency treatment and explain what to do, which public agency to contact, and how to get help quickly
- d. Books, ditto materials, lectures, and discussions can be utilized for teaching of body functions

C. Community Living

1. Skills

- a. Development of a concept of time, directions, distance, and size
- b. Recognition of names and events connected with some of our well-known historical figures, inventors, explorers, writers and government leaders
- c. Understanding how our country has been settled and developed
- d. Knowledge of common terms used in history, geography, civics and science

- e. Knowledge of geographical and political divisions of the world such as continents, oceans, lakes, countries, states and counties
- f. Understanding of the fundamentals of our country's government such as nomination of a candidate, voting and electing to public office and the reasons for taxation
- g. Knowledge of public agencies such as Post Offices, banks, stores, etc.
- h. Recognition of common foods
- i. Recognition of well-known flora and fauna
- j. Understanding the fundamentals of reproduction in plants and animals
- k. General knowledge of the various industries of the world with special attention given to those in Arizona, having employment opportunities for our classes

2. Techniques

- a. Clock face with movable hands
- b. Map of U.S. with only the State's names on each state
- c. Map of Arizona showing only the counties and towns
- d. Pictures and names of important people on cards
- e. Plants grown in classroom
- f. Field trips – have a variety of choices and allow students to vote for their choice, occasionally (assisted by Rec.)
- g. Pets in the classroom such as birds, fish, rats, etc.

D. Social Adjustment

1. Skills

- a. Ability to use the telephone and telephone directory
- b. Ability to buy tickets for buses, trains, sports events, theaters, etc.
- c. Ability to order meals when eating out
- d. Learning acceptable behaviors for parties or other social events

- e. Learning the importance and practice of good posture
- f. Learning how to apply for jobs
- g. Learning to respect the opinions of others
- h. Knowing where to find out information he needs

2. Techniques

- a. Practice looking up telephone numbers in the directory
- b. Arrange through Recreation Department to have special equipment, which the Telephone Company provides, brought in for demonstration and practice
- c. Visit various passenger transportation facilities such as bus, train, and air line ticket offices for practical information
- d. Procure menus from different restaurants, snack bars, frozen custard businesses, etc. Practice ordering meals and refreshments, figuring out the bill and sharing the cost
- e. Conduct classroom interviews for various job areas utilizing the Work Experience Class Job Application form
- f. Send students on errands or special job assignments with only verbal instructions given
- g. Invite questions or stimulate curiosity about finding information needed, through relating experiences requiring additional information and explain how it was secured

IV. General Attitudes to Develop

1. Attitudes

- a. Realizing the use and importance of learned skills
- b. Development of patience and self control
- c. Cooperation with others and appreciation of work done by others
- d. Realization of the importance of accuracy, neatness, promptness and truthfulness
- e. Willingness to take suggestions and criticism
- f. Appreciation of our natural environment

- g. Respect for property – public and private
- h. Desire for self improvement and pleasure through reading
- i. Thinking before speaking to lend social acceptance to the ideas expressed
- j. The development of a sense of humor
- k. Respect for honest labor and a willingness to give one's best to the job at hand
- l. Satisfaction from work well done

Suggested Schedule:

1. Work Experience A

9:05 – 9:30 Roll Call, introduction to reading lesson from Weekly Reader, read one-half of the Weekly Reader.

9:30 – 9:50 Questions and discussion

9:50 – 10:20 Spelling words on the board for three group levels – each word to be written five times.

10:20 – 10:50 Arithmetic using regular text book assignments, giving individual help as needed.

10:50 – 11:45 Planning period used for counseling with individual students, visits to vocational areas for work evaluation of students, actual planning and gathering of materials, etc.

11:45 Lunch

1:35 – 2:10 Individual counseling of afternoon students, or visits to vocational areas for evaluation of their work, actual pre-planning and preparation of lesson materials, bulletin boards, special activities, etc.

2:20 – 2:40 Roll Call, introduction to reading lesson from Weekly Reader, read one-half of the Weekly Reader.

2:40 – 3:00 Questions and discussion of news stories.

3:00 – 3:20 Put spelling words on the board for three group levels, student writes each word five times.

3:20 – 3:45 Arithmetic work from text books and ditto sheets.

3:45 Class Dismissed

CHAPTER IX

Broadening Education Within the Institution
Through Recreational/Educational Therapists

Presented at the
Ninety-First Annual Meeting
of the
American Association on Mental Deficiency
May 17, 1967

by
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For many years institutions for various disability groups have been built in isolated areas of the states. The residents in these facilities are usually from the larger metropolitan communities, therefore an appreciable distance from home. This has been particularly true of residential facilities for the mentally retarded. Fortunately, current construction of facilities for the retarded is becoming community-based upon recommendations from the President's panel on Mental Retardation (1962). Younnie (1966) notes "institutions are moving closer to the communities they serve in the manner in which they integrate services and in terms of their actual location." It is projected by some professional planners that even the old institutions will eventually become community-based centers for their rural locale. However, until these projected plans materialize, the isolated institution must stretch its boundaries out into the community for realistic programming. This is especially imperative for those residents in educational or training programs. It is in this light that the recreational/educational therapists are being employed at the state institution for the mentally retarded in Arizona.

RECREATIONAL/EDUCATIONAL THERAPISTS

Through federal funds from a Title I Enrichment Project under the 1965 Elementary-Secondary Education Act, the Children's Colony was able to increase its recreational staff from four to eight employees. These new positions were titled recreational/educational therapists. Personnel were recruited from the fields of physical education, recreation, and liberal arts. The minimum academic requirement of two years of college was maintained. Two of the four therapists hold bachelor of science degrees. All but one had previous recreation experience within a group setting for children. A two week in-service training program was organized for each therapist. This included orientation and observation of teaching procedures within the Colony's fifteen classrooms. As part of the Education and Training Department, all recreation personnel attend the regular teacher staff meetings, as well as, those program meetings called by the recreation supervisor. In addition, funds were made available for the purchase of two small buses which were to serve as key equipment for the roles these therapists would maintain. One of the major responsibilities of the recreational/educational therapists would be to broaden the boundaries of the education and training programs by providing concrete field experiences for subject matter taught in the classrooms by Colony teachers and vocational instructors. For example, if a teacher of young primary children were presenting a unit about animals, the therapist would in conjunction with the teacher, arrange a trip to a zoo or farm. If the young adults in the Colony's work experience class were studying procedures for locating a job in the community, the therapist would arrange for visitations to the State Employment Service or personnel departments at various factories with the purpose of stimulating interest, motivation, and abilities. The abstract concepts often presented in the classroom thus hopefully become more concrete, meaningful experiences which the retarded can understand.

PROCEDURES

As a first step, the newly acquired recreational personnel became familiar with all of the Colony's twenty-six classes and its teaching procedures. They did this by class observation, curriculum review, and teacher conferences. During this initial training period, the recreational/educational therapists and teachers quickly established cooperative efforts. All of the teachers recognized and welcomed this important service in fostering their curriculum. Although the importance of related field experiences had always been recognized, prior to the project these trips had been difficult to execute due to (1) lack of supervisory personnel, (2) inadequate transportation, (3) the involved but necessary arrangements for a 120-mile trip to a major city, and (4) time required of the teacher in making an advance trip to screen the potential educational value for his special class.

Secondly, potential and recommended "field experiences" were then screened by the recreational/educational therapists. Area recommendations were basically located from the Department of Public Instruction Study Trip Catalogs, community service bulletins, institutional curriculums, and the Colony teachers themselves. In some cases, the mildly retarded classroom students offered suggestions of areas of interest which they had heard about but had never seen. These suggestions included the Phoenix Zoo, Grand Canyon National Park, and the state capitol. Before a field experience was made with students, the therapists actually made the trips themselves to determine educational value and applicability to the various classes. A written summary of each trip was made available to all teachers listing the following information:

1. Place of visitation
2. Travel time by bus
3. Inclusion of speaker and/or guide
4. Number of students recommended
5. Chronological and mental age recommended for trip
6. Admission fee (if any)
7. Resume of basic subject content

The teacher having this information at his disposal could then determine when and if certain field experiences would support his program.

Finally, once a teacher has requested a specific trip, all arrangements are undertaken by the recreational/educational therapists, including transportation, lunches, notification to visitation area, and notification to Colony cottage personnel of those residents attending. With such procedures executed by the therapists, the teacher is able to devote maximal time towards student readiness for the field experience. On all field experiences the teacher accompanies his class and assumes responsibility for correlating the experience with the

classroom teachings. Often the trip experience itself offers fertile soil for skill developments additional to the unit of study. It has been noted that learning abilities of proper manners, appropriate dress, and adequate socialization become inherent with field trips.

CONCLUSION

Although only months in operation, the educational/recreational therapists have truly become valuable in broadening the education/training program at the Colony. Approximately forty trips were arranged and executed in six months, including those to concerts, farms, zoos, factories, sport events, circus, municipal buildings, restaurants, and historical sites.

Prior to employment of the recreational/educational therapists, trips were infrequent and limited to the near-by community. Such trips may or may not have correlated with classroom subject matter since prior screening was difficult. A recent trip to a fire station by a group of intermediate-class, moderately retarded students correlated with their unit on community helpers and public services. The unit itself was aptly correlated with the school's safety theme of the month.

It is the contention of this writer that such field experiences are necessary if school subject matter is to become meaningful for the retarded. This is especially valid for the institutionalized mentally retarded who may be located in isolated areas.

In summary, the services of the recreational/educational therapists have proved most valuable in the following areas:

1. Increasing frequency of field experiences.
2. Freeing teachers' time so greater attention can be given to trip readiness.
3. Screening potential areas of visitation according to mental, social, chronological, and interest level of the mentally retarded students so maximal benefit can be gained.
4. Providing additional supervision and help, especially for our resident students who are moderately retarded, epileptic, physically handicapped, or behavior problems.
5. Serving as public relation personnel – by relating to community areas their needed and important role in enriching education and training for the mentally retarded.

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AN ADULT EDUCATION PROGRAM
WITHIN A RESIDENTIAL FACILITY
FOR THE MENTALLY RETARDED

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Studies on the vocational rehabilitation of mentally retarded have indicated this population lose jobs not because of poor skills but because of social inadequacies, immature behavior responses to fellow workers, lack of practical everyday business information, and poor guidance with their leisure time activities. (Weinstein, 1964; Peckham, 1951; Brainerd, 1954). This would appear to be especially true in the case of institutionalized retardates who are returned to the community since this select group have characteristics, often because of the institutional setting, which make their habilitation even more difficult.

Recently the Arizona Division of Vocational Rehabilitation and the Arizona Children's Colony have developed stronger ties in an attempt to foster the habilitation process of Colony residents.

In the past this relationship was difficult because:

1. The rural location of the Children's Colony (approximately 60 miles from any metropolitan area).
2. Lack of personnel at the Colony and D.V.R. Offices for program strength.
3. Lack of healthy community live-in facilities for resident returnees.
4. Because of limited community services available for the mentally retarded once returned.

With greater strength given to these areas of deficiencies, the picture is positively changing. To assist in fostering the habilitation process, the Adult Education Program was established at the Colony.

BACKGROUND

The Children's Colony is the only state institution for the mentally retarded in Arizona, having reached its maximum population of 1,040 residents. It is located in a rural area, approximately 60 miles from the cities of Tucson and Phoenix, where most of its residents are from. The institution is training orientated rather than medically utilizing a multi-disciplinary approach in its operational programming. Approximately 50% of its population are directly involved with the Education and Training Department with the following breakdown:

Pre-School	25
Day School	249
Work Experience Classes	40
Vocational Training	200
Adult Education	85*

Additional specialized programming has been and is continuing to be

developed for our more severe and profound population under projects such as the Colony's Federal Hospital Improvement Program.

Although the Social Service Department is responsible for vocational placement and follow-up, the habilitation training and education is directed by the Education and Training Department.

* All of these residents are also on the Vocational Training Assignment figure.

NEED FOR PROGRAM

The Adult Education Program was a natural outgrowth of other services offered by our department. Some of the older day school students were openly expressing resentment at having to come to school with the little "tots". Other residents who had finished day school or had been admitted to the Colony at an older age, still desired to attend classes but needed and attended vocational training during the day as a necessary part of their habilitation program. There was also the problem of available classroom space and teachers during the day. It was felt the course work would be more meaningful since residents were experiencing vocational training and possibly could see and relate new knowledge to their assignments. It has been my experience that a number of mildly retardates are "late bloomers" actually making greater academic growth at an older age, if provided with formal learning situations. Information from the experiences of the vocational rehabilitation counselor could be incorporated into the program either by creating newly developed areas of concentration or modifying existing classes. The program would also offer meaningful evening activities rather than just T.V. watching or repetitive social games. It was also felt that guest and outside speakers (business men, cosmetologists, insurance men, etc.) would be more accessible in the evening hours.

In total, adult education would make available experience which would foster decisions and responsibilities similar to those expected in adult behavior because an adult atmosphere would be the key factor to the program.

ESTABLISHMENT

An informal survey was made of all adult residents who might be interested in attending evening classes. This was limited to our moderate and mild resident population. Upon completion of the list (approximately 100 adult residents were interested), conferences were held with each potential student. The resident was given an opportunity to design his own program by suggesting the type of classes of interest to him. These conferences encouraged the students to assume responsibility in making decisions for their future. The greater proportion of residents were interested in improving their reading and writing. Others were interested in crafts, home economics, sewing, and music. A few young men were interested in weight lifting.

A home economics teacher, crafts instructor, and the music director agreed to instruct classes two nights a week with compensatory time off during the day. Two teachers volunteered evening time in order to offer remedial academics. Initially, we were unable to offer weight lifting as a course due to the lack of an instructor.

At the time of the adult education program consideration, a

habilitation program plan for our more capable residents was being written by a staff committee. The adult education program quickly became incorporated in their plans. The adult education teachers were thus encouraged to emphasize life in a community and to relate their subject matter to this.

The social workers and vocational rehabilitation counselor were asked to spell out areas of resident deficiencies in regard to former community returnees. Their suggestions were most valuable in guiding our curriculum design.

In keeping with adult interest in music, the chorus and band were rescheduled for two evenings a week allowing residents the opportunity to participate in these activities.

Although an informal survey had been made, all departments were encouraged to submit names of residents whom they felt could profit from night school activities. Arrangements were made for staff members from the Education and Training Department to supervise the programs during the meeting nights.

IMPLEMENTATION

Our initial program, based upon the survey of interest and needs as well as available teachers, offered classes in academics, sewing, crafts, home economics, good grooming, child care, band and chorus. Ninety residents were enrolled. The adult education teachers met at several sessions to discuss classes and how an adult atmosphere could be maintained. The teachers adopted the principle that the best way to achieve the anticipated adult behavior was to treat these residents as adults, with all the privileges and responsibilities this would entail. Classroom "breaks", group discussion, and homework assignments were incorporated into the adult education plans.

At the first classmeeting, each teacher discussed with the students the new principles upon which these classes would operate. Some students questioned the type of discipline they would encounter if "they did not act like adults." It was emphasized to them that the classes had been organized for an adult group and program privileges would not be cancelled as a disciplinary measure. However, enrollment in the program was not mandatory and some students might decide to drop out at their own discretion.

In as much as some of the co-educational classes were being dismissed after dark, the educational supervisor and teachers debated about dismissing the female students earlier than the males. However, it was felt this action would nullify the objective of responsible adult behavior. As the program progressed, it became evident that our trust in the adult residents was justified.

RESULTS

The adult education program was rapidly embraced by the residents and personnel at the Colony. After just two years in operation, the waiting list for entry to the program has increased from fifteen to seventy-five. Individual professional evaluation from the Social Service, Cottage Life, and Psychology Departments often recommend the inclusion of many adults in the program. Cottage personnel state some of the older residents now hurry after dinner

in preparation for their night classes. Previously, a great number were content to watch television or just go to bed early. Reports of greater interest in personal appearance and grooming among the night students were verified by various disciplines of the Colony.

The number of "runaways" has decreased, which may be partially attributable to the newly organized program. The inclusion of academic course work appears to be justified as achievement levels have shown marked improvement in many cases.

One young lady, age 23, had been exposed to special education both in public schools and within the institution throughout most of her life. She was dropped from the day school program at age 20 because it was felt she had achieved her academic potential and needed vocational training. During her six months in the new adult program, she had advanced almost a full grade level.

A group of adult female residents (age 24, average) were enrolled in a home training class. As a result of their interest in a child care unit, the content of this unit was broadened to include 12 weeks of practical care of profoundly retarded babies in our infirm unit. The results of this on-the-job experience has been most positive for the ladies, as well as, the infants. This program was evaluated by the University of Arizona, Home Economics Division and the ladies will be receiving certificates as child care worker via 4-H Club Program. In addition, the Colony's Psychology Department is now conducting a study on the maternal effects of the ladies, as well as, gains made by the profoundly retarded infants.

NEW INTEREST

New motivation and interest appeared to result from the program. Many of the adult residents who were in the moderate range of retardation developed hobbies and skills in sewing, knitting, cooking, and crafts which they carried back to their cottages for enjoyment activities during their leisure time. Some students began to seriously attack the mastery of a musical instrument in order to become a member of the Colony band. Our more capable adults perceived their enrollment in the night classes as a prerequisite for community placement, which in reality is the case.

The vocational rehabilitation counselor indicates the resident attending the program now appears more sophisticated about community living and some of the practical problems they will encounter. The program is still too new for a valid account of its effects on our placement program.

The teachers, themselves, were amazed at the minimal discipline which they had to administer. They claimed most of the students were too busy relating their classroom activities to their vocational training day assignments to get into trouble. In addition, the students were proud to have "breaks" in class which one teacher compared to those found in a college class setting.

All of our off-campus training residents became involved in the program. The off-campus training students are those who train in the community but live at the Colony. In their classroom activities, many of these students began to relate and solve problems confronting them in community jobs.

One young lady who is on extended leave from the Colony,

working and living in a nearby community, has recently requested permission to attend the night classes to improve her reading.

At the Colony's Day School graduation exercises held this past July, special awards were also presented to students who displayed outstanding achievement in Adult Education classes. The inclusion of this formal recognition at the commencement exercises cemented the establishment of the evening program with our regular day school program. At this time, our day school graduates were given further program direction through their anticipation of entry into adult education.

FUTURE

The positive effects of this newly created education program for the adult residents at the Colony can be measured, in this short period, by academic achievement scores. However, the real measurements are found in the social, emotional, and training improvements which the enrolled residents have displayed in all areas.

As a result, the program is being expanded to include more adult residents with a greater emphasis on the personal, social, and practical skill which are so necessary for their return to the community. Additional course work in driver and bicycle education, family living problems, sex education, and everyday business information will also be included.

In the process of bridging the gap between the institution and the community, as well as, providing additional recreational activities for longer term residents, the adult program is serving an important step in the Colony's habilitation process.

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CHAPTER X

INTRODUCTION TO ARTS AND CRAFTS

The role of art in the development of the total child has been increasingly understood in recent years, and the appreciation has resulted in the development of classroom activities of a creative nature. The goal of all educational processes is creative thinking, and art can be an invaluable aid to the teacher. However, suggestion, not dictation should be the rule.

Discipline is of a great importance in art as in any other subject, but it is the role of the teacher to understand, assess, and weigh, spontaneity within reasonable limits according to the needs and responsibilities of the child.

A code of conduct for the teacher who expects a genuine and sustained interest from the child is to show respect for the individual and his ideas. Art is a type of personal expression, and any suggestions should be presented as possibilities, as too much structure could easily dilute individuality of the child's expression.

Art also has a purpose in terms of educational goals. This purpose must be clearly defined to children so they may gain the greatest benefit. An activity period should begin with a statement of purpose and end with a review of learnings. During the activity period itself, the emphasis should be an enjoyment of the learning experience. If an activity is not enjoyable, it would not, of course, fulfill our goal of providing interesting incentive for learning. When children are able to put their learnings to immediate and realistic use, their logical understanding, retention, and the ability to put into practice, these abilities are greatly increased.

A. Informal and Imaginative, Creative Play fills social needs of the child who is:

1. Tense
2. Fearful
3. Worried
4. Hyperactive
5. Aggressive

B. Suggestive Activities for Creative Play:

1. Playing house
2. Playing store
3. Doctors and nurses
4. Toy telephone play
5. Bean bag
6. Sand box
7. Splashing and sailing tub
8. Puppets
9. Blowing bubbles, and sipping through a straw
10. Stringing beads
11. Peg boards and hammer toys
12. Crayoning
13. Clay modeling

14. Puzzles
15. Pasting and cutting
16. Folding
17. Tearing paper
18. Weaving
19. Raveling
20. Threading needles and sewing
21. Sanding
22. Sewing cards
23. Story telling with corresponding pictures for crayoning
24. Singing games and acting
25. Making masks

C. Craft Activities

1. Scribbles freely
2. Circular and straight strokes for coordination
3. Experimenting with colors
4. Tearing
5. Cutting
6. Folding
7. Pasting

Skills:

1. Cutting on line
2. Staying within a line
3. Creating forms of objects, animals and people
4. String painting
5. Modeling with clay
6. Weaving
7. Braiding and lacing

FLANNEL BOARD AND CRAFT ACTIVITIES

AS AN AID IN STORY TELLING

Select any nursery story or any of the Golden Book stories, accompanied by pictures.

Using as an example:

The Story of the Three Little Pigs (concepts of three).

As the story progresses use pictures of The Three Little Pigs, using numbers 1, 2 and 3 on flannel board. Later, during the story telling, add a picture of a straw house, a stick house and a brick house, stressing the chimney; also a picture of the big bad wolf. Suggest that the children act out the story by singing "Whose Afraid of the Big Bad Wolf". When wolf knocks at door, children knock on desks, and repeat "no, not by the hair of my chiny-chin-chin, I won't let you come in". (fingering their chins) For mouth and tongue exercises, "huff and puff and blow", as did the big bad wolf. (Children respond to lots of action which increases memory and attention span.) After completion of story discuss:

1. Types of houses or homes

- a. Straw house, to build takes little effort, and that little pig was lazy.
 - b. What is straw? Show samples and discuss the feel of straw and ask, "where does it grow? In fields, meadows, woodlands?" Discuss the types of straw such as wheat, oats, etc. and that the grain is used in our food as cereal and flour etc.
 - c. Sense of feel of other materials as compared to straw.
 - (1) Sticks
 - (2) Bricks
 - (3) Sandpaper
 - d. Texture, are they
 - (1) Harsh?
 - (2) Hard?
 - (3) Soft?
 - (4) Downy?
2. Discuss house made of sticks, boards, planks, how they are made and where grown – Forest, woodland, farm or city?
 3. Discuss house made of brick, mortar, a fire place. Is it difficult or easy to build? Was third little pig lazy, strong or weak? Was big bad wolf a farm animal or a wild animal and where does he live— in a barnyard or the forest?

Results are:

Vocabulary Building

1. Straw
2. Sticks
3. Bricks
4. Strong
5. Fragile
6. Weak
7. Lazy
8. Forest
9. Woodland
10. Soft
11. Downy
12. Boards
13. Planks
14. Rafters

Discuss color of:

1. Wood
2. Straw
3. Bricks

Tools used are:

1. Hammer
2. Saw
3. Square
4. Nails

Locations:

1. Farm
2. City
3. Country
4. Forest
5. Woodland

Drawing:

Have children color pictures of pigs, draw a house of straw, pasting bits of straw on house or sticks on stick house, and red bricks cut from red construction paper to paste on house of brick.

Stories on Primary Level: (Augmented by Craft Activities)

Records for Nursery Rhymes and Stories

1. Country Mouse, City Mouse
 2. Hansel and Gretel
 3. Jack and the Bean Stalk
 4. Heidi
- “Mother Goose Records”
5. Jack and Jill
 6. Simple Simon
 7. Three Little Kittens
 8. Looby Lou
 9. Diddle Diddle
 10. Good Morning, Merry Sunshine

Purpose and Results:

1. To learn to turn pages
2. Increase attention span
3. Music appreciation
4. Story telling
5. Opportunities for singing, games, dances, rhythms
6. To teach right, left, parts of body
7. Designed to stir imagination

CRAFTS FOR PRE-VOCATIONAL LEVEL AND INSTITUTIONAL TRAINING CLASSES

Abilities in the Arts and Crafts Class should be developed in the retarded child so as to give him some degree of pleasure and satisfaction in knowing he can do something for himself and his home, as well as the pleasure of pursuing a task to completion.

These achievements should be directed within the child's individual capacities to achieve a self-realization and develop

responsibility to the utmost point of their ability; however limited this may be.

Many retarded children have the ability to express themselves and develop their skills in crafts where they are very limited academically. Because of this, the Crafts Program can be of great assistance in developing hand-eye and hand-eye-foot coordination in addition to skills.

Good working habits are stressed in these classes, such as neatness of work, correcting all mistakes immediately, correct use of tools and materials, and this eventually leads to good work habits later in life. Always praise the child, DO NOT criticize him. If he has shortcomings point them out in a positive manner instead of using harsh criticism.

ARTS AND CRAFTS SKILL FOR DEVELOPING COORDINATION AND MOTOR SKILLS

I. Skills

- A. Develop correct coordination for correct use of crafts tools such as scissors, cutters, hooks, brushes, hammers, pliers, etc.
- B. Simple weaving and braiding to develop eye-hand coordination.
- C. Advanced weaving on floor looms to develop eye-hand-foot coordination and color coordinations and contrasts.
- D. Follow lines coloring and color within these lines.
- E. Use of two or more materials in same project.
- F. Threading looms for self or others to use.

II. Abilities:

- A. Ability to:
 - 1. Be able to accomplish given task
 - 2. See and recognize mistakes in workmanship
 - 3. Correct these mistakes
 - 4. Be content to start at bottom and work upward
 - 5. Stay with a job till its well done

III. Attitudes:

- A. Loyalty and courtesy
- B. Stand corrected without resentment
- C. Have respect for superiors
- D. Be congenial among peers
- E. Responsibility for own project and materials
- F. Respect for property of others
- G. Willingness to recognize a need and to request help

IV. Thoughtfulness in:

- A. Consideration for those not quite as fortunate as themselves
- B. Sharing with classmates
- C. A desire to do better each day
- D. Classroom neatness
- E. Willingness to correct mistakes cheerfully
- F. Unselfishness toward Colony needs

TECHNIQUES USED IN CRAFTS

I. Weaving

- A. Potholders – use loopers and the over-under method of weaving.

B. Rugs

1. Turkish Knot rugs (simplest). Small cut strips about 1"x4" pushed to back and ends brought around warp threads to front and pulled tight.
2. Woven rugs (by hand)
Looms are wound with warp string and the pupil weaves weft threads from string or rags into these by starting from either side and weaving across to accomplish the woven effect. He always picks up the string that is "behind" and puts it behind the next warp thread thus making a twist between each warp thread.
3. Floor Looms
In weaving these are the simplest methods; begin in the right side of the loom and push the right pedal with the right foot, put a shot through from right to left, pull the weft thread a little tight then pull out on the edges to loosen enough for an even edge without loops along the edge.

- C. Tapestry (on 4 beddle loom)
Only for advanced students.

D. Indian Beadweaving (from patterns)

II. Basketry

This is simple in and out weaving. The pupil puts his finger on the first post which he has gone "behind" then goes in "front" of the next post, "behind" the next post, etc.

III. Home Arts

1. Crocheting (potholders, rugs, sweaters, etc.)

2. Loom knitting (stoles, sweaters)
3. Embroidery and applique
4. Textile Painting
5. Needlepoint
6. Hooked work (pillows and rugs)
7. Speed-o-weave loom (for making vanity sets and scarves)
8. Flower arrangements

IV. Fine Arts

- A. Use of all water paints (tempera, poster paints and water colors)
- B. Use of enamels and oils
- C. Flocking (enamels and velvet fluff)
- D. Use of crayons
- E. Creative free hand drawing using the above media

V. Crafts

- A. Molding and modeling with clay or clay substitute (see good recipe)
- B. Tilework (ceramic substitutes such as linoleum pieces or plastic tile pieces)
 1. Trays (serving and ash)
 2. Table tops (in designs)
 3. Clocks
 4. Bookends
 5. Coasters
- C. Mosaics (crushed glass and substitutes such as eggshell, colored popcorn, and textone gravel)
 1. Wall hangings
 2. Jewelry boxes
- D. Felt Craft
 1. Dolls
 2. Pictures
 3. Holiday decorations
 4. Trim for potholders, belts, picture frames
 5. Placemats or centerpieces for table

E. Raffia

1. Bowls
2. Placematss
3. Hotpads

F. Craft sticks

1. Mail boxes
2. Jewelry boxes
3. Hotpads
4. Bird houses (paint or varnish any or all of these items)

G. Cardboard

1. Picture frames
2. Book backs

PROJECTED CRAFT

A. Ceramics

1. Mold own articles
2. Paint and bake in kiln

Materials used:

Most materials used in this crafts program may be obtained from Handcraft catalogs such as:

1. American Handcrafts – Tucson and Phoenix and most large cities in the U.S.
2. Lee Wards, Elgin, Illinois
3. Tandy Leather Company, Tucson or Phoenix, Arizona
4. American Reedcraft, Hawthorne, New Jersey

Suggested materials for supply closet:

Paper:

1. Newspapers
2. Paper bags
3. Paper cups
4. Paper doilies
5. Paper plates
6. Paper drinking straws
7. Paper muffin cups
8. Corrugated paper
9. Decals
10. Wall paper
11. Paper dolls

12. Catalogs
13. Greeting cards
14. Napkins and tablecloths
15. Cardboard boxes
16. Blotter paper
17. Paper towels
18. Tag board
19. Newsprint
20. Tubes from tissue, waxpaper, etc.
21. Egg carton
22. Cottage cheese containers
23. Ice cream cartons
24. Paper paint bucket
25. Mailing tubes
26. Shelf paper
27. Wax paper
28. Wrapping paper
29. Sand paper
30. Gummed seals, flowers, stars, etc.

Other Materials:

1. Bottles (plastic)
2. Jar lids
3. Needles
4. Oilcloth
5. Paints and water colors
6. Paste
7. Pencils
8. Pins
9. Ribbon scraps
10. Rickrack braid
11. Rubber bands, rubber balls
12. Safety pins
13. Salt
14. Scissors
15. Shellac
16. Soapflakes
17. Spools
18. Starch
19. String
20. Sucker sticks and tongue depressors
21. Tape
22. Thread
23. Thumbtacks
24. Toothpicks
25. Twine
26. Vegetable coloring
27. Wire
28. Yarn and yarn scraps

METHODS AND MATERIALS FOR ARTS AND CRAFTS ACTIVITIES

WET-CHALK DRAWING

Materials:

Paper, water, chalk, wet-chalk drawings look like pasted paintings when dry. The child wets a piece of paper with a sponge. He colors the sky and grass, using the side of a piece of chalk, and then completes the scene, drawing a tree, house, or other large object—again using the side of the chalk.

Variation:

Additional materials – pre-cut picture, paste. After the child has colored the sky and grass, let the paper dry. Later have him paste a pre-cut picture on the background.

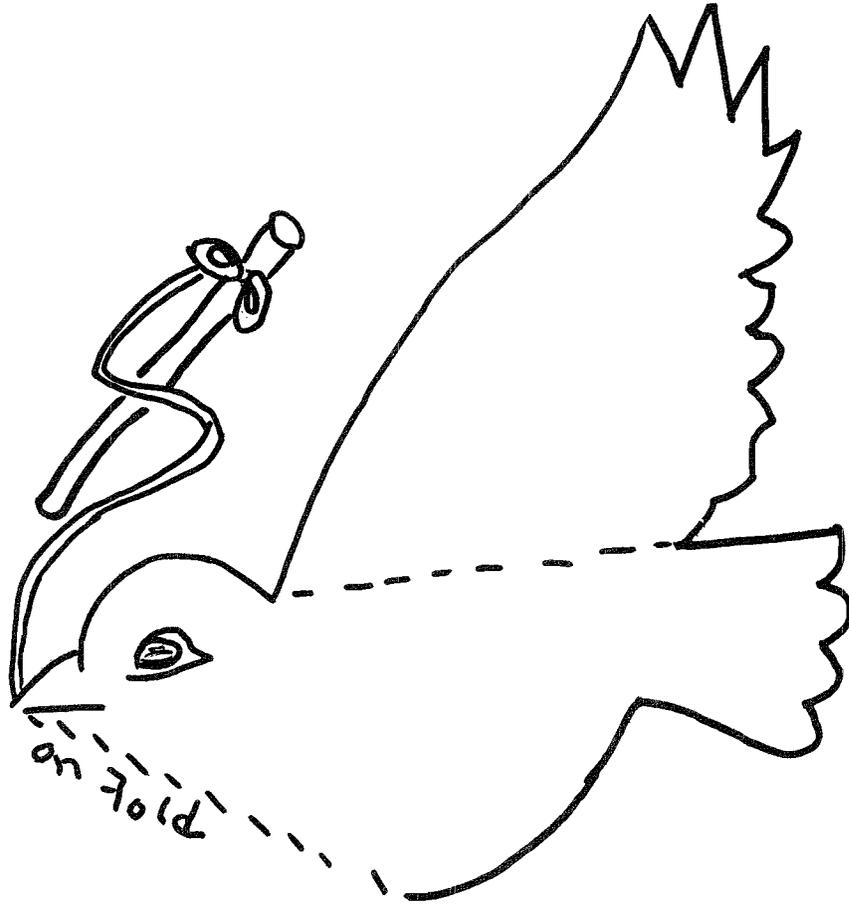
INEXPENSIVE FINGER PAINTING MATERIALS

Finger paint is expensive to buy and is comparatively simple to make. Dissolve one cup of lump (or dry) starch in a little cold water. Add one quart of boiling water and boil until thick. Remove from the fire and beat in with a spoon, one cup of white soap flakes (not powder). Cool thoroughly. Divide into four or five portions, put in jars. Add one teaspoon, more or less of tempera paint to each jar, or add enough food coloring to get the shade you wish. Yellow and orange are not always effective. If you do not like the shades you get, you may buy these two colors. Shelving paper or glazed wrapping paper maybe used for finger painting. Any liquid starch (from store) may be used instead of cooking starch. Do not add soap flakes.

FLYING BIRD

Fold paper, place picture of bird breast on the fold. Cut out picture, fold wings toward you, place long string between the halves so that it extends past the beak. Paste the two halves of the body of the bird together so that the string is pasted between them. Tie loose end of the string to small stick. Spread the bird's wings. The child holds the stick at its free end and runs, letting the bird fly after him.

PATTERN:



CHALK ON BLACKBOARD

Chalk is like paint on a blackboard when wet for lessons, theme of the month, calendar for the month or for murals. It is easily removed by completely covering with a white chalk, then erased.

COLLAGE

A collage is similar to a colle except that materials of all kinds are admissible to the picture. Painted and drawn passages may be combined with scrap materials to create a desired effect.

Supplies:

1. Piece of cardboard
2. A collection of items, most of which normally might be discarded (small scraps of cloth, textured paper, bottle caps, buttons, toothpicks, sand pebbles, soda straws, string, yarn, rope, used sand paper, etc.). Use only those items that can be adhered with some permanency to the cardboard.
3. Scissors
4. Paste or glue

Procedure:

1. Arrange these items into a design or picture.
2. When satisfied, paste or glue on the cardboard background.
3. Any necessary details can be added with crayons or paints.

PAPER MOSAIC

A mosaic is a design made by the placement of small pieces of colored material. Historically, mosaics can be traced back to classical antiquity. They were composed of small pieces of colored glass or stones embedded in a binding agent.

Supplies:

1. Scissors
2. Colored paper scraps or magazine pictures
3. Paste or rubber cement
4. Corsage or hat pin (for lifting pieces of paper)
5. Pencil
6. Background paper

Procedure:

1. Make a light pencil drawing on the background paper.

2. Cut the colored paper into small fairly uniform sizes – try to keep the pieces sorted by color to save time latter when pasting.
3. Apply the paste to the individual pieces and place them on the drawing. Leave a narrow space of background color between the pieces of paper. A corsage pin will help in picking up the bits of paper.
4. Continue pasting until the design is completed.

SEALED NATURE PATTERNS

Supplies:

1. Interesting forms of flat plant life, such as leaves, weeds, grasses
2. Waxed paper
3. Iron

Procedure:

1. Cut two sheets of waxed paper which are of equal size.
2. Lay one sheet flat and arrange the plant life on it to create the desired pattern.
3. Place the other waxed sheet over the first, covering the plant life.
4. Iron over the second sheet with a warm flat iron. This will seal the waxed sheets together, preserving the plant life.

TOOTHPICK ORNAMENTS

Supplies:

1. Small rubber ball (a ball use in playing jacks is ideal), styrofoam ball, or ball of clay.
2. Double pointed cocktail toothpicks (wooden or plastic) .
3. Spray can of glue.
4. Powdered tinsel. This can be obtained in silver, gold or almost any color in small bottles or by the pound.
5. Salt shaker – it may be necessary to enlarge the holes in the shaker so the tinsel will go through. Using the salt shaker simplifies the application of glitter, though it can be sprinkled on by hand.

Procedure:

1. The toothpicks are stuck into the rubber ball, styrofoam ball, or ball of clay. They should be placed close together for the most attractive ornaments and should cover the surface of the ball. Approximately one small box of toothpicks for each ball will be needed.
2. Spray part of the ornament with glue, then quickly sprinkle or shake the glitter on the ornament before the glue dries—continue until the entire ornament is covered.
3. Allow to dry.

Note: These ornaments may be suspended from string or ribbon and used to decorate the Christmas tree or mantel, and they may be grouped together to make an attractive table decoration. If a large number of these ornaments are needed, they may be decorated very quickly by arranging in a roll, and spraying with artificial snow. In this case, the powdered tinsel will not be needed.

GOOP

For modeling and molding jewelry, artificial fruit and flowers and many different home accessories. From: Open House — KPHO, Channel 5, Phoenix, Arizona.

Ingredients (for basic mixture):

- 2 cups table salt
- 2/3 cup water
- 1 cup cornstarch (loose)
- 1/2 cup cold water

Mix salt and 2/3 cup water in saucepan, stirring until mixture is well heated, 3 to 4 minutes. Remove from heat and add cornstarch which has been mixed with 1/2 cup cold water. Stir quickly. Mixture should be consistency of stiff dough. If mixture does not thicken, place over low heat and stir, about one minute, until it forms a smooth pliable mass. Leave the mix a natural white, or divide into portions and add regular food colors until desired brilliance is achieved. (Modeled objects may also be painted or decorated when dry to give surface color.) Mix can be kept indefinitely if wrapped in clear plastic wrap or foil. Makes 1 3/4 pounds. No refrigeration is necessary.

ZONALITE SCULPTURE CEMENT

- 1 part cement
- 5 parts zonalite

Mix cement and zonalite with water until smooth. Pour into a cardboard box or mold to harden. Zonalite cement is lightweight and can be cut with a saw or carved with any metal tool.

Use Tempera paint for glossy surfaces:

Liquid detergent, or a few drops of glycerine mixed with tempera paint enables to paint to adhere to shiny or oily surfaces, such as glass, aluminum foil, etc.

MATERIALS FOR PAPIER MACHE

Materials:

1. Wall paper paste
2. Cooked laundry starch (detergent added)
3. Liquid starch
4. Newspaper
5. Thin cotton cloth
6. Wall paper
7. Construction paper
8. Gift or wrapping paper
9. Paper towels
10. Bathroom tissue
11. Paper cups

Molds:

1. Wooden bowls
2. Plastic bowls or pitchers
3. Plastic coffee can tops (for ash trays, pin trays, etc.)

CLAY CRAFT

Mix thoroughly one-fourth pound of dextrine (a kind of sugar available at drug stores) into five pounds of dry clay powder (available at craft stores). Add one and three-fourths pints of water. This mixture must be used fairly soon after mixing as it goes sour after a week or so and develops an unpleasant odor.

SALT AND FLOUR BEADS

Supplies:

1. 1 cup salt
2. 1 cup flour
3. 1 tablespoon powdered alum
4. Mixing bowl
5. Toothpicks
6. Food coloring or dry tempera for coloring
7. Ball of clay (not necessary) but good for drying beads
8. String or elastic string for stringing beads
9. Rolling pin or glass jar (if flat beads are to be made)
10. Shellac
11. Brush
12. Alcohol for cleaning brush

Procedure:

1. Mix one cup of salt, one cup of flour, and one tablespoon

of alum to the consistency of putty. Food coloring or dry tempera may be added if color is desired.

2. Pinch off lump of the mixture and shape into a bead. Spheres and cylinders can be formed by rolling the mixture between the palms of the hands.
3. Roll out the mixture flat and cut flat beads from it.
4. Punch a hole through each bead with toothpick. Leave toothpicks in beads and leave them in ball of clay for drying. Shellac the beads and dry.

FOIL SCULPTURE

Material:

1. Gummed tape or transparent tape
2. Brush
3. Liquid detergent
4. Tempera paint
5. Aluminum foil

Procedure:

1. Crumple the foil into individual forms which, when assembled, will create a piece of sculpture.
2. Join these forms together with transparent or gummed tape.
3. Color can be added to the surface by painting with a mixture of liquid detergent and tempera paint.

STRING PAINTING

Use art or construction paper, folded in middle. On one half, place dabs of tempera, 2 or 3 colors as desire. Curl or loop a coarse string through colors, fold paper in half, press with hand while pulling string, unfold paper to find design. (Allow to dry.)

INDIAN HEAD DRESS

Cut corrugated paper two inches wide and long enough to go around the child's head. Make feathers of colored paper or use natural chicken or turkey feathers and insert in line around the head dress.

DRUM OR CRADLE MAKING

Using oatmeal box make drum, decorated with paint or wall-paper. For doll cradle, cut and paint, using wooden coat hangers for rockers.

CHAPTER XI

SEWING

Generalized Objective:

To teach sewing in such a way that:

1. All students will develop ability to make decisions so that they may use good taste in the selection of fabric, style, and color in garments made or purchased.
2. All students will experience a degree of success in each construction project which will create an interest that will continue to grow and enrich their lives.
3. All students will achieve standards of personal appearance and grooming so that they may feel accepted by peers.

Goals:

- A. To help students develop the ability to construct and remodel clothing.
 1. Interest in learning to sew and appreciation of sewing as a rewarding skill
 2. Construction of simple sewing projects
 3. Understanding of safety rules in using equipment
 4. Recognition of good stitching
 5. Recognition of importance of good work habits
 6. Ability to select and use patterns, take measurements, and select suitable fabrics
 7. Realization of what constitutes a well constructed garment
 8. Ability to work independently and evaluate own work
 9. Interest and participation in style shows and county fairs
- B. To help students develop judgment in selecting clothing.
 1. Interest in improving personal appearance
 2. Recognition of relation of own figure to clothes one selects.
 3. Awareness of the need to use suitable combinations of fabrics, colors, and patterns

4. Ability to choose becoming, appropriate, inexpensive accessories
 5. Recognition of the need to be appropriately dressed for any occasion
- C. To help students develop ability to be personally attractive to others.
1. Desire to improve personal appearance
 2. Recognition of what it means to be well-groomed
 3. Recognition of the relationship between posture and appearance.
 4. Awareness of the effect of emotions and conduct on appearance
 5. Understanding of the need for special grooming care at special times and for personal cleanliness at all times
 6. Recognition of what constitutes good taste in personal appearance
 7. Understanding that personal grooming contributes to success in school, at home, or at work
 8. Ability to evaluate one's own appearance

Skills:

- A. Sewing by hand
- B. Sewing by machine
- C. Use and care of sewing room equipment
- D. Planning work in sequence
- E. Taking measurements
- F. Use of patterns
- G. Accuracy in cutting, marking
- H. Fitting
- I. Color harmony
- J. Good grooming
- K. Muscular coordination

Attitudes:

- A. Pride in personal appearance
- B. Wise use of leisure time
- C. Willingness to help others
- D. Respect for the rights of others
- E. Persistence – finishing what you start

Techniques and Project Suggestions:

1. Sewing by hand

- a. Threading a needle
- b. Tying a knot
- c. Simple embroidery stitches
- d. Basting stitch
- e. Back stitch

Handwork is the first step in sewing. It gives the teacher an opportunity to evaluate the student's attitude, work habits, emotional stability, muscular coordination, and aptitude.

A first project should be quick and easy so the student may see the results of his efforts before losing interest or becoming discouraged. A beginner's drawing book has many pictures suitable for tracing onto fabric and embroidering in outline stitch for dish towels or potholders.

Needle cases, pincushions, eye glass cases and patch work potholders or pillows are good examples of a first project.

2. Sewing by machine

1. Sewing machine safety
2. Explaining parts of the machine
3. Sewing lines on ruled paper, machine unthreaded
4. Threading the machine
5. Filling and re-placing bobbin
6. Regulating tension and stitch length
7. Use of attachments

Sewing by machine need not be dangerous if the student is taught to be careful.

Never have the hands directly in front of the needle but slightly to one side; disconnect the cord when replacing a needle or bobbin or when the machine is not in use.

It is advisable to work very closely with a student until she can control the speed of the machine, standing just behind her and watching her hands very carefully.

Sewing machine instruction is begun by explaining the parts of the machine which are of immediate concern to the student—presser foot, presser bar lifter, and knee control pedal. We begin sewing with the machine unthreaded on ruled paper. When the student can sew a reasonably straight line on paper, she learns to thread the machine.

A good first project is a patch work potholder, using three inch squares. The short straight seams make it an easy project for beginners.

If this project goes well, the next one might be an apron without gathers or pleats, combining machine work and handwork, hemming and attaching band.

Blouses or shifts without collars or sleeves are good projects. Pajamas, too, are good projects for the beginner if they are kept simple and have no sleeves, collars or pockets.

Filling and replacing the bobbin and regulation of tension and stitch length, pressing seams and care of the iron may be demonstrated as soon as the student begins making a garment.

As the student becomes more proficient in the use of the machine, and wants to make more complicated garments, the taking of measurements, use of patterns, cutting, marking and fitting are explained and demonstrated.

Color harmony and grooming are constantly stressed. A color wheel or chart, fabric swatches and paint chips are excellent aids for teaching color combinations.

Grooming as it concerns the sewing department is primarily cleanliness and care of clothing – sewing on buttons, mending rips and tears, bra straps, and replacing worn elastic – but we do point out that hair nicely combed, shoes clean and polished, clothing clean and neat, not only makes one look nicer but feel better also.

Muscular coordination is benefitted by many things we do – threading a needle, using the scissors or the iron, controlling the speed of the sewing machine.

The sewing classes are made up of girls from two or more academic or trainable groups – usually a Work Experience and Intermediate or Pre-Vocational.

Often there are older girls and young ones as well as educable and trainable students in one class so classroom work is done on an individual basis with each student working on a project within her own capabilities.

SOURCE MATERIAL FOR SEWING

Two good books for beginners:

Sewing is Fun

Prepared under the supervision of Singer Sewing Machine Company

Printed by: Grosset and Dunlap, N.Y.

Dot Young's Sewing Book

J.B. Lippincott Company, N.Y.

For more advanced students:

Sew In Your Dress Zipper and

Sew In Your Neck Zipper

Educational Bureau – Coats and Clark, Inc., 430 Park Avenue, N. Y.

Fabric Swatches and Fabric Trends

J.C. Penney Co., Inc. – Educational Relations

1301 Avenue of the Americas, N.Y. 10019

Making Bound Buttonholes and Pockets – Circular 194

Pressing Fabrics and Garments – Circular 216

Easy Sewing Skills – Circular 236

Circulars from:

University Extension Service, Tucson, Arizona

CHAPTER XII

PHYSICAL EDUCATION CLASSES

FOUR AIMS OF PHYSICAL EDUCATION CLASSES:

- I. Physical Fitness
 - A. Ability to complete normal physical tasks without undue fatigue.
 - B. Physical reserve for emergencies.
 - C. Minimum levels of muscular strength and endurance, flexibility and cardiovascular fitness.
- II. Motor Abilities
 - A. Skills, agilities, coordination and balance.
 - B. Foundation for learning workshop tasks.
 - C. Essential basis for complicated learning.
- III. Body Mechanics
 - A. Efficient posture and locomotor acts such as walking, running, and stair climbing.
 - B. Everyday application of physical fitness and motor abilities.
 - C. Primarily habit formation.
- IV. Leisure Time Activities
 - A. A store of individual and group activities which the child can use during leisure time.
 - B. A socially acceptable behavior according to his mental ability.

TRAINABLE MENTALLY RETARDED

In setting up a program for trainable mentally retarded, we have to remember that there will be a certain amount of overlapping with the educable classes. For instance, the program that we use for the trainable class with a mean C.A. of 15 and M.A. of 4-5 may also be used with an educable primary class.

All Physical Education activities are carried out with background music. The music is varied, but is always music with a very simple beat.

The trainable child must be made to feel that he is accomplishing something. All programming must be set up with goals, most of all, goals that they are able to attain.

I. Game Skill – Gross Muscles

A. Snatch the Beanbag

II. Abilities

- A. To run – organic fitness
- B. Follow simple instructions
- C. Color and number discrimination
- D. Standing still and waiting turn
- E. Integrating color and number concept with classroom teaching

III. Description of game

- A. Each child is paired with another child according to the above abilities.
- B. The game over a period of time goes through three phases:
 - 1. The teacher calls the numbers; the students with that number run to the beanbag. The one who picks up the beanbag and crosses the safe line first wins.
 - 2. Use of cards with numbers on them. The card is placed around the neck, and the instructor holds up a card with the same number as the two that are paired against each other.
 - 3. The use of different colored cards with the same procedure as above.

I. Game Skill – Gross Muscles

A. Running Relays

II. Abilities

- A. To run – organic fitness
- B. Becoming aware of other individuals
- C. Waiting turn
- D. Physical coordination
- E. Follow simple instructions

III. Description of game

- A. Relay games should start simple and as the class understands and can do the simple things, move to the more complex.
 - 1. Require them to run to a designated line and back to the starting position.
 - 2. Runner must touch the hand of the next runner before that runner may start.

3. Runner must carry beanbag and pass it to the next runner.
4. Runner must roll tire and pass it to the next runner.
5. Runner must dribble ball and pass it to the next runner.
6. Runner must dribble ball and make basket before passing to the next runner.
7. The period of time used at each step depends on the progress of the class. The use of short range goals as well as long range goals help to stimulate interest.

I. Game Skill

A. Circle Games

1. Drop the beanbag
2. Slap Jack
3. Steal-a-base
4. Singing circle games

II. Abilities

- A. Follow simple instructions
- B. To wait turn
- C. To run
- D. Becoming aware of other individuals
- E. Vocabulary

III. Description of game

- A. All circle games used are standard games with no variations.
- B. Start with simple singing games first, so that all children are involved and progress to the more individualized circle games, such as Slap Jack.

I. Game Skill

A. Marching

II. Abilities

- A. Follow simple instructions
- B. Walking
- C. Keeping in line while marching

III. Description of game

A. Game may be varied in several ways

1. Playing follow the leader, in which the teacher may

lead the class up stairs or over any obstacles he chooses.

2. Marching to music.

I. Game Skill

A. Use of playground equipment

II. Abilities

A. Proper use and enjoyment of playground equipment.

B. Learning to play with others in a spontaneous free play period.

C. Use of equipment to help with physical fitness, foot-eye-hand coordination and the awareness of heights and the overcoming of fear of heights.

III. Description of game

A. Set certain ground rules and make sure that they are obeyed.

B. Explain and demonstrate each piece of equipment, so that the child understands how the equipment is to be used.

C. Use one day a week for the child to have free play on the playground equipment.

Charts:

I. Physical fitness – See Chart I*

A. Each child is tested three times per year.

B. Physical fitness tested in three main components:

1. Muscular fitness
2. Organic fitness
3. Physique

C. Tests used to measure the components:

1. Hang time on the bar
2. Medicine ball throw
3. Back extension flexibility
4. Speed back lifts
5. Speed sit ups
6. Vertical jump
7. Floor touch flexibility
8. 300 yard run

D. Use of the Metropolitan Toronto Association for Retarded

Children Physical Fitness Rating Scales.

*Dr. Frank J. Hayden, Physical Fitness for the Mentally Retarded

- I. Use of individual folders to keep the permanent records of progress. See Chart II.
 - A. Rating scales for each game skill covered.
 1. Rate from:
 - a. 1 - poor
 - b. 2 - fair
 - c. 3 - average
 - d. 4 - excellent
 - B. Records kept to show that student has had health and sex education classes on level with his mental ability.*
 - C. Lists physical defects.
 - D. Response to the rest of the class.
 - E. Response to game skills.
 - F. Helps to show where individualized attention may be needed.

* This will be covered thoroughly in the future as soon as developed.

CHART I

PHYSICAL FITNESS SCORE SHEET

19__ to 19__

NAME _____ Date _____

Date of Birth _____ TEST 1 _____

TEST 2 _____

TEST 3 _____

1.	Physique	TEST 1	TEST 2	TEST 3
	Height	____ In.	____ In.	____ In.
	Weight	____ Lbs.	____ Lbs.	____ Lbs.
	Predicted			
	Weight	____ Lbs.	____ Lbs.	____ Lbs.

Comments and Handicaps _____

2. MUSCULAR FITNESS TEST 1 TEST 2 TEST 3

Hang time			
Medicine Ball Throw			
(30 seconds)			
Speed Sit Ups			
(30 seconds)			
Speed Back Lifts			
Jump and Reach			
Vertical			
Standing Reach			
Vertical Jump			
Floor Tuck			
3. ORGANIC FITNESS			
300 Yard Run			

CHART II

ABILITY RATING SCALE
 PARTICIPATING RATING SCALE

19 ____ to 19 ____

NAME _____

	TEST 1	TEST 2
STEAL A BASE		
KICK BALL		
MATCH THE BEAN BAG		
RECREATIONAL GAMES		
SEX EDUCATION		
HEALTH EDUCATION		

PARTICIPATES	TEST 1	TEST 2	TEST 3
PARTICIPATION			
GETS ALONG WITH PEERS			
LEADERSHIP OF GROUP			
ENJOYS PHYSICAL EDUCATION			
WILL TAKE CRITICISM			
GETS ALONG WITH INSTRUCTOR			

COMMENTS AS FAR AS WORK NEEDED IN THIS AREA (ABILITY)

COMMENTS: PARTICIPATION _____

EDUCABLE MENTALLY RETARDED

In the area of physical education, the educable mentally retarded can compete at a level closer to that of normal students. It is true that while educable retarded children tend to have more physical restrictions than normal children, their physical education needs are not radically different from normal children. Competition at the level of the retarded's development does give satisfying results if handled properly. The instructor must be aware of himself as the controlling factor in this competition and be able to set up and control the situation so that it becomes the teaching situation that the instructor wants.

We do recognize that in physical education, physical abilities run the full scale of development, so that the label of educable retarded does not necessarily place a certain child at a certain developmental stage. Individualized programming must also be a part of any physical education program.

- I. Game Skill – Three major areas (units of substantial length and major emphasis).
 - A. Flag Football
 - B. Basketball
 - C. Softball
- II. Abilities
 - A. Learn and understand the games being taught
 - B. Learn and understand good sportsmanship
 - C. Physical fitness
 - D. Physical coordination
- III. Description of game
 - A. Start game skill at the level of the class and progress
 - B. Integrate the abilities desired within the total program
 1. Physical fitness through warm up exercise
 2. Physical fitness and coordination through actual games in class
 3. Utilize programming of recreation and audio visual aids
 - a. Seeing games at local high schools and universities
 - b. All films and filmstrips that can be used in the area covered
 - c. Natural interest in the games being played on television
 - C. Give concrete goals that students may strive for and be able to reach in order to stimulate interest;
 1. Annual game between classes
 2. Games with outside competition

- I. Game Skills – Three minor areas (units of shorter duration)
 - A. Badminton
 - B. Track and field
 - C. Volleyball

- II. Abilities
 - A. Learn and understand the game being taught
 - B. To let them compete in individualized areas that they can use later in life as a recreation activity.
 - 1. Badminton
 - 2. Volleyball
 - C. Physical fitness
 - D. Physical coordination

- III. Description of game
 - A. Start game skill at level of class and progress
 - B. Integrate the abilities desired within the total unit
 - C. Control the competition in such a way that they perform as individuals and as a part of a group

- I. Physical fitness educable – See charts 3 and 4
 - A. Each student is tested three times a year.
 - B. The manual AAHPER Youth Fitness Test Manual is used.
 - 1. The same test used in normal classrooms
 - 2. Students run the full scale of fitness abilities; individualized attention is given in the areas that are needed.
 - 3. Complete records are kept on the students' progress

CHART 3

PHYSICAL FITNESS RECORD AAHPER

19____ to ____

NAME _____ DATE _____

DATE OF BIRTH _____ TEST 1 _____

I. Q. _____ TEST 2 _____

TEST 3 _____

1. PHYSIQUE	TEST 1	TEST 2	TEST 3
Height	_____ In.	_____ In.	_____ In.
Weight	_____ Lbs.	_____ Lbs.	_____ Lbs.
Predicted Weight (Tables)	_____ Lbs.	_____ Lbs.	_____ Lbs.
Sum of Exponents	_____		
Class	_____		

Comments and handicaps _____

2. MUSCULAR FITNESS	TEST 1	TEST 2	TEST 3
	Score %	Score %	Score %
Pull Ups			
Sit Ups			
Shuttle Run			
Standing Broad Jump			
50 Yard Dash			
Softball Throw			
Organic Fitness			
600 Yard Run Walk			

CHART 4

COMMENTS PHYSICAL FITNESS

NAME _____

TEST 1 _____

TEST 2 _____

TEST 3 _____

EXTRA CURRICULAR ACTIVITIES

We recognize the need for certain activities outside of the actual school program to help round out the full potential of the student. In physical education, certain areas are covered as part of the extra curricular activities within the total school program.

I. Boys Tumbling

- A. There are 24 boys involved in this activity. They are divided into Junior and Senior Tumblers.
 1. 12 boys are taken on the trips that are scheduled during the school year. The boys are picked on ability and behavior.
 2. The group meets twice a week and the competition to be on the senior group is used as a motivational stimulus in order to challenge the boys to greater effort.
 3. Both educable and trainable students participate in this program. C.A. ages range from 12 – 20. The students are not limited to day school and some adult night students are involved.

II. Girls Tumbling – Jolly Acrobats

- A. This group is made up of trainable mongoloid students.
- B. Seven students participate in this program, with practices two times a week.
- C. Performances are scheduled throughout the year at various clubs and organizations.

III. Square Dancing

- A. This group is made up of trainable and educable students and is divided into two groups.
 1. Trainable and Primary educable
 2. Older educable
- B. Each group meets two times a week, with performances scheduled throughout the year at various clubs and organizations.

IV. Safety Patrol

- A. This is a means to help train the students in awareness of the school and their obligations to others. Twenty students are involved in this activity. There are 10 girls and 10 boys with both trainable and educable children involved. The duties of the Safety Patrol consist of:

1. Helping the younger students on the way to and from school.
 2. Helping to keep the area around the school clean and neat.
- B. The Safety Patrol meets once a week and all problems that have come up during the week are discussed. Solutions come from the patrol themselves under the guidance of the physical education instructor.

V. Discussion Groups

Discussion periods are set up within the class periods on a twice a month basis. The topics are left to the students, and they may range from such subjects as good manners to reasons why the students are at the institution. It has helped us to be able to know what questions the students in the class have, and it gives them the opportunity to discuss their questions among themselves but with proper guidance, so that proper answers are always forthcoming.

The topic may come out of a filmstrip on manners, but may not have anything to do with manners. The objectives of these discussion groups within the class are:

1. To answer questions about Colony resident rules that they may not understand.
2. Problems with dating.
3. Why they are here and what they can expect to accomplish in life.

We keep the discussion on their mental level, making the ideas and answers as realistic as possible. We attempt to tie our discussion in with units that the classroom teacher is teaching at that time.

CHAPTER XIII

INDUSTRIAL ARTS (SHOP)

GENERAL WOODWORKING

Instruction in woodwork is taught to Intermediate and Pre-Vocational classes one period each day. During the course of the week there is a session on Safety and the proper way to use each tool from charts.

Subject – Beginning Experience in Woodshop

Goals:

- A. To create a right attitude toward shop work.
- B. To give training in the use and care of tools and materials.
- C. To teach the names of tools and materials.
- D. To develop skill and the desire to create.
- E. To instill an appreciation of good workmanship.
- F. To instill in the student a place for every tool and every tool in its place.

Outline:

- A. Correct way to:
 1. Use a pencil
 2. Copy a pattern or trace a pattern on the material
 3. Use a coping saw
 4. Use the wood vise on the table for coping saw work
 5. Use a file or wood rasp
 6. Use of sandpaper or sanding block—fine, medium or coarse
 7. Drive and set nails – putty nail holes
 8. Use a paint brush and care of brush
 9. Use of filler and varnishes plus some enamels
 10. Use power jig saw (syncro 201–210)
- B. Learn the names and proper use and care of tools and materials:
 1. Pencil
 2. Coping saw and blades
 3. Files – flat, half round, round and rasp
 4. Sandpaper and sanding block
 5. Hammer and small variety of nails and brads
 6. Nail set
 7. Putty knife – types of putty and plastic wood

8. Hand saws – rip and cross cut
9. Sizes of paint brushes
10. Types of solution for cleaning brushes (turpentine and paint thinner)
11. Block plane
12. Squares – try square, combination and framing squares
13. Brace
14. Bits – sizes
15. Screwdrivers – sizes and screws to be used
16. Plywood ($\frac{1}{2}$ " and $\frac{3}{4}$ " pine)
17. Hardwood – birch, walnut and mahogany
18. Redwood
19. Syncro jig saw

Method or Technique of Beginning Experience:

Here at the Arizona Children's Colony we use a series of patterns called the 100 series. These patterns are simple in design and very easy to cut on the syncro jig saw. They consist of small toys and animals, cut and painted the correct color so the child can visualize what his finished project will look like. Since it is difficult for some children to visualize, we have the patterns and projects displayed on the wall board, cut and painted correctly. Each child selects his own pattern and traces it on the material he is going to use. Motivation is very strong as the projects are toys and animals on the child's level.

Introduction to Intermediate Experience:

Intermediate Experience starts when the child has completed the 100 series of patterns or has shown the ability to be advanced to more complicated patterns of rather irregular lines and difficulty in assembling.

Goals:

- A. To create a right attitude toward shop work.
- B. To learn the use and care of simple power tools.
- C. To develop the child's desire to create and be different.
- D. To discriminate between good and poor work.
- E. To further his skill in shop.
- F. To develop a respect for property both personal and public.
- G. To develop in the child a sense of pride in his work.

Outline:

- A. Correct way to:
 1. Select the pattern and making sure he has all the parts

- to the pattern
- 2. Select the correct material for his project
- 3. Trace the pattern and to get in all the details
- 4. Cut his project on the saw or by hand
- 5. Use the files
- 6. Use sandpaper and sanding block
- 7. Use the power disc sander
- 8. Use the portable sander (vibrating or belt)
- 9. Assemble his project
- 10. Drive and set nails
- 11. Putty or plastic wood the nail holes
- 12. Select the stain and/or paint
- 13. Paint brushes
- 14. Use varnish
- 15. Use clamps

B. Learn the name, proper use and care of tools and materials:

- 1. Patterns
- 2. Wood files – flat, round, half round and rasp
- 3. Sandpaper – coarse, medium and fine
- 4. Sanding block
- 5. Hammer
- 6. Nail set
- 7. Putty knife
- 8. Hand saws – rip, cross cut and back saw
- 9. Jig saw – Syncro 201–210
- 10. Paint brush and cleaning solvents (turpentine and paint thinner)
- 11. Planes – block, jack or smooth
- 12. Squares – try, combination and framing square
- 13. Brace or breast drill
- 14. Bits – sizes
- 15. Screws – length and size
- 16. Screwdrivers – correct size

Method or Technique of Intermediate Experience:

The students are now in the 200 series of patterns. These patterns are more complicated than the 100 series and have two or parts to be traced or copied. Some of the projects in this series are: Tie holder, small stools, shoe shine box, corner shelves, wall shelves, and pull toys. They are a little more difficult to assemble and may require the assistance of a fellow student or the instructor.

- C. Advanced experience begins when the student has completed the 100 and 200 series of patterns or shows the ability to be advanced by his initiative and pride in his work, whether it be his project or that of another.

Goals:

- A. To create a right attitude toward shop work.

- B. To teach safety rules around machinery.
- C. To teach how to operate and maintain each machine in shop.
- D. To teach safety in shop.
- E. To gain further knowledge of the materials used in shop and how to use them effectively and economically.
- F. To develop the ability for critical analysis within the child.
- G. To develop and further his interest in measuring and linear measurements.
- H. To instill an appreciation of good workmanship.

Outline:

A. Correct way to:

1. Select his pattern or design his project
2. Plan his project
3. Select his material
4. Plan his work
5. Clamping and gluing of stock
6. Applying the glue
7. Apply screws to face plate
8. Drive nails
9. Remove nails
10. Toe nail if needed
11. Drill holes
12. Use expansion bit
13. Use dowels
14. Wire a lamp
15. Install cabinet hardware
16. Decorate the surface of wood
17. Conceal screw head
18. Draw a circle (with compass)

B. Learn the names and proper use and care of tools;

1. Screw mate
2. Expansion bit – how to enlarge and use
3. Wire – type of wire, how to bare wire for attachment
4. Lamp socket – how to wire
5. Jig saw – how to install a blade
- * 6. Band saw – how to install a blade and type of blade to use
- * 7. Radial Arm Saw – how to start, type of blade and speed
- * 8. Bench saw or table saw – types of blades for cutting and ripping push sticks
- * 9. Jointer – how to raise and lower cutters – reason for push sticks and guard
- * 10. Lathe – how to set up, correct speed, use of the correct knife for each operation

*11. Drill Press – how to set up, correct speed and adjustment of belt. Hold down and drill or bit sizes

** 12. Shaper

*Machine tools considered dangerous are used under the strict, direct supervision of the instructor.

**This tool is considered too dangerous for the children to use.

Methods or Techniques of Advanced Experience:

The students are now in the 300 series of patterns and they are far more complicated than the 200 series. Some of the projects in the 300 series are:

1. Table lamps – lathe work, made up from discarded bowling pins.
2. Candle-stick holders – lathe work
3. Sewing cabinets – floor models and table models
4. Magazine racks
5. Large tables
6. Bowls – lathe work, clamping and gluing of stock
7. Furniture repair – in addition to their projects the students are given the opportunity to repair furniture damaged in school or at their cottages.

Source of Woodshop Materials:

1. Woodwork for the Beginner, Bruce Publishing Co., Milwaukee, Wis.
2. Educational Toys (Coping Saw Problems for School & Home), Manual Arts Press, Peoria, Illinois
3. New Ideas in Woodcraft, Bridgmen Publisher, Inc., Pelham, New York
4. Table Lamp Projects, McKnight & McKnight Publishing Co., Bloomington, Illinois
5. Popular Woodworking Projects, The Bruce Publishing Co., Milwaukee, Wisconsin
6. Handy Book for Boys Books, Inc., Publishers; Greenberg Publishers, Inc. New York

CHAPTER XIV

MUSIC

We quote from the Music Educators National Conference of 1950: "Every child has the right to full and free opportunity to explore and develop his capacities in the field of music in such ways as may bring him happiness and a sense of well-being; stimulate his imagination and stir his creative activities, and make him so responsive that he will cherish and seek to renew the fine feelings induced by music."

Objectives:

Among mentally retarded children we find some characteristics that are more pronounced than in normal children:

1. Poor concentration
2. Short attention span
3. Poor muscular coordination
4. Speech defects
5. Lack of ability to socialize
6. Lack of emotional control

Music is therapy and will help the child in all the areas noted above as well as in other areas. We stated that music "is" therapy. We participate in music for enjoyment, but the more we enjoy it, the greater its therapeutic value becomes. Music breaks through speech and emotional barriers. Music will sometimes furnish the child a "success experience" which he is unable to obtain in any other way.

We shall consider the characteristics which were previously mentioned. Learning to listen to music will increase the child's attention span and develop his power of concentration. A good music program will include quiet listening, and also active listening, as in rhythm participation, when he must listen for the beat of the background music. Much has been written concerning the value of rhythm and bodily movement for developing muscle coordination. Music helps the child to speak because he is less self-conscious and more relaxed when participating with a group. He imitates the speech of his group. In music, the sounds of speech are slowed down and become more easy for him to grasp. The value of music in helping the child to socialize could hardly be overstated. He becomes group-conscious, and is actually part of a group that is experiencing the same thing that he is experiencing, a struggle if the activity is challenging, a feeling of success when it is accomplished. He is part of it; he "belongs" and is not shut out. He can "feel" that others have emotions like his and he learns to be more considerate of others. Through feeling accepted, he learns to accept others and to work and play with them. Lack of emotional control is due partly to the lack of self-expression. The retarded child is limited in self expression for various reasons such as a limited vocabulary, lack of self-confidence from feelings of inferiority, speech defects, etc.

Music is the great emotional outlet. For the withdrawn child, a strong impelling rhythm stirs and stimulates. If he can participate with

bodily movement or by playing a simple instrument such as a tambourine it is a first step. Later he may learn that music offers a means of escape as well as a means of expression, and that the escape through music is more acceptable, and less harmful than withdrawing within himself.

Feelings of aggression can be expressed acceptably through music. Some retardates constantly battle this emotion, seeming to feel that they have been rejected and mistreated and they want to retaliate.

We shall only mention the fact that the right kind of music can bring calm and peace to the hyperactive child.

The amount of individual therapy is limited in the classroom, and the music program is not specifically geared to therapy; however, improved emotional control is a "by-product" of a good music program, that will help the child in his social adjustment.

In the summation of objectives we state that our aim is not primarily to develop excellent music skills nor to impart a great knowledge of music, but we shall strive to meet the child "where he is" and gently lead him up the path of progress. We shall not ask, "How well does he perform?" —but "How much has he improved?"

DEVELOPMENT OF A THEME ON IDEAS CONCERNING MUSIC IN THE CURRICULUM

- I. Music as a means, not an end.
 - A. Music, therapeutic value
 - B. Music, for music's sake
 - C. Music, to further social adjustment
 - D. Music, to increase knowledge of the world about
 - E. Music to develop enjoyment, as a happy experience, listening, body movement, playing instruments
 - F. Music to develop ability or "natural talent"
- II. Importance of establishment of teacher-pupil rapport.
 - A. 1. Personal emphasis, i.e. one to one, as opposed to "group"
 2. Music — group coordination, relations
 - B. Use of tools of education, such as study of pupil's tests results, etc.
 - C. Music to develop confidence
 - D. Develop motor coordination, rhythm
 - E. Develop auditory perception which constantly call for responses (guard against being such a forceful person that

you get “automatic responses because – that is what I’m supposed to do”)

- F. Teacher should listen to student
- III. Music to bring life into focus (or make life more real to student)
- A. Music to answer question “Who am I?” (self concept)
 - B. Music to build appreciation of the world about us – improve “others” relationship
 - C. Wholesome enjoyment concept (summation)
 - 1. Helps life functions
 - 2. Descriptive
 - 3. Acceptance
 - 4. Group ability
 - 5. Motor coordination
 - 6. Rhythm (in music, in life)

SKILLS AND ATTITUDES TO DEVELOP IN MUSIC

- I. Skills
- A. Ability to:
 - 1. Sing simple melodies learned by rote
 - 2. Read words to music (for those capable)
 - 3. Recognize the rhythm of music
 - 4. Recognize moods in music such as happy songs, sad songs, etc.
 - 5. Respond to music by singing and acting out the theme
 - 6. Recognize standard seasonal songs and those related to specific holidays
 - 7. React to rhythm by keeping time through various media
 - 8. Use musical instruments
- II. Attitudes
- A. Develop enjoyment in:
 - 1. Listening to music for pleasure
 - 2. Participation in singing, dancing, rhythm activities, etc.
 - B. Develop an understanding of the appropriate time and place to participate in music activities.
 - C. Develop acceptable behavior during social situations involving music listening (band concerts, etc.) and participating (square dances, etc.)

TECHNIQUES USED IN MUSIC

- A. Provide experiences in:
 - 1. Singing of songs familiar to the child
 - 2. Learning words to songs by rote, or if capable by reading.
 - 3. Listening to songs and story records for development of good listening habits, and building length of attention span.
- B. Use various media for producing music such as piano, organ, record player, tape recorder, rhythm instruments, and musical instruments, for purposes of:
 - 1. Enjoyment
 - 2. Experimentation by sound
 - 3. Developing a sense of rhythm
 - 4. Creative expression
- C. Develop oral expression by:
 - 1. Group singing
 - 2. Dramatization of songs
 - 3. Playing musical games
 - 4. Playing finger games
 - 5. Presenting musical programs for others
 - 6. Use of tape recorder
- D. Develop acceptable social behavior through:
 - 1. Attending band concerts, programs presented by other classes, etc.
 - 2. Participating in square dance activities in school music or physical education classes and in the Colony-wide recreational program.

ABILITIES IN MUSIC FOR TRAINABLES

- I. Perceiving
 - A. Listening
 - B. Watching
- II. Singing
 - A. Action songs
 - B. Other rote songs
- III. Performing body rhythms
 - A. Clapping
 - B. Stamping
 - C. Swaying
 - D. Walking
 - E. Marching

- F. Running
- G. Hopping
- H. Skipping
- I. Sliding

IV. Playing in rhythm band

- A. With sticks
- B. Bells
- C. Tambourines
- D. Tom-Toms
- E. Ukelele

V. Singing games and dancing

- A. Single circle formation musical games
- B. Single circle formations – one child in the center
- C. Partner type activities
- D. Active story type song games

VI. Using radio, record player and T.V.

- A. Listening and enjoying
- B. Turning on and off
- C. Adjusting volume
- D. Choosing varied types of music
- E. Selecting records and musical programs

I. SUMMARY OF MUSIC ACTIVITIES FOR ALL CHILDREN

- A. Singing
- B. Listening
- C. Instruments
- D. Movement

II. FOR CHILDREN WITH SPECIAL INTERESTS AND ABILITIES

- A. Chorus
- B. Band
- C. Fife and Drum Corps

IN MUSIC, THE CHILD'S BILL OF RIGHTS

I

Every child has the right to full and free opportunity to explore and develop his capacities in the field of music in such ways as may bring him happiness and a sense of well being; stimulate his imagination and stir his creative activities; and make him so responsive that he will cherish and seek to renew the fine feelings induced by music.

II

As his right, every child shall have the opportunity to experience music with other people so that his own enjoyment shall be heightened and he shall be led into greater appreciation of the feelings and aspirations of others.

III

As his right, every child shall have the opportunity to make music through being guided and instructed in singing, in playing at least one instrument, both alone and with others, and, so far as his powers and interests permit, in composing music.

IV

As his right, every child shall have opportunity to grow in musical appreciation, knowledge, and skill, through instruction equal to that given to any other subject in all the free public educational programs that may be offered to children and youth.

V

As his right, every child shall be given the opportunity to have his interest and power in music explored and developed to the end that unusual talent may be utilized for the enrichment of the individual and society.

VI

Every child has the right to such teaching as will sensitize, refine, elevate, and enlarge not only his appreciation of music, but also his whole affective nature, to the end that the high part such developed feeling may play in raising the stature of mankind, may be revealed to him.

Adopted by the Music Educators National Conference in 1950

Following are some specific musical activities, units and ideas which might make good lesson plans.

They are listed in the individual areas of emphasis, as utilized, here at the Colony.

PRE-SCHOOL MUSIC

I. Music Activity

1. Marching

Through all his years of school the child will be a member of a group and must adjust to group activity. Marching to beautiful music is a "fun" way to start this activity.

The child walks in line in a large circle (the circle could be marked on the floor by using masking tape) doing everything his group does at the command of the teacher. First, the children clap hands, then wave arms at their sides, place hands on hips etc. while they are marching.

It is difficult for some children to keep perfect step to the beat of the music and this should not be required at this time. Neither should "right" and "left" be attempted.

2. Music games

a. The Paw Paw Patch

b. Skip to my Lou

A very simple version of above games is found in "Best Singing Games" by the Sterling Publishing Company in the music room.

c. Looby Loo

This is a musical game which gives rhythm practice and teaches self concept. The terms "left" and "right" which were originally in the game should be left out. Join hands and form a circle. The teacher leads the singing as a foot is pointed toward the center of the circle. I put my "one" foot in, I put my "one" foot out, I give my "one" foot a shake, shake, and turn myself about. I put my "other" foot in, I put my "other" foot out, I put my "one" hand in, and so on to the end.

d. Imitating animals

Imitating animal walks to the rhythm of music is fun. Imitating the elephant is especially beneficial since some of the children are hyperactive and need to be slowed down. Slow music should be used for this.

II. Music Instruments

1. Instruments played by adults

These children are almost mystified by an autoharp, guitar or violin being played just for them.

2. Rhythm instruments

The most simple instruments should be used such as rhythm sticks, small drums, small tambourines.

III. Singing

1. Participation

With the pre-school mentally retarded group, the teacher will necessarily do most of the singing, but with the songs, she should have them join her in very simple bodily actions, thus by participating it will be enjoyable and they will attempt singing the songs, and, of course some of them will succeed.

2. Types of Songs

Short songs should be selected with content within the realm of the child's experience. Abstract ideas are hard for the older retardate to grasp, and most certainly for this age. The words should be simple and repetitive; the music pattern should also be repetitive.

For a list of appropriate songs see list in the Primary Trainable section. This list will also include songs for teaching the self concept.

THE PRIMARY TRAINABLE

With few exceptions, the music program of pre-school should be carried into the primary trainable classes. The teacher should augment the program as she feels it is advisable.

I. Sing

1. Participation

Most of the songs should be accompanied with simple bodily motions. The teacher should strive for participation of the children in the singing. Since many of them have difficulty speaking, she might select songs with animal sounds such as "quack, quack" and the children can make the sounds. The familiar "Old MacDonald Had a Farm" is a good example. "Froggy Went a Courtin'" (which is found in several of the folk song books in the music room) can also be used. In every verse there is humming and most children can hum.

2. List of Songs

a. Songs for self concept:

1. Put Your Finger in the Air
2. My Hands and Feet Keep Moving
3. Following is a song to the tune of "Farmer in the Dell"

Two eyes that I can blink
Or maybe I can wink
I close them tight to make it dark
Then open for the light.

One mouth so I can eat
And candy tastes so sweet!
One mouth so I can smile and grin
Below it is my chin!

Two ears so I can hear
I hear the bell go 'ding'
I hear us laugh ha, ha, ha, ha,
And I can hear us sing!

Two hands I like to move
Around and round and round
Or send them quickly up, then down
Way up, then down and down.

My knees I like to bend
My legs go out and in
My knees will do just what I say
And bend, and bend all day!

Two feet that are so strong
On my feet I walk along
Or skip, and jump, and hop and play
And have some fun all day!

b. Songs about animals

Songs about animals are especially good and are so plentiful that each teacher will probably have her favorites.

c. Songs teaching self care

1. The familiar song to the tune of 'Round the Mulberry Bush'. This is the way we wash our hands, this is the way we wash our face, this is the way we brush our teeth, etc.
2. Following is a song to the tune 'Long, Long Trail a Winding'.

We washed our hands this morning. We scrubbed our fingernails under which the wiggling microbes like to wag, and stretch their tails. We washed clean this morning, even washed behind our ears. Then for every health crusader, let us give three rousing cheers!
Rah! Rah! Rah!

d. Songs for awareness of environment

1. Songs about cars, busses, sun, rain, wind, kites, food, trains, flowers, frogs. (Bring objects to class such as pumpkins, kites, flowers.)

II. Rhythm Instruments

The children should be introduced to all the rhythm instruments and should be allowed to play them for short periods of time. Starting and stopping with the music. Some children might like to dance as the instruments are played.

III. Visual Aids

Pictures should be used to illustrate songs, and also for the listening period at times. Sock puppets are easy to make and are fun for the children.

IV. Quiet Period

This period should be varied as the attention span is so short. It could include a short record turned low on the phonograph, a music box, a picture of some familiar scene or object as the teacher sings an appropriate short song. It could be the ticking of a clock (recorded on tape and turned loud enough to be heard) as the children softly say, tick, tock with the sound.

V. Music Games

See pre-school section for music games and marching. Also see Primary Educables for music games.

PRIMARY EDUCABLES

Primary Educables present a golden opportunity for music participation; however, the amount of time allotted for music should be considered as the teacher makes plans.

I. Music Instruments Study

1. Introduce the child to all the music instruments. If possible bring them to class; if this is not possible, use pictures.
2. Correlate listening program to this study.

II. Rhythm Band

This is usually the proper class for a real, official rhythm band consisting of about fifteen to twenty-five instruments. Instruction books and instruments can be purchased at music stores. Some of the instruments can be made.

III. Marching

Marching to exact beat of rhythm, also proper step, left and right.

IV. Singing Games and Dancing

1. Come Play Indians

2. Little Airplanes

3. Touch Your Head

The above are found in "More Singing Fun" by McGraw Hill Co. It is in the music room.

4. Hokey Pokey

5. Happy is the Miller

6. Patty Cake Polka

The above are records which may be purchased with instructions, at Old Timer Records, Phoenix, Arizona.

V. Singing

1. Song to reinforce Academic Learning

a. ABC Song

b. This Old Man

c. John Brown Had a Little Indian

2. Selected Nursery Rhyme Songs

3. Songs of Animals

a. Doggie in the Window —can be purchased at record stores

b. Run Little Donkey Run

c. I'm a Little White Duck

d. Froggy Went a Courtin'

Above songs are found in folk song books in the music room.

4. Songs for teaching self concept

See Primary Trainable section

5. Songs for fun

a. Little Brown Jug

b. Rig-a-jig-jig and Away We Go

c. If You're Happy and You Know It, Clap Your Hands

d. The Fly Has Married the Bumblebee

e. John Brown's Baby Had a Cold in Its Chest

These songs are found in the folk song books in music room.

6. Quiet songs

- a. Are You Sleeping Brother John
- b. Finger Play Songs

VI. Listening

Children should be introduced to all kinds of music. Special notice of different musical instruments and different "moods" of music should be employed.

INTERMEDIATE TRAINABLE

The classes of the intermediates in the lower intellectual level will require a program similar to that of the Primary Trainable while for the higher level children, some activities from the Educable Primary section could be used.

I. Singing

Besides using simple songs with bodily motions, these children enjoy singing with records. They also may pantomime records. We especially recommend the record "A Visit to My Little Friend" found in the music room.

II. Rhythm Activities

1. Rhythm activities should include the use of gross body muscles as well as the use of rhythm instruments.

III. Visual Aids

1. Pictures to illustrate songs are important, also the children may draw their own pictures to illustrate songs.
2. Colored cards could be made to use while singing "Jennie Jenkins" found in 'Best Singing Games' in the music room. Children may take turns holding up the correct color for each verse.

IV. Social Activities

The simple musical games "Turn the Glass Over" in 'Best Singing Games' is appropriate for the higher level children.

INSTITUTIONAL TRAINING

Some of these children have advanced socially, near the level of the educable children, while others are much less advanced.

I. Divided Activity

Since these students differ widely in taste and ability, it is sometimes well to divide them, letting some play the more

advanced rhythm instruments such as drums and tambourines while others dance. Others will enjoy singing a solo or duet.

II. Songs

1. Folk songs
2. Popular songs
3. Patriotic songs
4. Songs making "light" of boy-girl relationship are enjoyable
 - a. Paper of Pins is a song which lends itself to being sung by boys and girls being divided and singing the verses to each other. (Found in 'Best Singing Games' in folk song books in the music room.)
 - b. Ruben and Rachel can be sung in the same way.
5. For the less advanced of this group, use the song Jennie Jenkins as cited in Intermediate Trainable section.

III. Social Activities

1. Check under Primary Trainable
2. Hokey Pokey might be enjoyed by some of the students.

PRE-VOCATIONAL OR OLDER EDUCABLES

The way in which a student of this age relates to music depends upon his background; especially if he is old enough to have been in this group for a few years.

I. Popular Music

Popular music has become a part of the student's life. It should be included in the music program. How much popular music could be a rather serious question, especially for a school within an institution. The student wants to identify with the great mass of teenagers on the outside. Music is the medium through which he accomplishes this, television and radio are the tools. The student would like for this type of music to consume much of the music class.

II. Singing

1. Folk songs
2. Patriotic songs
3. Humorous songs
4. Popular songs
 - a. This includes Rock and Roll and Country-Western at the present time.
5. Songs that are appropriate for choral selections

III. Music for social objectives

1. Social dance etiquette
2. Music in the community

IV. Use of musical instruments

1. Drums and tambourines since they are popular instruments at this time among all teenagers.
2. Rhythm instruments for special effects in accompanying songs or instrumental numbers.

V. Free activity period

Students are allowed to dance, to draw pictures, to play a chosen instrument or just listen.

VI. Music theory

Although the study of theory is not recommended by Special Education Authorities, we present the elementary rudiment of music to these students who may later go out into the community.

VII. Program singing (Correlating Units—Team Teaching)

(This has not been done, but is being planned for next year.)

1. Songs relating to a unit being taught by an academic teacher, such as a unit on Arizona.
2. Songs expressing a story about a teenager.
3. Songs relating to a certain period in history.

CHAPTER XV

HOME MAKING CLASSES

Each mentally retarded child "tackles" the job of growing up at his own rate and in his own way. We as teachers may have to help youngsters alter their lives to fit their individual needs and abilities.

Each child should have instilled in him desirable qualities of character which will make him more acceptable to his environment, with emphasis on the concept of right and wrong as related to everyday life, and create within him a desire to do right.

Each child should develop his habits, skills, and attitudes to the fullest extent by participation in real life experiences through the use of a special curriculum based on his limited ability to reason, to think in an abstract manner, to generalize and to initiate new ideas.

Our society desires that individuals be productive, and for this reason alone, it would be to the advantage of the trainable child to learn to work. Participation in school programs should teach the trainable specific work methods, skills, good habits, and attitudes toward work. These positive attitudes include the ability to follow directions, to work alone, and habits of promptness, carefulness and neatness.

To insure that a mentally retarded child in later adult life may adjust well in a work situation wherever he may be, it is of utmost importance that he experience individual personality development which will make him fully acceptable, not merely tolerated in his place of work, for his skill in any line of work usually can only be minimal.

With these noble objectives as goals, the Home Making Department Program is geared to provide the activities which will bring the individual students to their highest level of personality development so that they may become pleasant, interesting people with whom others will associate, and in so doing, they will better be able to adjust to any life situation.

BELIEFS

Homemaking education can provide educational experiences at all age levels that contribute to the enrichment of the life of the mentally retarded child. Therefore, we believe that the homemaking program is comprehensive in scope and includes the following pertinent areas:

1. Relationships
2. Management
3. Child care and development
4. Foods and nutrition
5. Housekeeping

Homemaking is an integral and integrated part of the total educational program, thus providing an opportunity for the practical application of fundamental concepts taught in the other departments of the total curriculum.

The Homemaking teacher should always exemplify the goals of the homemaking program through attitudes, values, behavior, and appearance.

PLAN LEARNING EXPERIENCES

Learning experiences should include a variety of methods which are suitable to the area and level being taught and appropriate for accomplishing the established goals that will help students gain some basic understandings. Methods often used:

1. Books, pamphlets, and magazines
2. Bulletin boards
3. Buzz sessions, experiments, demonstrations (by students and teachers)
4. Field trips (arranged by Recreation)
5. Films and filmstrips
6. Games
7. Check sheets
8. Guest speakers
9. Question box
10. Tape recorders
11. T.V. and radio

PERTINENT AREAS OF THE HOMEMAKING PROGRAM

A. RELATIONSHIPS

Overall Goals:

1. To help students develop an appreciation of the importance of themselves as individuals.
2. To help students understand that democratic home and cottage living will be reflected in relationships outside the cottage or home.

Specific Goals for Relationships

To help students develop:

1. Appreciation of the importance of friends and the ability to be a good friend.
2. Judgment in determining qualities of friendship.
3. Desire to be personally attractive to others.
4. Good manners.
5. Realizations that group participation is rewarding to the individual.
6. Awareness of homemaking as a satisfying career, requiring

skill and ability.

7. Desire to participate in school activities.
8. Awareness of the need to obey community laws.
9. Desire to contribute to the community through being a responsible wage earner.
10. Appreciation of and respect for the rights of others.

Learning Experiences

1. Have the students tell of desirable characteristics of different friends at the cottage. Then have students "share" ideas of ways they can promote happy relationships with students at the cottage or at home with the family.
2. Develop a chart of privileges and responsibilities which students have at the cottage or at school, using the headings "if my privileges are _____, then my responsibilities are _____." An example under privileges might be having a fish or pet. Under responsibility, caring for the fish or pet.
3. Have a buzz session to discuss ways students can show consideration for others in ways they may better accept responsibilities as members of the chorus, the basketball team, or where they work.
4. Discuss vocations that are related to homemaking and may contribute to improving their life.
5. Show film on responsibilities at home, school and in the community, good manners and personal appearance.
6. Guest speaker have the Social Service Director discuss and answer question pertaining to employment.
7. Bulletin board "people I would like to know."
8. Use score card "Are you easy to live with?"

PREPARE FOR WORK

How Shall I Dress?

When you go to apply for a job you should look your best.

Your clothes should be neat, clean and carefully chosen.

They should be suitable. (A party dress is not a suitable dress to wear when you go to apply for a job.)

Cosmetics and jewelry should be chosen with care.

Some places of employment will not let girls wear bobby-socks.

Some places of employment will not let girls wear very much makeup.

How Shall I Act?

Be on time for your appointment.

Don't take your friends with you. Go alone.

Wait for your turn.

Sit quietly.

Don't ask for special favors.

Don't ask to use the telephone.

Step up promptly when your name is called.

What Shall I Say?

No one can tell you exactly what to say.

Answer questions honestly and cheerfully.

Tell what you think you can do.

If you are not sure yourself, just say that.

Be courteous.

Don't be afraid to smile; but don't giggle.

You may be a little scared, that's allright. Everyone feels a little scared.

You may have some questions about the work you are going to do.

Ask these questions.

Don't worry. Be natural. Relax.

Try to take the interview in your stride.

Who Fills Out the Application Form?

You will fill out the application form yourself in some places.

In other places, a secretary may ask you the questions and she may fill it out for you.

In either case, you need to know the answers.

You will have to tell your name, address, age, birthdate, mother's maiden name and father's name.

APPLICATION FORM INFORMATION

1. _____
Name

2. _____
Address

3. _____
Age

4. _____
Birthdate

5. _____
Mother's Maiden Name

6. _____
Father's Name

7. _____
With Whom Do You Live?

8. _____
Whom do we notify in case of an emergency?

Signature

HOLDING A JOB

Be at work on time.

Be at work every day.

Listen to directions.

Follow directions.

Take an interest in what you are doing.

Get the tools you need before you start to work.

Stick to the job until it is finished.

Read the safety rules and obey them. (Or have them read to you.)

Try to get along with other people.

Take suggestions without talking back.

Be courteous and friendly.

Be business like about your work.

Take care of your health.

Take a bath every day.

Learn all you can from watching others do their work.

Try to figure out the best way to do the job.

B. IN THE AREA OF MANAGEMENT

Overall Goals:

- A. To help students develop appreciation for the homemaking program.
- B. To help students develop judgment in solving personal problems.
- C. To help students develop judgment in solving household problems.

Specific Goals for Management:

1. Desire and ability to make the homemaking room more attractive and convenient.
2. Ability to plan for work, rest, and leisure activities.

3. Judgment in use of money.
4. Recognition of a need for a plan for spending.
5. Awareness of the need and ability to establish a work pattern for housekeeping.
6. Ability to solve problems.
7. Ability to manage time efficiently.
8. Ability to save labor, so as to have time for other activities.
9. Recognition of sound standards of home cleanliness and safety.

Learning Experiences:

Discuss why it is important to know about the equipment available in the homemaking room. It is easier and more enjoyable to work when you are familiar with the room and equipment.

Scavenger Hunt

Give each student a list of six kitchen items which they are to find and identify. When they have finished, discuss the use of each item, then return them to proper places.

List may include:

rubber spatula	vegetable peeler	cookie sheet
grater	butcher knife	muffin pans
blender	pancake turner	dish cloth
wooden spoon	masher	spatula

Bulletin Board: Kitchen jewels (all small utensils taped to board and names under each.)

Discuss the arrangement of the homemaking apartment and the care it requires. The class may make plans for caring for the apartment.

Provide a question box for students to use when questions may arise as they begin using the homemaking facilities.

Have students make a list of personal interests such as drawing, reading, sewing, watching TV. Later we will use these suggestions for a leisure time study, such as making Christmas cards or cookbooks for Mother's Day.

Present a typical financial situation, set up a budget situation for a girl or boy going out in the community to work. What are their privileges, their responsibilities?

List cleaning tasks involved in housekeeping and classify these tasks as to those done daily, weekly and occasionally.

Example:	<u>Daily</u>	<u>Weekly</u>	<u>Occasionally</u>
	Wash Dishes	Change Bed Linen	Wash Windows

Study time and motion in a specific housekeeping job, such as making a bed. Ask one student to make the bed and three others to observe. Have observers analyze the movements as they make the bed, then give suggestions of how to save time and motion.

Have two students prepare the same recipe in the kitchens. Save all dishes and equipment and determine who uses the least equipment. List ways they might have used their time and efforts to better advantage by more careful planning.

Have a "Save Step Week"

Show film strip, "Good Buying Habits"

Field trip to large market or department store. (Assisted by Recreation.)

Learn to judge values:

1. List and compare the prices of the article you plan to buy.
Example: \$2.98 orlon sweater; \$5.98 nylon sweater; \$15.00 wool sweater.
2. What determines the variation in price of this article.
3. Which of the above would be the best buy for you?
4. Why have you made this choice? Reading the label can be a big help in deciding what to buy.
5. What information do you find on all labels?
6. How may this information be helpful?

C. CHILD CARE AND DEVELOPMENT

Overall Goals:

1. To help students develop an appreciation of small children.
2. To help students develop responsibility for the care and welfare of small children.
3. To develop understanding of how children grow and develop.

Specific Goals for Child Development

To help students develop:

1. Keeping children safe from accidents.
2. What to do when accidents occur.
3. Have safe toys and play equipment.

4. Keeping children happy through understanding, entertainment and guidance.
5. Handling routines, such as feeding, dressing and preparing for the nap.

Learning Experiences:

Field trip to nursery.

Bulletin board suggestions – display pictures of children engaged in various activities which illustrate their interest – “Children can be such fun” or “children’s needs are simple.”

Film strips:

“Baby’s Bath and Skin Care”

“Sociable Six to Noisy Nine”

“Frustrating Fours and Fascinating Fives”

“Terrible Twos and Trusting Threes”

AV Services, Ideal Pictures, 1804 Alcatraz Avenue, Berkeley, California

Inexpensive Play Ideas for Children:

Play Dough

Ingredients needed: 2 cups flour, 1 cup salt, food coloring.

Add enough water to mix but do not allow mixture to remain sticky. If it gets sticky while child is working, add flour. If this dough is not kept refrigerated, then glycerine should be added. Store in plastic bag.

Magic Modeling Clay

Ingredients needed: 2 cups table salt
1 cup cornstarch
2/3 cup water
1/2 cup cold water

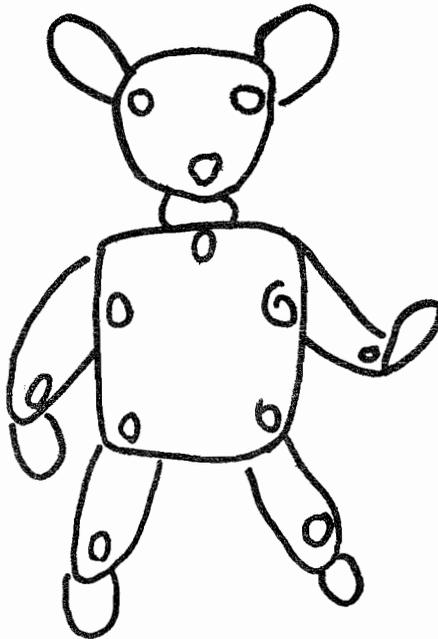
Mix salt and 2/3 cup water in saucepan stirring until mixture is well heated, about 3 or 4 minutes. Remove from heat and add cornstarch which has been mixed with 1/2 cup cold water. Stir quickly. Mixture should be consistency of still dough. If mixture does not thicken, place over low heat and stir, about 1 minute until it forms a smooth pliable mass. The mixture can be divided into portions and food coloring added. Put into a plastic bag.

Buttonhole Doll

This toy is useful in teaching children to manage the buttons on their clothing.

Materials needed: 1 dozen buttons, (1" wide) and felt from old hats.

Cut the felt in the shape of the pattern. Two thicknesses of felt stitched together makes a stronger toy. Buttonholes need not be worked, just cut.



Songs and Finger Plays

Ten Little Fingers
Choo-choo
The Train
Little Sled

Folder available from the Cooperative Extension in Agriculture and Home Economics, University of Arizona, Tucson, Arizona.

Surprise Bag

Containing toys and trinkets.

D. HOUSEKEEPING

Overall Goals:

1. To help students develop an appreciation of the importance of care of the house, its equipment and furnishings.

Specific Goals for Housekeeping

To help student develop:

1. Interest and ability in keeping one's room clean and orderly.
2. Understanding of the importance of a safe home.
3. Ability to use and care for different types of cleaning equipment and supplies.
4. Ways in which housekeeping can be made easier.
5. Ability to use leisure time to make things nicer.
6. Ability to make attractive accessories.
7. How to share a room.

Learning Experiences

1. Discuss different types of cleaning equipment such as dust pans, mops, etc., Demonstrate how each piece should be used in cleaning a room.
2. Demonstrate and practice bed making.
3. Develop a check list for home safety.
4. Make a check list for kitchen clean-up with duties divided among class members, also use this list in food preparation class.
5. Divide class into groups with each group setting up a display of basic kitchen equipment which might be used for mixing, baking and cleaning.
6. Make an inventory of one part of the homemaking department, such as cleaning supplies. Classify the supplies into lists according to their use, such as used daily, used frequently, used seldom. Rearrange supplies with emphasis on their frequency of use.
7. Buzz session using illustrations from magazines, have students tell what they saw in each picture after viewing for one minute.

8. Have demonstration of the use of the vacuum cleaner and how to keep it clean.
9. Also demonstrations of the washing machine, dryer and ironer.
10. Steps in laundry:
 - a. Sorting
 - b. Empty pockets
 - c. Close zippers
 - d. Remove trimmings, belts
 - e. Mend rips
 - f. Remove stains
 - g. Using water softeners
 - h. Using bleaches
 - i. Washing special fabrics
 - j. Doing tinting and dyeing in washer
 - k. Caring for laundry equipment

Establishing a Work Pattern

1. Performing tasks for daily care of the house.
 - a. Washing dishes, glasses and silver
 - b. Scouring utensils
 - c. Disposing of garbage
 - d. Sweeping floors and dusting furniture
 - e. Making beds
 - f. Cleaning bathroom
2. Performing tasks for weekly care of the house.
 - a. Caring for cleaning equipment
 - b. Caring for kitchen range
 - c. Caring for refrigerator
 - d. Brushing walls
 - e. Cleaning cupboards and drawers
 - f. Caring for floors and floor coverings
 - g. Cleaning plumbing fixtures
3. Performing tasks for occasional care of the house.
 - a. Waxing floors
 - b. Removing scratches from furniture
 - c. Retouching painted areas
 - d. Cleaning windows
 - e. Caring for upholstered furniture
 - f. Cleaning bed springs and mattress
 - g. Cleaning silverware and metals
 - h. Cleaning lamp shades and light fixtures

E. FOOD AND NUTRITION

Overall Goals:

1. To help students develop appreciation of the importance of nutrition.
2. To develop judgment in selecting, using and caring for kitchen utensils and equipment.
3. To help students in planning, preparing and serving meals.
4. To help students develop judgment and ability in purchasing and storing foods.

Specific Goals for Food and Nutrition

1. Ability to identify, use and care for kitchen utensils and equipment.
2. Ability to plan simple meals and snacks.
3. Use good work methods in the kitchen.
4. Use proper cooking methods to conserve nutrients.
5. Ability to wash dishes properly.
6. Habits of safety and efficiency.
7. Desire and ability to use good table manners.
8. Ability to care for and store foods and supplies.
9. Understand the cause of food spoilage.
10. Ability to be a good guest.

Learning Experiences

1. Using paper cutouts of the basic four discuss the groups:
 - a. Bread-cereals group
 - b. Meat group
 - c. Vegetable-fruit group
 - d. Milk group
2. Have class A plan menu A for a full day. Make a market list for the menu.
3. Have students plan, prepare and serve a meal. Do it in two groups, one acting as guests, and the other as hostess.
4. Field trip to grocery store in order to compare difference

in prices in food items of various brand labels, in different size containers of the same brand.

- a. Have the student practice the right and wrong of using.
5. Have demonstration on the durability, suitability and efficiency of various types of cooking utensils.
6. Invite a Home Economist from utility company to speak to the class on the use and care of household appliances.
7. Show filmed demonstration by commercial firms of equipment, such as use and care of equipment. Many films and film strips are available on food and nutrition. They are very good ways to put over a point.
8. Make a list of STAPLE foods and discuss them. Example: Sugar, salt, soda and spices.
9. Field trips to canning factory, dairies, meat packing plant, chicken farm.
10. Basic food for this year. Biscuit mix and its use in the kitchen.

ARIZONA BISCUIT MIX

2 cups flour (sifted)
3 teaspoons baking powder
1 teaspoon salt
 $\frac{1}{4}$ cup shortening

This mix can be made in advance and stored in glass jar for later use. When used add $\frac{3}{4}$ cup milk, mix lightly, roll, cut, bake on ungreased baking sheet in hot oven 450 degrees 10 to 14 minutes.

Biscuit mix is easy to dress up — add 2 tablespoons sugar for topping for cobbler; $\frac{1}{2}$ cup cheese, bacon or onion for variety.

Roll dough $\frac{1}{4}$ " thick, spread with butter, cinnamon and sugar (mix 2 t. cinnamon with 1 cup sugar) roll up like jelly roll, cut and bake.

Other uses: Pigs in Blankets
French Toast
Hot Cakes
Muffins
Pizza

LET'S MEASURE INGREDIENTS CORRECTLY

To measure flour:

1. Sift white flour once on waxed paper.

2. Spoon lightly into measuring cup with spoon or scoop. Do not shake down.
3. Level the flour with straight edge of spatula or knife.

To measure cocoa, salt and spices:

Break up any lumps by stirring before measuring. Dip in the measuring spoon and fill. Level it with a spatula.

To measure biscuit mix:

Do not sift before measuring. Pile mix lightly into measuring cup until mix runs over the top. Level it off with the edge of a spatula or knife.

To measure fats:

It will be easier for you to measure solid fat if you take it out of the refrigerator at least one hour before you are ready to use it. Always use the most of dry measuring cups for measuring shortening. Pack the fat down in the measuring cup or spoon with a spatula so that there are no air spaces, level the top with the edge of the spatula. Use a rubber scraper to remove the fat from the cup or spoon.

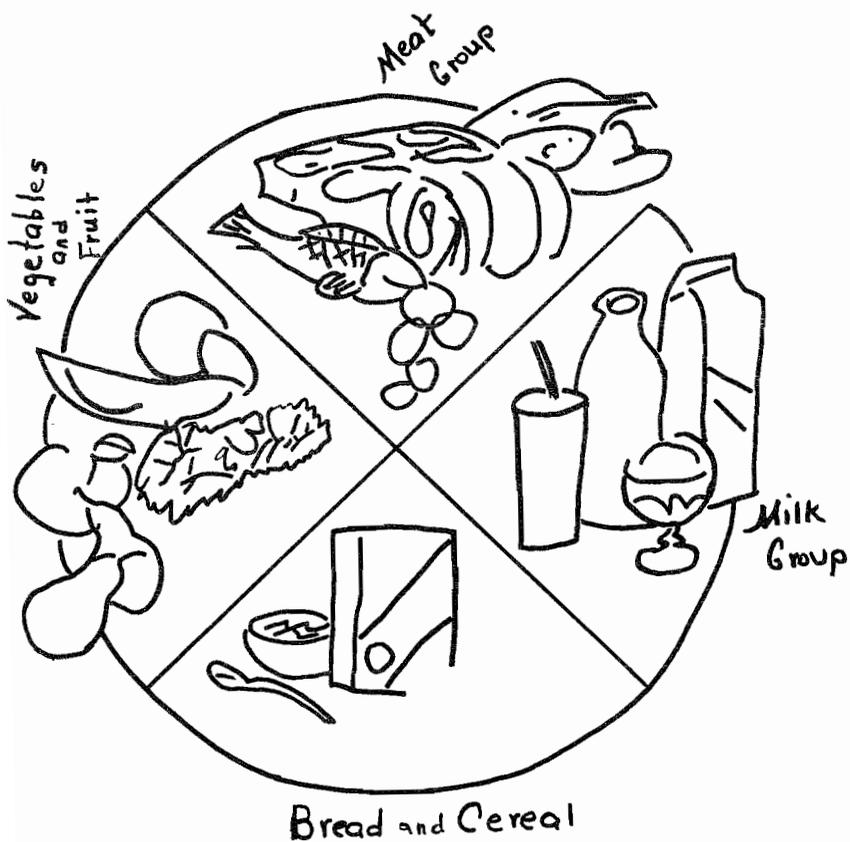
To measure sugar:

Use the dry measuring cup from your nest of dry measuring cups that fit the recipe.

White Sugar: Put in measuring cup or spoon and level top with spatula or knife.

Brown Sugar: If lumpy, roll and sift before measuring. If very dry, place in 250 degree oven for 10 minutes to soften. Pack into cup firmly.

Balanced Daily Diet



GOOD HOUSEKEEPING

Safety means good housekeeping.

Good housekeeping means the room is clean.

The stove, sink and refrigerator are clean.

The floors are clean and free from wet or greasy spots.

The work table and bench are clean.

All equipment and tools are put away.

The room is in order.

14 Things I Must Do:

1. Do I keep things picked up off the floor?
2. Do I keep my work area neat and clean?
3. Do I leave my work area neat and clean?
4. Do I put my utensils when they belong?
5. Do I keep cutting tools sharp?
6. Do I protect my hands when handling rough or hot things?
7. Do I bump into others?
8. Do I run in the halls?
9. Do I take the stairs two at a time?
10. Do I use first-aid as soon as I should?
11. Do I pull out a drawer quickly and jerkily so the contents land on my toes?
12. Do I spill on others when I serve at the table?
13. Do I wear suitable clothes on the job or in school?
14. Do I pull the ironing cord when I have finished?

Let's Be Safe In The Kitchen :

1. Stir hot foods with a wooden spoon. A metal spoon gets hot and may burn hands.
2. Be sure that handles of saucepans and skillets are turned away from the front of the range so they are not so easily

tipped over.

3. Be sure to use pot holders when you have to pick up a hot pan. Never use a wet dishcloth, dishtowel or corner of your apron.
4. Put hot pans on a rack or a table top that won't burn.
5. Keep hands dry. Wet hands burn easily and are slippery.
6. Be careful of your fingers when you use a knife or vegetable peeler. Always cut away from you.
7. If you should spill anything on the floor (such as fat or water) wipe it up right away, otherwise you might slip and fall.
8. Beware of a plastic apron. It is a fire hazard.
9. Be sure your lighted match is out before you leave it.
10. Learn to operate your gas range safely.
11. To light the oven:
 - a. Strike the match. Turn the gas on full. Apply the match. Turn your face away from the oven door.
 - b. Practice lighting oven, always keeping your face turned away.
 - c. If the burner does not light, turn off the gas; wait a minute and repeat the steps "To light the oven."
12. Don't lay your books on the electric stove.
13. Be sure your hands are dry when touching an electric switch or appliance.
14. Do not stand on a wet surface when handling electrical equipment.
15. Turn off the electricity when it is not in use.
16. Use first aid on a burn.
17. Throw away broken dishes. Do not try to use cracked glass or cracked earthenware.
18. Keep knives with sharp edges in a safe place.
19. Keep cutting edge of knives sharp.
20. Lay sharp knives, peelers, and choppers aside after using.

21. Prevent dangerous falls by wiping up water or spilled food.
22. Be sure dishtowels and curtains are far enough from heated units to be safe from fire.
23. Don't use weak ladders, stools, or chairs in the kitchen; they can cause bad falls.
24. Avoid crowding the work space, confusion causes spills, splashes and accidents.
25. Detach the electric cord by holding the plug, not the cord.

COOKING TIPS

1. Wash and dry hands and be sure your nails are clean.
2. Read the recipe and method before you start. Ask question if you do not understand it.
3. Get out all the ingredients and equipment for the recipe you are going to use. Place them on a tray or arrange them on the work table.
4. Measure everything carefully in standard measuring cups and spoons.
5. Skillfully follow all directions.
6. Watch the clock or set the minute minder when something is cooking or baking.
7. Rinse each piece of equipment as you finish using it. Use hot water after sweets and cold water after eggs and flour. Wipe out greasy dishes with paper towels before washing.
8. As the food is cooking, clean up the kitchen.
9. Never say you have done a good job if you fail to leave a clean, neat kitchen.

LET'S CLEAN UP THE DISHES AND LEAVE THE KITCHEN NEAT

1. Put food back in place.
2. Wash dishes this way.
 - a. Scrape and stack according to kind, at right side of sink or dish pan. Use a dish scraper to make it easier.
 - b. Use hot, soapy dish water. Wash with dishcloth or sponge.
 - c. Place dish drainer or another dish pan at left of sink.

- d. Wash glasses first, then silver, then china, and last the cooking utensils.
- e. Place dishes in drainer or pan as they are washed. Scald with hot water.
- f. Dishes will dry in a few minutes or you can dry them with a clean dish towel and put them away.
- g. Clean the work table, range and sink.
- h. Put everything back in place. Leave everything "spick 'n span."
- i. Rinse dishcloth.
- j. Hang dish towels and dishcloth to dry.
- k. Check the floor and make sure you have not dropped any of the ingredients. It will be easier to clean up now than later.

"When company comes, it's always wise
 To know the place for forks and knives.
 About spoons and dishes, we'll not guess
 For when we do, oh what a mess!"

LET'S SET THE TABLE

You will want to know how to serve foods attractively, as well as in correct order. Most boys and girls help set the table.

When setting the table, put placemats $\frac{1}{2}$ inch from edge of table. Silver, plates, and napkins are placed 1 inch from the edge of the table. Allow at least 24 inches for each place setting. Put place settings straight across from each other.

KNIVES at right of plate with cutting edge toward plate.

FORKS, tines up, at left of plate.

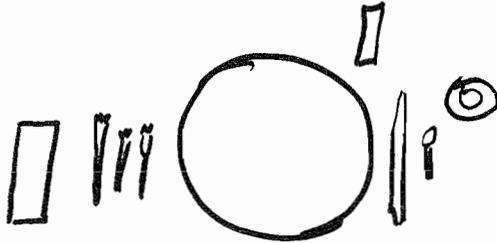
SPOONS, bowls up, at right of knife.

GLASSES, upper right hand side at point of knife. If milk glasses are used, place at right of water glass.

BREAD AND BUTTER PLATE, upper left hand side. Place butter knife on plate.

CUP AND SAUCER, lower right hand side of spoons, approximately 3 inches from edge of table.

NAPKIN, the lower right hand corner should be the loose or open corner and is placed to the left of the fork.



SPELLING

can opener
sauce pan
skillet
liquid
turner
bowl
clock
spoon
bread pan
cake pan
pie pan
pots
cutting
wooden
slotted spoon
potato masher
cabinet

water
sink
pitcher
kitchen
spatula
cups
cup cake
carton
measure
scrub
cookie
egg beater
board
tablespoon
teaspoon
brush
knife

shortening
peeler
dish towels
sifter
fork
mixer
apron
iron
laundry
tray
dry
sheet
scraper
measuring
blender
food
tongs

CHAPTER XVI

SPEECH AND LANGUAGE DEVELOPMENT

Ronald G. Poole, Supervisor of Speech and Hearing Therapy
Gene Spencer, Speech and Hearing Therapist

Speech and Language Development is an essential part of the education and training of the mental retardate. This area is especially important for the institutionalized retardate who has a less stimulating environment for speech and language development, especially in the cottage area where the parent-surrogate cannot provide the same degree of stimulation found in the home.

The teacher must provide the Speech and Language Development necessary for the retardate. The speech and hearing therapy area has developed a number of programs for the school student. These are guidelines, the teacher still may want to expand on these programs as she sees fit.

The teacher should read "Teaching the Retarded Child to Talk" by Julia Molloy. This is available through the professional library.

Pre-School

The primary material for this group consists of the speech exercise manual. The teacher would want to familiarize herself with the formation of individual speech sounds. The teacher will also want to utilize the audio-visual materials list for the pre-school area. The teacher might want to spend a certain time each day teaching students to form a sound each week, up to the limit of the child's intellectual level and speech ability potential. The speech therapist will assist the teacher in setting the limits for the individual students.

Primary Trainable

The program of Speech and Language Development for the Primary Trainable is similar to the Pre-School program which utilize the speech exercise manual. The Primary Trainable students could profit from the learning of the individual speech sounds. The Speech Improvement Manual would be applicable to this area, although it would be necessary for the teacher to "water down" the material to the individual class at times. The teacher should utilize the audio-visual material for this level class.

Primary Educable

The students in this area needs a fully developed speech and language program as these children will eventually, hopefully be considered for community placement. It is therefore important that these students be taught by a speech and language program that develops the correct pattern of expression and correct articulation.

The material for this class level include the: Formation of Individual Speech and Sounds, Speech Improvement Manual, Speech

and Language Development Manual and the accompanying utilization of story telling done with the closed circuit television. The teacher may want to use the speech exercise manual as a student participation activity. The use of creative dramatics is recommended highly starting in this level of retardate. This builds expressive, receptive and inner language and is a fun activity. Audio-visual materials are available for use by this group also. The film, "Fun with Speech," would be effective with these students.

Intermediate Trainable

The Speech and Language Development Program for this group would be a continuation of the program set up for the Primary Trainable. Drills on the formation of speech sounds should be continued. The Speech Improvement Manual and the Speech and Language Development Manual with the accompanying closed-circuit TV programming would be applicable to these classes, as would be the audio-visual material listed for this area. The teacher may also find the speech exercise manual useful at times. The film, "Fun with Speech," would be effective with these students.

Intermediate Educable

Speech and Language Development with this group would be a continuation of that begun in the Primary Educable class. The material used in this area would be: Formation of Individual Speech Sounds, the Speech and Language Development Manual with its accompanying closed circuit TV program. The teacher should use story telling and creative dramatics. The development of verbalized self expression should be stressed as the child matures mentally.

Pre-Vocational

The teacher in the Pre-Vocational class will need to develop much of her own language development program as it is associated with the course work of the class. There are a few materials that are available to the Pre-Vocational class teacher. They include the movie, "Making Yourself Understood," a book available through the professional library, "Gallopings Sounds," could be used for story telling and possibly as a reader for certain students.

Institution Training

The students in the Institutional Training classes are diverse in abilities and therefore it is necessary to have two levels of language development for this group of students. In the classes on a half day vocation schedule, (Institutional Training A & B) the language development program needs to be designed for trainable level. They resent the presenting of material that appears to be developed for young children of their mental age. In these classes the educational classwork should be integrated with speech and language programming as mentioned in the Pre-Vocational level.

The students in the Institutional Training Classes (C, D, E, F) who are of a lower mentality than those in Institutional Training A

and B do not seem to resent the programming used in the past. This has consisted of the speech and language development manual and the use of the material on the closed circuit TV. The materials for these students consist of a continuation of the Trainable Intermediate program for Speech and Language development. With these students it would be necessary for the teacher to continue the use of the Formation of Individual Sounds. The use of the Speech Exercise Manual, the Speech Improvement Manual, and the Speech and Language Development Manual with the accompanying closed circuit TV programming would be applicable. The film, "Fun with Speech", would be useful on this level.

Work Experience

The educable retarded students in the Work Experience class have very few, if any, speech defects. However, these students do have a language deficit and should receive language development programming, although it need not be formalized as found in the classes for the younger students. It should result from the situation as it arises. If a child should verbalize a sentence of incorrect structure this could be examined and the child taught the correct form. The film, "Making Yourself Understood," would be effective with these students.

Adult Education

The programming for Work Experience and the film would be applicable in these classes.

LISTEN AND LEARN RECORDS FOR CHILDREN

PRIMARY AND ELEMENTARY

Primary A, B, C – Intermediate C, B, E (FG) – Institutional Training
Pre-School C, D, E, F

Speech Initiation	Side 1 and 2
Primary D, E (A,B,C)	Intermediate F, G (D, D, E)
Institutional Training C, E, EF	Pre-School

Auditory Training Album (What's Its Name)

Side 1 and 2
Primary C (AB) Intermediate FG Institutional Training DDEF
Pre-School Hard of Hearing
Sides 3 and 4
Primary ABC Intermediate CDEFG Institutional Training DDEF
Pre-School

Sing and Say

Album I and IV

Primary AB (C)

Intermediate CDE (FG)
Pre-School

Institutional Training
CDEF

We Speak Through Music

Album 1 and 2

Primary ABC

Intermediate CDE(FG)

Institutional Training CDEF

Echo Sounds and Rhythms

Primary AB

Intermediate ABCDE

Institutional Training CDEF

Movies

Making Yourself Understood

Work Experience A and B

Pre-Vocational A and B

Night School English Class

Fun with Speech

Primary ABC

Intermediate CDE

Institutional Training CDEF

CHAPTER XVII

FORMATION OF INDIVIDUAL SPEECH SOUNDS

- P The lips are shut tightly holding the air inside the mouth. The soft palate is raised to keep the air from being omitted through the nose. When the lips are opened quickly, the air is released suddenly and explosively as the "p" sound. The teeth are usually slightly parted. There is no vibration of the vocal cords.
- B This sound is made like the "p" sound except that the vocal cords vibrate and the lips are not pressed quite so tightly together.
- M This sound is made like the "p" sound in that the lips are pressed together lightly to prevent the air from escaping through the mouth. However, the soft palate is lowered to permit the air to pass out through the nose with a humming sound. The vocal cords vibrate. The tongue is relaxed in a flat position in the mouth and the teeth are slightly parted.
- W This sound is made like the "wh" sound, except that the vocal cords vibrate and the breath is not blown out forcibly as for the "wh".
- H The vocal cords are partially closed, but not enough to make them vibrate. The lips, tongue, and teeth are in position for the speech sound which immediately follows the "h". The soft palate is raised. The breath makes a slight noise as it is pushed through the throat.
- D This sound is made like the "t" sound except that the vocal cords vibrate. The quickly lowered tongue causes the air to be released suddenly and explosively as the "d" sound.
- T The tongue is pressed lightly against the gum ridge behind the upper front teeth, holding the air within the mouth. The soft palate is raised to keep the air from being omitted through the nose. When the tongue is lowered quickly, the air is released suddenly and explosively as the "t" sound. The vocal cords do not vibrate and the lips and teeth are usually slightly parted.
- N This sound is made like the "t" sound in that the tip of the tongue lightly touches the gum ridge behind the upper teeth. As in the "m" sound, the soft palate is lowered and the air passes out through the nose to produce a nasal sound. The vocal cords vibrate and the lips and teeth are usually parted.
- G This sound is made like the "k" sound, except that the vocal cords vibrate.

- K The back of the tongue is raised and pressed against the soft palate, holding the air inside the mouth. The soft palate is raised to keep the air from being omitted through the nose. When the back of the tongue is lowered quickly, the air is released suddenly and explosively with a coughing sound. The tip of the tongue is usually on the floor of the mouth and the lips and teeth are slightly parted. The vocal cords do not vibrate.
- Y The tongue is pressed lightly against the sides of the teeth in position for the sound of "ee". The lips are parted and drawn back slightly. The soft palate is raised and the vocal cords are vibrated. The lips and tongue glide immediately into position for the vowel sound which follows.
- F The upper teeth are pressed lightly against the lower lip and the air is forced out between the teeth and the lip. The soft palate is raised and there is no vibration of the vocal cords.
- V This sound is made like the "f" sound, except that the vocal cords vibrate.
- TH In making the voiceless "th" sound, as in "thank", the lips are relaxed and slightly parted. The edge of the tongue is either pressed lightly against the biting edge of the upper front teeth or extended slightly between the upper and lower front teeth. The vocal cords do not vibrate. The soft palate is raised.
- TH The voiced "th" sound, as in "them", is made like the voiceless "th" except that the vocal cords vibrate.
- ZH This sound is made like the "sh" sound except that the vocal cords vibrate. The "zh" sound is one of the last that is acquired by a child in his normal speech development.
- SH The sides of the tongue are pressed against the teeth while the body of the tongue is arched toward the hard palate. The lips are protruded and tend to be squared rather than rounded. The air is forced out between the tongue and the palate. The teeth are only slightly apart. The soft palate is raised and the vocal cords do not vibrate.
- L Let the jaw drop down to the position of the "ah". Raise the tip of the tongue to press lightly against the ridge behind the upper teeth. The vocal cords vibrate and the soft palate is raised. The width of the mouth opening will vary according to the vowel following the "l".
- S This sound is made with the lips in a slight smile position and the teeth nearly closed. The tongue is hidden behind the teeth. The tip of the tongue varies as to position. The vocal cords do not vibrate and the soft palate is raised.

- Z The "z" sound is made like the "s" sound except that there is vocal cord vibration throughout.
- R Generally speaking, the "r" sound may be made in this way: Open the mouth and say "ah." With the mouth in this position, let the tongue curl up and back toward the roof of the mouth. The "ah" should change to a semblance of "r" or even a pure "r." In normal speech, however, the tongue is elevated so that its sides contact the upper side teeth and the tip points upward. The soft palate is raised; the teeth and lips are slightly parted with the lips tending to be rounded; there is vocal cord vibration.
- WH The lips are rounded as for "oo". The back of the tongue is elevated toward the soft palate. As the breath is blown out in a steady stream, the tongue, teeth and lips move quickly and smoothly from the initial position as in "oo" to the position for the following sound. The soft palate is raised and the vocal cords do not vibrate.
- CH This sound is a combination of "t" and "sh". In making it, the tongue, lips and teeth move rapidly from the "t" to the "sh" position. The tongue is pressed firmly against the entire gum ridge, holding the air inside the mouth. As the tongue assumes the position for "sh" the air is released suddenly and explosively as the "ch" sound. The lips become squared and protruded. The soft palate is raised and the vocal cords do not vibrate.

SPEECH IMPROVEMENT

LESSON I

I. What is speech?

To talk -- being able to understand one another
talking loud enough so others can hear
In learning to speak, then, we must also learn to listen
-- to each other
-- for special sounds

II. Relaxation plus Use of Gross Sounds

Soft Things

TEACHER: Can you think of something that is soft? (Wait for answers.) Close your eyes. I have my eyes closed and I can see a baby chick. Try to see it too. Tell me something soft that you can see. Perhaps you can see a fluffy kitty. What does the kitty say when she is relaxed? I will say a poem for you. Listen carefully, and when I am finished, you will know what the kitty, the puppy, the duckling and the chicken say.

TEACHER: Little fluffy kitten,
Soft, soft fur;
Stroke it gently, it will say,
CHILDREN: "Purr, purr, purr."
TEACHER: Little wooly puppy dog,
Soft, not rough;
Stroke it gently, it will say,
CHILDREN: "Wuff, wuff, wuff."
TEACHER: Little downy chicken,
Cuddled down asleep;
Stroke it gently, it will say,
CHILDREN: "Peep, peep, peep."
TEACHER: Little yellow duckling,
Soft velvet back;
Stroke it gently, it will say,
CHILDREN: "Quack, quack, quack."

(Pictures may be held up to illustrate soft things. The idea is to get a projected feeling of quiet and establish comfort in the nervous child.)

III. Ear Training

Introduction of gross sounds. Have children tell what they think they are.

- a. Animal sounds
- b. Fire engine, train
- c. Etc.

IV. Introduction of an individual sound.

Use speech records for ear training if available. Finish up with introduction of "P" sound – get association with a tug-boat "P" sound referred to now as the "TUG BOAT" sound. Have children make the sound.

SPEECH IMPROVEMENT

LESSON II

- I. Begin again with relaxation exercises as in Lesson I.
- II. Review TUG BOAT sound.

How is it made?

What part of our face does most of the work?

Write the letter P on the board seven times in succession. Go through the "Tug Boat" poem, having the children chorally repeat the sound as you point it out on the board when it occurs in the poem.

TUG BOAT

All together, girls and boys,
Make a little puffing noise;
"p, p, p, p, p, p, p,"
Put your lips together so;
Let your little tug boat go
"p, p, p, p, p, p, p,"
Take it all around the lake,
As the tug boat sound you make;
"p, p, p, p, p, p, p,"

Teach this BLACK BIRD finger play.

Two little blackbirds,	
Sitting in a tree top,	(curl fingers around thumbs)
One named Pip,	(pull out one thumb)
One named Pop,	(pull out the other thumb)
Fly away, Pip,	(raise thumb over shoulder)
Fly away, Pop,	(raise other thumb over shoulder)
Come back Pip,	(bring thumb back in front)
Come back, Pop.	(bring other thumb in front)

III. Ear Training

Go through list of simple words, some having P sound in them, some not. Have children raise their hands when they hear the TUG BOAT sound.

Examples:

pop	up	pool
we	see	popeye
pan	go	paint
put	can	lamp
		please

ADDITIONAL PRACTICE

Game: "Hide the picture of the puppy," (same as "Hide the Keys.")

One child goes out of the room. Give another child a picture of a puppy. Child who is out of the room returns and says, "Puppy, puppy, where is my puppy?" He gets three chances to guess, each time naming another child and asking, "Do you have my puppy?" If he is not able to guess, he asks, "Please tell me who has my puppy."

The person who has it then goes out of the room, and the game repeats itself.

Poems for the P sound:

Peter, Peter, Pumpkin Eater
Peter Piper

Little Bird

Once I saw a little bird go hop, hop, hop,
So I cried, "Little Bird, won't you stop, stop, stop?"
As I was going to the window to say, "How do you do?"
He shook his little tail, and far away he flew.

Pictures Dictionaries

Go over words beginning or containing P sound.
Give children mimeographed pictures of words containing the P sound.

SPEECH IMPROVEMENT

LESSON III

I. Introduction of the B sound.

Let us call it the BUBBLING BROOK sound. Compare it to the P sound. How are they alike? How are they different?

- II. Have children repeat sound with you.

Again write the letter B seven times on the board. Do the BROOK TALK poem.

BROOK TALK

Little brook, tell me a secret;
Please talk to me, if you will.
Whisper it softly into my ear;
I will listen still . . . so still.
"b, b, b, b, b, b, b."
If I press both my lips together,
I am sure I can talk like you,
For I need your sound, if I am to say,
"Betty and Bob and Boy Blue."
"b, b, b, b, b, b, b."

- III. Check to see if you have a number of objects in the room containing the B sound. See how many the children can find.
- IV. Play "I'm thinking of something in the room," beginning with the BUBBLING BROOK sound B-B-B. (Teacher should begin this activity.) The child who guesses the right object is the next leader.
- V. Use a work list again, having children tell if they do or do not hear the sound of the BUBBLING BROOK in the word given to them.
- VI. Have some paper bonnets ready. Go through this poem, inserting a child's name and let the child choose the color bonnet to be worn.

A BONNET

A bonnet, a bonnet, a little _____ bonnet (color)
A bonnet for _____ to wear (insert name here)
A bonnet, a bonnet, with _____ ribbons on it, (color)
For _____ with curly brown hair, (name) or
(For _____ with pretty blond hair.)

SPEECH IMPROVEMENT

LESSON IV

- I. Review P and B sounds.
Introduce the M sound as the HUMMING SOUND.
Discuss in what way this sound is like P and B.
In what way different?

evening Monty saw Millie and he rushed at her with a loud “NNNN NNNNNN.” Millie flew away as fast as her tiny wings would carry her and soon she had flown right out of the swamp. She knew that she was in a meadow and not the swamp because she could smell the new mown hay and the wild flowers.

Suddenly she saw a light, and as insects like to do, Millie flew toward it. As she flew closer, she saw that the light was coming through the window of a house. She glided up to the window sill and peeked in. Then she heard something. It was a sweet humming sound. If you could hear snowflakes falling or dewdrops dripping or tiny bells chiming miles away, then you would know what the sweet sound was like.

There in a crib was a baby boy holding a snoozy puppy. The baby boy was humming his puppy to sleep.

“Oh,” whispered Millie. “That is the song that I want to learn. Maybe if I stay here to listen awhile I can sing it just like the baby boy.”

“m m m m m m m m m m m m m m m m,” hummed the little boy. But soon the song stopped, for the baby boy was asleep.

“If I can only remember that lovely tune,” sighed Millie. “I will try to hum it right now.. “nnnnnnn”... Oh, I do remember it.” And she hurried back to the swamp, humming her song all the way home...”

Mother and daddy Mosquito heard the tune as Millie neared the swamp. “Who is humming so beautifully?” they asked. All of the other mosquitoes asked the same question, and they flew about trying to find the mysterious singer.

No one ever suspected that it was Millie. You will remember that at the beginning of the story she could hum only on one note: “nnnnnnnnnn.”

Finally, daddy Mosquito heard the song coming from under a leaf. So quietly it came that he could scarcely hear it. He looked under the leaf, and there was Millie, humming very softly, for she was almost asleep.

“nnnnnnnnn,” hummed Millie.

“m m m m m m m m m m m m m m m m,” hummed Mother Mosquito.

“ngngngngngngngngngng,” hummed Daddy Mosquito.

Monty, the naughty mosquito, said not a word, and all of the

mosquitoes listened and listened. They wondered how Millie had learned to sing such a beautiful song, but so far as I know, Millie never told her secret to anyone.

That means that just you and I know her secret, and I am not going to tell. I don't believe that you will either.

III. Take any song the children may know and have them hum m-m-m through one or two of the songs together.

IV. ADDITIONAL WORK

Melinda is a brown-eyed cow that says
"Moo-moo, moo-moo,"
Which is the only way that she can say
"How do you do?"
"Moo-moo-moo" for breakfast,
"Moo-moo-moo" for lunch;
Melinda likes to eat her hay.
Listen to her crunch.
"Moo-moo-moo" in the morning
"Moo-moo-moo" at night;
Melinda swings her long slim tail
To left and then to right.
"Moo-moo-moo" with the sun,
"Moo-moo-moo" at the moon;
That's a signal to the farmer
To come and milk her soon.
"Moo-moo-moo,"
"Moo-moo-moo,"
"Moo . . . oo."

Have the children chorus the "moo-moo-moo" whenever it appears in the poem.

SPEECH IMPROVEMENT

LESSON V

I. Begin with lip exercises.

LIP EXERCISE

I make my lips a round, round "oo"
When I say "too" and "do."
But they are wide apart, you see,
When I say "me" and "be."
And now I open wide my jaw,
When I say "caw" and "saw."
So I will practice every day:
"aw-oo-ee-aw
aw-oo-ee-aw."

II. Introduce W – BOAT WHISTLE SOUND

Analyse the sound.

Place sound on the board, so children know what letter makes the sound.

III. Have children imitate the sound. Let them pretend they are the boat whistles, making sound louder and softer as boat comes nearer and then sails away.

IV. Play "Picture Guessing Game."

Draw pictures on the board of a number of objects beginning with the BOAT WHISTLE sound. Go over all words as a group.

Teacher begins by thinking of one of the objects. Children must guess what object she is thinking of. The one who guesses then becomes the leader and he thinks of a picture.

Examples:

wash machine
wall
wallet
watch
wagon
wing
water
wash
waste basket

ADDITIONAL WORK

Go over word lists.

Use pictures from dictionaries, books, etc.

SPEECH IMPROVEMENT

LESSON VI

I. Introduction of new sound – H (TIRED OLD MAN)

Teacher: Let's imagine we can see an old, old man climbing up a very steep hill. It is a summer day, and the sun is very hot. The man is working hard trying to keep going. With each step his breath gets shorter and shorter. What kind of sound do you think you would hear him making as he works his way up the hill? (Ask children and see who comes closest to the H sound.) Yes, we could hear the TIRED OLD MAN puffing "h, h, h, h."

Write the letter H on the board and explain that the letter makes the sound of the TIRED OLD MAN.

Let the children imitate the old man climbing up the hill and making the sound as they climb upward.

II. Building up awareness of words beginning with new sound.

Read the following sentences and have the children fill in the blanks with words beginning with the sound of the Tired Old Man.

1. I live in a _____ . (house)
2. A colt is a baby _____ . (horse)
3. I have five fingers on each _____ . (hand)
4. The boy wore a cap on his _____ . (head)
5. The mother chicken is called a _____ . (hen)
6. We pound nails with a _____ . (hammer)
7. In the winter it is cold, in the summer it is _____ . (hot)
8. When I blow my nose, I use a _____ . (handkerchief)
9. Our dog is covered with _____ . (hair)
10. When we meet someone we know, we say _____ . (hello)

- III. Teacher: Here is a story about an owl. Do you know what sound he makes? (Try for correct answers.) Yes, he is sometimes called the "hooting owl" because he makes the sound "hoo, hoo" all the time.

WISE OLD OWL

A wise old owl who lives in a tree
Comes out at night when he can see.

"Hoo - hoo - hoo"

He flies about so quietly
To where a little mouse might be.

"Hoo - hoo - hoo"

Then back he flies to sleep all day.
Just listen: You will hear him say:

"Hoo - hoo - hoo."

MISTER OWL

When the twinkling stars come out,
Mister Owl will hoot and shout,

Hoo, hoo, hoo,

Hoo, hoo, hoo.

Our day time is sunny bright;
That is Mister Hoot Owl's night.

Hoo, hoo, hoo,

Hoo, hoo, hoo.

IV. ADDITIONAL WORK

- A. Hide the Hat. (Same as Hide the Puppy, Lesson II) Put emphasis on Hat and Have.
- B. Review "Little Bird" poem from Lesson II. Put emphasis on Hop, He, How, His.

SPEECH IMPROVEMENT

LESSON VII

I. Sound for this lesson – D, TYPEWRITER SOUND.

Read story of Donny Typewriter.

Instructions for pupil participation are contained in the story itself. In addition, however, the teacher may ask the children to chorus the sound of the typewriter whenever it appears in the story.

DONNY TYPEWRITER

Donny Typewriter had not been used for a long time. He wondered if anyone would ever again touch his keys. He knew that Daddy had bought him a brand new typewriter to do all his work. That was why Donny sat in the dark closet all alone collecting dust.

He could hear the “d, d, d, d, d, d,” as Daddy typed hour after hour on the new typewriter . . . “d, d, d, d, d, d, d, d.”

One day Daddy went on a trip and took the new typewriter along.

It was very quiet.

Then Donny heard, “Mummy, Mummy.”

It was DeeDee, Daddy’s and Mummy’s girl.

“Mummy, may I write Daddy a letter?” DeeDee asked.

“Of course, dear,” replied Mummy.

“May I use the old typewriter in the closet?” asked DeeDee.

“You may, dear,” said Mummy. “I will get it for you.”

Mummy took Donny Typewriter from the dark closet and set him on the table.

DeeDee began to type . . . “d, d, d,” . . . and then she paused.

“How do you spell ‘Dear?’” she asked.

“D-e-a-r,” answered Mummy.

“How do you spell ‘Daddy?’” asked DeeDee.

“D-a-d-d-y,” replied Mummy.

“d, d, d, d, d, d, d, d,” typed Donny.

“That is the beginning of my letter,” said DeeDee. “Now I will write some more.” And she began to type again. “d, d, d, d, d, d, d, d, d, d,” clicked Donny. Then faster, “dddddddddddddddddddd.”

It was a very nice letter and DeeDee was proud of it. She placed it in a pink envelope, put a stamp on it, and dropped it into the corner mailbox. Daddy received the letter the next day, and you can imagine how pleased he was.

What do you think DeeDee wrote in her letter to Daddy?

Do you think Donny Typewriter will ever be used again?

Let us pretend that our tongues are typing. Make them say “d, d, d, d,” . . . Put your hand over your voice box and feel it move as you say the “typewriter” sound . . . Listen while I read it the first time. Then you may help me say it.

“d, d, d, d, d,”

Was the sound I heard:

“d, d, d, d, d,”

As I typed a word.

II. Tongue Work

Discuss with children the speech helpers they have in their mouths that help them to talk. After a good number have been named, go back to the tongue and introduce Mr. Tongue.

MR. TONGUE

In a little red house
Lives a little red man;
There's a gate in front of the house. '(Show teeth.)
We open the gate,
And out he pops
As sly as a little gray mouse. (Tongue between teeth.)
The little red man looks first to the right, (Tongue protruded to right.)
And then to the left to see (Tongue to left.)
If there's anyone coming to call on him.
Do you know what his name could be?
He looks to the north, (Tongue up.)
He looks to the south, (Tongue down.)
And then all around in a ring. (Tongue circles.)
Well, now that you know him,
You'll have such fun,
For he can do anything.

III. Correlation of sound and – Climbing the Ladder.

Draw ladder on the board.

Place a picture of a word containing the TYPEWRITER SOUND D on each rung. Let the children take turns climbing the ladder by reading the words.

Suggested Words:

door
daisy
dish
doll
dress
drum
doughnut
bed
round
hand

SPEECH IMPROVEMENT

LESSON VIII

- I. Introduce a relative to the TYPEWRITER SOUND (D) which is the WATCH SOUND (T). Have children compare the sounds to see how similar they both are.

Write the letter T on the board so they see what it looks like.

- II. Tongue work – show how the tongue helps in making this sound also.

MY TONGUE

My tongue can do so many things.

Just look and you will see.

It can sweep, (Tongue sweeps inside cheeks between lips and teeth; lips are closed)

Go up and down, (Tongue touches shelf behind upper teeth and sweeps downward rapidly)

And make the sound for T. (Make voiceless sound “T” as in the word “too”)

Now it sweeps around, around. (Repeat first movement)

Now way inside it sweeps. (Sweep root of mouth from front to back)

Now it jumps gayly up and down. (Tongue is protruded and moved toward chin and then toward nose several times – rapidly)

Now out it slyly peeps. (Tongue protrudes between slightly parted lips)

My tongue can do so many things.

It's very useful, you can see.

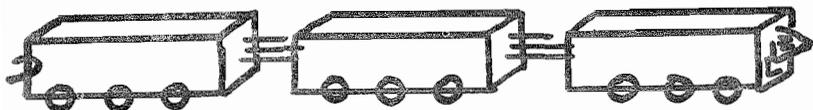
It can sweep, (Repeat above)

Go up and down,

And make the sound for T.

- III. For First Grade

Draw a picture of a train on the board. Divide it into three cars. (Engine, any car, and caboose.) Have children tell you what they think the cars are called. Then try to get their relationship to the entire train in other words.



BEGINNING

MIDDLE

END

Explain how words also have beginnings, middles and ends. Use some word they already know and divide it into these three parts. In listening to words, we will call the very first sound we hear – the beginning sound, the very last sound we hear – the end sound, and the in betweens will be called middle sounds.

Give children these words and see if they can tell you where they hear the “WATCH” SOUND.

Examples:

take	train	light
tub	truck	basket
tree	write	rat
bat	cat	letter
boat	coat	water
		butter

IV. Poems for the WATCH SOUND (T)

TICK TOCK

(Have the children hold up their index fingers and pretend that they are pendulums moving back and forth to the rhythm of the poem.)

Tick, tock, tick, tock,
Merrily sings the clock.
It's time for work,
It's time for play,
And so it sings
Through all the day.
Tick, tock, tick, tock
Merrily sings the clock.

MR. CLOCK

One day I said to Mr. Clock,
“All you say is “Tock, tick, tock.”
He said to me with a little click,
“Listen now for “Tick, tock, tick.”

TIP-TOE

Tip-toe, tip-toe,
Softly went the cat;
Tip-toe, tip-toe,
Looking for a rat.
Tip-toe, tip-toe,
Out comes the rat,
Tip-toe, tip-toe,
Away runs the cat!

SPEECH IMPROVEMENT

LESSON IX

- I. Begin with Mr. Tongue (from Lesson VII.)
- II. Introduce N the BABY MOSQUITO SOUND. Have children imitate it. Have them put their fingers on the bridge of their noses so they can feel the sound coming through.

Compare the N to the T, except that the N comes through the nose.

Feel the humming on your nose,
That is where the humming goes,
n n n
n n n

- III. Read the story of "How Millie Mosquito Learned to Hum" again, this time putting the emphasis on the BABY MOSQUITO SOUND.
- IV. Arrange five boxes on a table. Tell the children you are going to put a word in each box. They are to raise their hands when they hear you put the word containing the BABY MOSQUITO SOUND in the box. Or, they may tell you which word it was after you have given them all of the words.
- V. Poem for this sound:

LITTLE MOSQUITO'S SONG
Little mosquito liked to sing
Up the scale and down,
n n
n n
n n
"n n"
As jolly as a clown.
It made his mother angry
To hear him sing so gay,
n n
n n
n n
"n n"
She said, "Beware, my darling,
For under every log..."
n n
n n
n n
"n n"
"... There waits a big, green frog."
Little mosquito grew more careful,
And as he flew along,
"n n"
Went his mosquito song.

SPEECH IMPROVEMENT

LESSON X

I. New Sound – G – THE FROG SOUND

TEACHER: Today I would like to read a story about the frog family. In it you will hear many frog sounds. After I have finished, let's see how many of you know the sounds the frog makes.

THE FROGS

A family of frogs lived in a bog, which is a watery, wet place. Everything was watery wet . . . the grass, the trees, the lily pads and, of course, the pond which was the watery wettest of all.

There was Grandfather Frog who croaked, "Gunk, gunk, gunk," in a loud voice, and Grandmother Frog who croaked, "Glug, glug, glug," in a lesser loud voice.

Then there was Father Frog who croaked, "gub, gub, gub," in a rather soft voice, and Mother Frog who croaked, "gum, gum, gum," in a sort of hum.

Baby Frog said, "g, g, g," in the softest voice of all. When he made that sound, you could see his throat move just a wee bit.

And when the Frog Family croaked all at the same time they made quite a chorus indeed.

The Frog Family were all as green as green. They had tongues that were redder than red. Often their tongues popped out of their mouths when they wanted to catch bugs. Very often they caught the bugs too.

It would be fun to play games about the frogs. Let us make our tongues help us play this game:

Froggie's tongue looks out and in,
Froggie's tongue looks down to chin,
Froggie's tongue looks out and up,
Froggie's tongue looks like a cup.

Hold up one hand and pretend that the fingers are frogs. Listen and watch the first time I say this poem. Then we will say it together. (One hand is held up with fingers extended. The other hand is used to grasp the extended fingers one at a time as each line is said.)

This green frog says, "gunk, gunk, gunk."
This green frog says, "glug, glug, glug."
This green frog says, "gub, gub, gub."
This green frog says, "gum, gum, gum."
And Baby Frog says, "g, g, g, g, g,"
Because he is such a little one.

Now let us pretend that we are all frogs sitting on a lily pad in the middle of a blue pond. Close your eyes and see the lily pad . . . It is green, and big, and round. . . Your feet are tucked under you . . . Your hands are folded. . . The sun is warm on your back . . . The bees

hum a drowsy song... The wind makes the lily pad rock so gently... so gently... All the frogs sit very still... sleepy... sleepy still.

(Use this last "pretend" game for relaxation.)

Now have the children make the FROG SOUNDS checking to be sure they are making it correctly. Try to get the correct sound primarily through ear training.

II. Poem for the isolated sound.

Have a child tip a small bottle and pretend to be pouring water as he says: "g, g, g, gug, gug, gug, or gurgle, gurgle, gurgle," to imitate the water. Show the children that the sound is felt in the voice box.

WATER BOTTLE

I hold my water bottle so,
Then you can hear the water go:
 " g, g, g, g, g, g, g, g. "
I always hold my bottle up
As water goes into my cup.
 " g, g, g, g, g, g, g, g. "
I do not spill a single drop,
For when my cup is full, I stop.
 " g, g, g, g, g, g, g, g. "

III. If children show difficulty with this sound, the following "Hiding Game" may prove to be helpful. (This game may be used with any sound in any other lesson also.)

One child is chosen to be the first frog. All the other children put their heads down and close their eyes. Their ears will do all of the work at this time. The "hiding frog" stands any place in the room and makes the FROG SOUND three times. (g, g, g.) When any of the other children think they know where he is hiding, they raise their hands, and when called on say, "I think I hear the frog near the _____." If this is not right, choose as many children as necessary until someone has heard the frog in his proper place. Only then do the children open their eyes and another child becomes the hiding frog. Give children who have difficulty with the sound a chance to hide, so they can have a little more practice on the sound.

IV. ADDITIONAL WORK

1. Give the children words for them to tell where their sound is heard—beginning, middle or end.
2. Play the Ladder Game with G words. (As described in Lesson VII.)
3. Play Picture Guessing Game with G words. (As described

in Lesson V.)

NONSENSE VERSES

A good, good girl saw a gray, gray goose
Chased by a big, big dog.
The gray, gray goose and the big, big dog
Jumped to a green, green log.
The good, good girl grabbed the big, big dog
And said, "Now go and dig."
So the big, big dog left the gray, gray goose
And went to dig with the pig.

* * * * *

Who has seen:
A big pig dig
Or a frog on a log in a bog?
Who has seen:
A leg beg an egg
Or a dog get lost in a fog?

SPEECH IMPROVEMENT

LESSON XI

I. New sound — K — CHICKEN SOUND (or) COUGH SOUND

Because many children substitute the T for K, emphasize the fact that the tongue tip must stay down on the floor of the mouth for the K sound.

THE COUGH SOUND

Some sounds are made a funny way;
I touch my throat and then I say;
"k,k,k."
Just like a little cough it goes;
I cannot feel it in my nose.
"k,k,k."
We hear the sound in "can" and "cake,"
And at the end of "talk" and "make."
"k,k,k."
It quite surprised me when I found
That in my throat I made the sound.
"k,k,k."
So when I listen to a word,
I try to see if I have heard;
"k,k,k."

II. Ear Training

For the first reading of this story, divide the class into three sections: (a) ducks (b) frogs (c) cuckoos. While you read the story, each group should raise his hand when his particular animal name is mentioned.

For the second reading, point to the particular group asked for in the story and let the group in mass make the animal sound called for in the story. (DUCK —“quack, quack” —FROG —“g,g,g— — CUCKOO — “cuckoo, cuckoo”)

THE PICNIC IN THE CORNFIELD

One upon a time a duck, a frog, and a cuckoo went down to Farmer Kane's to have a picnic. They looked about the farm until they found a cool, quiet place under an old oak tree close by the cornfield.

The duck opened her basket with a “quack, quack” and said, “I have currants and corn on the cob.”

“G,g,g,” said the frog. “I have candies, crackers and crumbs.”

“Cuckoo, cuckoo,” said the cuckoo as she took out cakes and cookies from her package.

Then the duck and the cuckoo put a clean cloth on the camp stool while the frog kindled a fire with sticks, just like a boy scout, so that they could cook the corn on the cob.

“Let us take a walk while the corn is cooling,” said the cuckoo.

While they were gone a black crow come from Farmer Kane's cornfield and opened the baskets. He tasted the frog's candies, crackers and crumbs.

“Caw, caw, caw,” said the crow. “They are too cold.”

Then he tasted the cuckoo's cakes and cookies.

“Caw, caw, caw,” said the crow. “They are too crisp.”

Then he tasted the duck's currants and corn on the cob.

“Caw, caw, caw,” said the crow. “They are just right.” So he ate them all up.

Just then the duck, the frog, and the cuckoo came back from their walk.

“G,g,g,” said the frog. “Someone has been tasting my currants and corn on the cob and has eaten them all up and there he is, up in the oak tree!”

“Caw, caw, caw,” mocked the crow as he flew quickly back to the corn field, and the duck and the frog and the cuckoo never saw him again.

III. To further help children learn the difference between the T and K, have the children practice making the sound of a clock ticking, thus feeling the movement of the tongue's tip up and down.

(Tick-tock, tick-tock.)

Also practice these groups of words to distinguish between the T and K sounds.

tap – cap bat – back
tan – can sit – sick
tape – cape lot – lock

IV. Poems for the CHICKEN SOUND

BLACK CROW

An old black crow once said to me;
“Caw, caw, caw,”
As he sat in an apple tree.
“Caw, caw, caw.”
“I see some children having fun,
I see an airplane in the sky,
I see a lovely yellow sun,
I see an engine going by.”
An old black crow sat in the tree,
“Caw, caw, caw,”
And those were things that he told me.

PIGGY WIGGY

Piggy, Wiggy, in your pen,
Oink, oink, oink,
Are you eating corn again?
Oink, oink, oink.
If you get too fat, you know,
Oink, oink, oink,
Off to market you will go,
Oink, oink, oink.

SPEECH IMPROVEMENT

LESSON XII

I. Introduction of the Y sound, the PUPPY SOUND.

Read the “Sleepy Puppy” story.

Most children have called a dog, at some time or other, with the sound of “y,y,y,y.” They can be asked to tell how they would call a puppy and whether or not they have ever called their dogs as the people in the story call the puppy. Explain to the children how they are to help call the puppy in the story. Hold up a picture of a sleeping puppy when they are to chorus their “y,y,y, puppy, y,y,y,y.”

SLEEPY PUPPY

Once there was a small puppy who would never come when he was called. He would just lie and snooze hour after hour. Whenever Bobby Boy wanted to play with him, he would snore loudly. "Z,Z,Z."

Bobby Boy would say, "Here, puppy; here puppy," but the puppy would open one sleepy eye and then go back to sleep.

Mother tried to coax the puppy by saying, "Nice puppy, here is your dinner. Come and eat it while it is fresh and tastes good."

But the puppy would snore loudly, "Z,Z,Z." He just did not seem to care.

One day Daddy came home and saw the sleepy puppy lying on the rug with his paws stretched out. Bobby Boy said to Daddy, "Can you wake up my puppy, Daddy? All he wants to do is sleep and sleep and sleep. I want to play with him."

"I'll see what I can do," said Daddy. So he said, "Come, puppy, wake up."

The puppy only wiggled one ear and kept right on sleeping.

Then Daddy said, "y,y,y,y, puppy, y,y,y,y,y."

The puppy opened his eyes, perked up his ears and sat up.

"Y,y,y,y, puppy, y,y,y," called Daddy again. Sleepy puppy came running to Daddy, wagging his tail so hard that Bobby Boy thought it would fall off.

"Well," said Daddy. "He likes that sound."

Bobby Boy liked the sound, too, because every time he called now, "y,y,y,y, puppy, y,y,y,y," the puppy would come on the run.

Can you make the sound Bobby Boy and his Daddy make?

Listen for the sound of "y,y,y,y," as I say: yellow – yes – you – yum yum – yet – young. We hear it at the beginning of each word. Listen for it now in the middle of these words; amuse – million – onion.

"Y,y,y,y,y," I call to puppy
When I want to play.

"Y,y,y,y,y," He jumps and
frisks about so gay.

"Yip, yip, yip, yip, yip," he says,
"I like you, can't you see?"

"Yip, yip, yip, yip, yip," he says,
"I hope that you like me."

II. Drill for the Y

Use farm animal cut outs for this game. The child puts each animal in an enclosure saying: "I put the cow in the barnyard." "I put the horse in the barnyard." Drill is thus obtained for the medial "y" sound in the word barnyard.

III. Let the children chorus the PUPPY SOUND in this poem.

MY PUPPY

There's a puppy live at my house,
Yip, yip, yip, yip, yip.
And how he loves to chase a mouse,
Yip, yip, yip, yip, yip.
His ears are long, his nose is black,
Yip, yip, yip, yip, yip.
He wags in front, he wags in back,
Yip, yip, yip, yip, yip.
When we go walking in the park,
Yip, yip, yip, yip, yip.
He wants to stay till it is dark,
Yip, yip, yip, yip, yip.
But every day, my little pup
Yip, yip, yip, yip, yip.
Will grow and grow, 'till he grows up,
Yip, yip, yip, yip, yip.

IV. ADDITIONAL WORK

1. Hiding game (as described in Lesson I).
2. Sound discrimination as to whether the sound is in the beginning, middle or end of particular words.

SPEECH IMPROVEMENT

LESSON XIII

- I. Begin the lesson with a relaxation exercise, "the Scarecrow." This poem can also be used later on for practice of the F sound in blends, having the children repeat the 'flip-flops' as they appear in the poem.

Flip, flop, flip, flop,
See the scarecrow go
Flip, flop, flip, flop,
Bending to and fro.
To the left, to the right,
Back and forth with all his might;
Then the wind is quiet and so...
Flip, flop, flop, (very slowly)
Flop!

- II. Introduction of the F sound — THE CROSS KITTEN

Read the story of Fluffy Kitten. In the story, as the children to join in each time they hear: "Fluffy humped up her back, and fluffed out her tail, and said, 'f...f...f...'" A flannel board may be used to help tell the story. As Fluffy meets the animals and the bird, place pictures of them on the board.

FLUFFY KITTEN

Susie was a little girl who lived in a large city, right next to a big park. Sometimes Susie got very lonely. She wanted someone to play with her, and so one evening Daddy brought home a little kitten. Susie promptly named the kitten Fluffy.

Susie soon learned that Fluffy had a language all her own. When Fluffy was happy, she sang, "purr...purr...purr..." When she was hungry, she cried, "mew, mew, mew." And when she wanted to go out or come inside she always said, "me-ow, me-ow, me-ow."

Sometimes Fluffy became frightened or cross. Then she would hump up her back, fluff out her tail, and say, "f...f...f..." Her lip curled up and her tail looked like a big powder puff. I am sure that you have all heard a kitten make that sound: "f...f...f..."

One day, while Fluffy was exploring her new yard, she discovered a hole in the fence. Being a curious little kitten, she crawled through and found herself in a place with lots of lawn and trees. At one side of the lawn she saw a little lake. Fluffy did not know it, but she was in the big park next door to Susie's house.

Fluffy decided to look around this beautiful spot. She had not gone far, however, when she heard a chitter-chatter behind her. She turned her head, and there she saw a very strange animal. Of course, it was only a squirrel, but Fluffy had never seen a squirrel. She became frightened. So she humped up her back, fluffed out her tail, and said, "f...f...f..."

Now the squirrel never had seen a kitten before, nor had it heard such an angry sound as "f...f...f..." It frightened the

squirrel, and scamper, scamper he went, up a tree.

Fluffy hurried across the lawn, away from the strange animal, but as she went around a tree, she saw a big blue bird right in front of her. Fluffy had never seen a bird before and she was frightened. So she humped up her back, fluffed out her tail, and said, "f...f...f..."

The bird, however, knew all about cats, and it went flutter-flutter up into a tree.

By this time Fluffy had had enough of this beautiful spot with the strange animals, but when she looked around for her fence with the hole, it was no longer in sight. Fluffy was lost.

Unhappy Fluffy said, "me-ow, me-ow, me-ow," with a very sad voice. "How can I find my way home?" Through the park she went, looking for the fence with the hole in it.

But Fluffy's troubles were not over. Across the lawn came a big, brown dog, out for a romp with his master. The dog saw Fluffy just as Fluffy saw him. My how frightened Fluffy was. She humped her back, fluffed out her tail and said, "f...f...f..." but the dog just kept coming. This time it was Fluffy that went scramble, scramble up a tree.

The dog's master came along, put the leash back on the dog's neck and off they went. But Fluffy in the tree was much too frightened to come down, and besides it was beginning to get dark. She opened her little pink mouth to make a loud me-ow when she saw a happy sight. There was Susie, coming through the trees, calling, "Here Fluffy, Fluffy, Fluffy."

Fluffy called back with a loud "Me-ow, me-ow, me-ow." Susie heard the kitten and came over to the tree to help her down. She held the frightened little kitten gently in her arms. Soon Fluffy stopped trembling and began to feel happy once more. Susie looked down at Fluffy and she heard a contented little "Purr...purr...purr..."

And all the while, Fluffy was hoping that never again would she have to hump up her back, fluff out her tail and say, "f...f...f..." in such an angry way. It was so much nicer to feel contented and happy.

III. Practice of the isolated F sound.

Ask the children to tell you what sound Fluffy made when he was angry. Explain that we will call that sound the CROSS KITTEN sound. Show the children that if they touch their lower lip with their upper teeth and blow gently, they can all make the CROSS KITTEN sound.

CROSS KITTEN

Kitten puts her back up high,
"f, f, f,"
When our collie passes by;
"f, f, f,"
She fluffs her tail and says: "Me-ow,
"f, f, f,""
And causes quite a dreadful row,
"f, f, f."

IV. Finger play for CROSS KITTEN sound.

Have the children close their fists and make a finger pop up each time "fee, fie, foe, fum" is said. The thumb wiggles each time the "brownie" is mentioned. This exercise differentiates between the "f" in fum and the "th" in thumb.

FINGER PLAY

Fee, fie, foe, fum;
See the little brownie run.
Fee, fie, foe, fum;
Four fingers having fun.
Fee, fie, foe, fum;
My brownie is a little thumb.

V. Games for the CROSS KITTEN sound.

I WENT TO THE FARM

I went to the farm, and I saw a duck,
The duck said, "Quack, quack."
I went to the farm, and I saw a cat.
The cat said, "Meow, meow;"
The duck said, "Quack, quack."
I went to the farm, and I saw a lamb.
The lamb said, "Baa, baa,"
The cat said, "Meow, meow;"
The duck said, "Quack, quack."

(Other farm animals and the sounds they make may be substituted or added. Pictures should be used to help the children remember the animals in their order.

MATCHING PICTURE GAME

The teacher gives an incomplete sentence and the child selects a picture to complete it. Or have the children think of a word with the CROSS KITTEN SOUND in it to complete the sentence.

An animal with a long neck is called a giraffe.
When we cut food, we use a knife.
It swims in the water and it is called a fish.
We take food in our mouth and we use a fork.
We wear rings on our fingers.
An animal with a trunk is called an elephant.
A baby cow is called a calf.
It grows on a branch of a tree and it is called a leaf.
It grows in the garden and it is called a flower.

CHAPTER XVII

A SPEECH AND LANGUAGE DEVELOPMENT PROGRAM

Arizona Children's Colony
Coolidge, Arizona

The development of speech and language abilities in the mentally retarded is very often somewhat retarded. Many activities for the improving of the language abilities of the retardate are included in the curriculum of the class for the M.R. student, however, very little is ever done to improve the speech production of the student. Following this introduction are a number of stories that can be used to improve both the speech and language levels of the students here at the Colony. These stories are taken from the book, "Correction of Defective Consonant Sounds," by Elizabeth Nemoj and Serena F. Davis, published by the Expression Company, Magnolia, Massachusetts. These stories are just a portion of the content of this book, and I would recommend this book to any teacher who would like additional material for a speech improvement program. I hesitate to remove additional material from the book as it is copyrighted.

The twenty three stories in this booklet are placed in order and should be presented in this order. I have arranged the stories by the sounds they present in the order of the sounds acquisition by "normal" children. This order was adapted from "Speech and Hearing Hurdles" by J.K. Duffy and J.V. Irwin. Although it does not include the vowel sounds and the "b" and "z" sounds, it is otherwise correct.

The method of presentation is my adaptation of a study done by Paul Rittmanic at the Dixon State School, Dixon, Illinois, and reported in the American Journal of Mental Deficiency, LXIII (November, 1959), pp. 403-407. One of the sources of material he used in his study was the earlier version of Nemoj and Davis' book. He reported after a three month program that:

1. The children showed a noticeable improvement in their usage of oral language.
2. This type program furnished a very workable and practical guide for developing oral language ability, and was integrated into the regular classroom routine without any serious change in the existing basic language program.
3. The pupils were definitely more aware of individual speech sound differences. He also found the classroom teacher can do a more effective job than a "special" teacher, since the classroom teacher is more familiar with the students.

The teachers at the Colony will use the following guidelines when using these stories. I would like each teacher to follow the schedule for presenting a particular sound on a specific date because

I feel that the presentation of the sounds according to the order of their acquisition in "normal" children will probably facilitate the acquisition on the sound in "our" children. Obviously, many of your students will already be able to make the sounds correctly, especially the first eight sounds being presented, although I can think of several students who will have difficulty with some of these sounds. The sounds toward the end of the program will be difficult, if not impossible, for some Primary and Institutional Training Classes, and of course, the entire program will be of limited benefit to some students.

The presentation of materials will be carried out as suggested below:

First Day

Each Monday a new sound will be done, for example, the first sound is the "m" sound as featured in the story "A Mouse Who Couldn't Make Up His Mind." On Monday the teacher will present the first portion of the story, probably about the first half of the story, but stop while the interest in the story is still high. DO NOT name or stress the sound this day, only gain the children's interest in the story and the characters. This should perhaps last ten minutes. Then have a short diversion activity of a physical nature, just a few minutes of relaxation techniques e.g., rolling the head, swing the arms, breathing deeply, standing tall, playing 'rag doll', etc., then have a short discussion period. This should include discussions of the characters and the content of the story, defining new words in the story and the use of these words in a meaningful way. Do not stress the sound in this discussion.

Second Day

Various members of the class are given a chance to retell the first portion of the story, define a new word from the previous days discussion and use it in a sentence. This is a combination speech and language development activity.

The classroom teacher then finishes the story and directs attention to the specific sound being stressed. When possible, the sound will be given a name e.g., the "snake" sound, the "angry cat" sound, etc. The children will enjoy this association of the sound and its name. If you are artistic you might want to draw a picture of the animal or object on the board to reinforce the association. Then the diversion activity is done for a few minutes. The discussion period on the second day should involve making the students aware of the specific sound. Questions about the story content and meanings of new words can again be covered, as well as having individual members of the class produce the "sound of the week" in isolation, after which the other classmates can tell the student if his production was correct or incorrect.

The question of what to do when a child is called on to make a certain sound and can't do it is bound to come up. After the student has made several tries, with no apparent success, tell him that was good and go on to the next child. I strongly believe that praise will

have more effect on a child wanting to work for you, and me in therapy, than would criticism. Would you rather be praised or criticized?

Third through Fifth Days

The teacher may call on individual students to retell the story. You may want to use creative dramatics and have the students act out the story. Stress again the new sound and new words. You might have the students retell the story and furnish a different ending. You might delegate someone to be the "teacher" and have them call on others to produce the sound or any other activity you can devise. A short diversion activity period should be included on these days also as it is important to achieve and maintain a high level of interest. After the diversion activities are concluded, the teacher might want to develop the student's speech sound discrimination by reading a poem or reading a story but at times misarticulate the "sound of the week" to see if the students can detect the misarticulation. They might tap on their desk every time they hear an incorrect sound. The teacher would then repeat the word or phrase correctly. Undoubtedly you have other creative activities that could be used, feel free to use them and share them with others. The ideas listed above are only suggested activities, you are free to structure the activities to your own classes. However, please follow the format - presentation, diversion activity, discussion - as outline above.

You may want to tell the story by use of the tape recorder, the school's tape recorder and the recorder in the speech therapy room will be available for your use. It is hoped that some students might be utilized to read or tell the stories to a lower group of students. Work Experience and Pre-Vocational teachers especially might want to offer their students to other teachers as story tellers. This would be an excellent activity for them.

If you have any questions, or if you need help, please feel free to ask. I realize this new program will be time consuming, but I feel it will be beneficial to the students. I am sure that your full cooperation will be given the program. Thank you in advance for your work with this program.

PRESENTATION AND PRACTICE MATERIAL

M

PRESENTATION:

A Mouse Who Couldn't Make Up His Mind

Once there was a little mouse called Mee Mee who couldn't make up his mind. Whenever his mother would ask him to do something he would say: "Mee mee mee mee moh," which in mouse language meant, "Maybe Mee Mee will."

Sometimes he was very impolite and whenever his mother asked him to help her, he pretended he did not hear her and he would hum "M M M M," so that his brother, Maw Maw, always had to do all the errands.

One day his mother said to him, "Tomorrow morning I am going to go over to Farmer Ma's to prepare a meal for Moh Mouse, who is very sick. Would you like to go?"

"Mee mee mee mee moh," answered Mee Mee mouse.

"M M M M M," was all that Mee Mee Mouse would say.

The next morning Mee Mee Mouse pretended he was asleep when his mother called him, so Mother Mouse and Maw Maw went alone to see Moh Mouse.

All day long Mee Mee Mouse stayed around the house just because he couldn't make up his mind what to do.

That night when Mother Mouse came home she saw a man walking near her home and she was sure he had set some traps.

"We must move out tonight," said Mother Mouse. "Come, Mee Mee. You are going with us, aren't you?"

"Mee mee mee mee moh," answered Mee Mee, "but there's no hurry."

Then Mother Mouse lost her patience and left him behind.

But as it grew darker and darker, Mee Mee felt a little timid so he thought he would hunt for his mother. He moved quietly from his room but he had not gone very far when he felt a sharp pain in his left foot.

"Mah! Mah!" (That's what he called his mother.) "Come help me. Oh! if I had only made up my mind before mother left," moaned Mee Mee. "Mah! Mah!"

This time his mother heard him and with Maw Maw's help they removed his foot from the trap.

Then his mother said, "Jump on my back and I will take you to our new home."

And you can be sure Mee Mee did not say, "Mee mee mee mee moh," this time.

PRESENTATION:

The Unhappy Princess

There was once a king who gave his daughter, the Pretty Princess, everything to make her happy. He gave her a puppy, a peacock, some pigeons, and many other pets. She had a private park, and a pool with pansies, poppies, peonies and posies planted around it, but she was always unhappy and no one ever saw her smile.

The king invited many pleasant playmates to the Palace to play with the Princess, but though they laughed and were happy and gay at the parties, the Princess never smiled.

The king was deeply grieved at this and pleaded with the people at the Palace to help him make her laugh as she was growing paler and paler each day.

At last the king said, "Any Prince, rich or poor, who will make the Princess laugh shall marry her and have part of the Palace for a present."

All kinds of Princes came to the Palace, a polite Prince, a proud Prince, a powerful Prince, a pompous Prince, a pale Prince, a peaceful Prince, but not one of them could make the Princess laugh.

One of the Princes had a brother, a very poor, but a pleasant and polite Prince. His parents were surprised when he told them he hoped to make the Princess laugh. "Pooh! Pooh!" said the Prince's brother, "You cannot possibly make the Princess laugh."

But the pleasant, polite Prince had plenty of pluck and plodded along toward the Palace.

One day as he was passing a park, a very poorly dressed pygmy appeared. He was pulling a wagon with a parrot perched on the top.

"Please allow me to help you pull the wagon," said the Prince politely.

The pygmy was pleased that the Prince spoke to him so pleasantly, and said, "I shall repay you for your kindness. I know that you are going to the Palace to try to make the Pretty Princess smile, and I shall help you. Take this magic wagon. If anyone touches any part of it, the parrot will say, 'Hoppity Hop Hop Hop'. Then you say, 'Push, push,' and he will not be able to pull away until you say, 'Pippety Pip Pip Pip P P P'."

The Prince jumped into the wagon and as he was leaving the park he passed several pipers playing their bagpipes and one of the pipers happened to place his hand on the back of the wagon.

"Hoppity Hop Hop Hop," said the parrot.

"Push, push," said the Prince.

And the piper with his bagpipe could not let go. The other pipers pulled and pulled and they too found that they could not pull away.

As they passed through a peasant's field, a plump peasant was plowing, and the pipers pleaded with him to help pull them away. The peasant with one hand on his plough gripped the piper's hand but just then the parrot said, "Hoppity Hop Hop Hop," and the Prince said, "Push, push," and the peasant with his plough hopped along with the pipers.

Presently they came to a shepherd tending his sheep in the pasture.

"Oh, help us," cried the pipers and the peasant, and the shepherd grabbed the peasant and pulled, but again the parrot said, "Hoppity Hop Hop Hop," and the Prince said, "Push, push."

So the shepherd with his sheep had to go along, too.

As they approached the Palace the Princess peeped out and saw the funny procession, the Prince and the parrot in the wagon, the pipers with their bagpipes, the peasant with his plough and the shepherd with his sheep.

"Ha! Ha! Ha!" laughed the Princess happily.

Just then the Prince said, "Pippety Pip Pip Pip P P P," and away they all hopped and jumped to different places around the Palace.

But the Prince went through the park past the poppies, the pansies, the peonies and the posies and into the Palace where he found the Pretty Princess smiling pleasantly.

PRESENTATION:

How Hugh Was Surprised

Hugh went to visit his friend, Howe, whose home was in Hollywood Hills. Howe had a large play room up high in the barn. As Hugh was coming up the steps, he tripped over a hoe. Just then he heard some one say: "Hah! Hah! Hah!" but he did not see any one.

This was followed by "Hay! Hay! Hay!"

Hugh thought someone wanted some hay for his horse. Next he heard: "Hee! Hee! Hee!"

Hugh turned around and Howe started to laugh.

Hugh asked, "What is the joke?"

"Haw! Haw! Haw!" came a sound just like a donkey.

Hugh thought the voice had come from downstairs and he wondered how many people were there.

"Hoh! Hoh! Hoh!"

"That must be a happy man," thought Hugh.

He felt quite sure it must be an owl when he heard: "Hoo! Hoo! Hoo!"

Then Hugh ran to the open door just in time to hear voices saying:

"Hah! Hah! Hah!"

"Hay! Hay! Hay!"

"Hee! Hee! Hee!"

"Haw! Haw! Haw!"

"Hoh! Hoh! Hoh!"

"Hoo! Hoo! Hoo!"

There was not a single person in the room. Hugh wondered and wondered about the voices. He looked out through a hole in the wall but he did not see any one. Suddenly he spotted the horn of a victrola half hidden in the hay.

"Ah! Ha! What's this?" asked Hugh as he started to play the victrola. And this is what he heard:

"Hah! Hah! Hah!"

"Hay! Hay! Hay!"

"Hee! Hee! Hee!"

"Haw! Haw! Haw!"

"Hoh! Hoh! Hoh!"

"Hoo! Hoo! Hoo!"

"That's a good joke," continued Hugh. "I should like to have one of those records to take home. Where did you get it?"

"I made it," answered Howe, "Listen," and he repeated:

"Hah! Hah! Hah!"

"Hay! Hay! Hay!"

"Hee! Hee! Hee!"

"Haw! Haw! Haw!"

"Hoh! Hoh! Hoh!"

"Hoo! Hoo! Hoo!"

Just like the voices on the record.

PRESENTATION:

Working Is Wiser Than Worrying

In a land far away there lived a weaver and his wife. Everyone called him Worrying William because he was always worrying about what would happen in the future, but his wife was the gayest, wittiest woman in the world.

Often when he was weaving he would worry for fear that the warp and woof might become twisted. What if the wool is not worth the weaving, he would think. Then no one would want to wear the cloth.

Then he would stop working and wonder about the weather. What if we have a cold winter and no wood to burn to keep us warm, no wheat to eat and no water in the well; and then he would walk to the window and watch the clouds and weep.

At last one day after weeks and weeks of worrying and weeping he felt too weak to work and fell asleep.

"Wake up! Wake up!" piped a wee voice.

The weaver awoke and found a wide-awake dwarf wobbling toward him.

"What do you want?" wailed the weaver wearily.

"I wish to make you well," said the queer wide-awake dwarf.

"But I can never get well," wept Worrying William.

"There is only one thing wrong with," said the dwarf wisely.

"It is a wasting disease called Worry. It can be cured very quickly. Here is a golden wand that will work wonders for you. As long as you have it, you will always be secure and will never want. Now you may work without worrying about what the future will bring. After you have stopped worrying give it to a worthy person who is in want."

Then Worrying William walked swiftly to his loom and began to weave. He whistled a gay tune at his work and was never weary. Nor did he worry again and soon became the best weaver in the world.

One day a weary waif wandered to the weaver's house, worrying because he could not find work.

The weaver and his wife decided to give the wand to him. As they were handing the wand to him, these words appeared on it:

Working is wiser than worrying,

Happiness is worth more than wealth.

PRESENTATION:

The Picnic In The Cornfield

Once upon a time a duck, a frog and a cuckoo went down to Farmer Kane's to have a picnic. They looked about the farm until they found a cool, quiet spot under an old oak tree close by the cornfield.

The duck opened her basket with a quack, quack and said, "I have currants and corn on the cob."

"K-K-K-Krink, K-K-K-Krank," said the frog. "I have candies, crackers and crumbs."

"Cuckoo, Cuckoo," said the cuckoo as she took cakes and cookies from her package.

Then the duck and the cuckoo put a clean cloth on a camp stool while the frog kindled a fire with sticks, just like a boy scout, so that they could cook the corn on the cob.

"Let us take a walk while the corn is cooling," said the cuckoo.

While they were gone a black crow came from Farmer Kane's cornfield and opened the baskets. He tasted the frog's candies, crackers and crumbs.

"Caw, caw, caw," said the crow. "They are too cold." Then he tasted the cuckoo's cakes and cookies.

"Caw, caw, caw," they are too crisp.

Then he tasted the duck's currants and corn on the cob.

"Caw, caw, caw," said the black crow. "They are just right," so he ate them all up.

Just then the duck, the frog and the cuckoo came back from their walk.

"K-K-K-Krink, K-K-K-Krank," said the frog, "someone has been tasting my candies, crackers and crumbs.

"Cuckoo, cuckoo, cuckoo," said the cuckoo. "Someone has been tasting my cakes and cookies."

"Quack, quack, quack," said the duck. "Someone has been tasting my currants and corn on the cob and eaten them all up, and there he is, up in the oak tree."

"Caw, caw, caw," mocked the black crow as he flew quickly back to the cornfield, and the duck, the frog and the cuckoo never saw him again.

PRESENTATION:

The Boy Who Did Not Like Girls

Once upon a time there was a boy by the name of Gail who didn't like girls. He thought that girls were giddy, gawky, giggling, goody-goodies.

One day when Gail was playing on the green grass in the garden his granny said, "You have a new sister, Gail."

Gail glared at his granny and then he grumbled and growled and growled and grumbled at everyone all day.

He did not see his sister for a long time, but one day when granny was taking him to his home to see the little girl he said, "Can't we give this goody, goody girl away?" But granny only looked grave and gazed at the tiny garment that she was going to give to the little girl for a gift.

When they reached Gail's home and saw his sister he thought, "What an ugly, gray, wriggly, wiggly little girl." But he was glad she was ugly for then his mother wouldn't grieve if they gave her away.

"But who would want such an ugly, wriggly, wiggly, gawky little girl with such big, gray eyes, and funny legs and fingers," said Gail to himself.

Then he glanced at his father who looked very grave. He was sure that he would be glad to get rid of this ugly little girl.

"Well, when shall we give her away?" asked granny.

Gail grasped granny's hand, he gripped her fingers, he gulped, then he thought, "Oh! The poor, tiny, ugly girl, all gray and wriggly, whom no one wants, not even granny."

"I think we had better keep her," he begged eagerly. "You know, granny, she won't be so ugly when she grows to be a big girl. And I can teach her games, and we can play together in the garret and on the green grass in the garden. I'll give her my wagon and even my pug dog."

Just then the little girl opened her big gray eyes and looked at Gail and gurgled and gurgled, Gu Gu Gu Gu Gu Gu.

"We are not going to give you away," whispered Gail, gleefully. And the little girl answered, Gu Gu Gu Gu Gu Gu.

T

PRESENTATION:

Tippy Toe And Patty The Parrot

Tippy Toe was a little boy who lived in a town on the top of a mountain. Patty, the Parrot was the only pet he had. Now Patty was a very smart parrot and tried to talk to Tippy Toe. Every time Tippy Toe said something, Patty tried to repeat it.

When Tippy Toe showed him his top he said, "Tah! Tah!"

When he was late he said, "Ta! Ta!"

When it was time for tea he said, "Tee! Tee!"

If Tippy Toe brought him water he said, "Taw! Taw!" and he always called Tippy Toe, "Toh! Oh!"

When Tippy Toe held up two fingers, Patty said, "Too! Too!"

When he was irritated he said, "T T T T T."

Wasn't he a smart parrot?

I. Echo Game:

Tell the pupils to play they are parrots repeating the following after the teacher:

tah tah

ta ta

tee tee

taw taw

toh toh

too too

GROUP ONE

Every night after dinner Tippy Toe took Patty to the attic while he played with his toys.

"Tah, ta, tee, taw, toh, too," said Patty as he watched Tippy Toe.

One winter night, Tippy Toe was very tired and he did not play very long. About eight o'clock he put all his toys away in a little white box and turned out the lights. He sat down for a moment to rest and then he went to sleep. Patty took the lid quietly from the white box and out sprang a tiny boy who said, "I am Tom, Tom, Tommy, Tom, Tom."

Then a loud noise followed "Tap, Tap, Tappy, Tap, Tap," and out rolled a drum on the floor.

"I want to come out too," said the cat, "I am Tab, Tab, Tabby, Tab, Tab."

"I want my top," said Tom, Tom, Tommy, Tom, Tom, so he called, "Top, Top, Toppy, Top, Top," and out rolled the top. "Tub, Tub, Tubby, Tub, Tub."

"What is that?" thought Patty. "It must be a tub."

"Let me out, let me out, I am Tim, Tim, Timmy, Tim, Tim." And out sprang Tom's friend who said, "I want my horn Toot, Toot, Tooty, Toot, Toot."

Patty thought he would like to talk, too, so he repeated the last word that each toy said.

Tom top toot

tap tub

Tab Tim

- I. Imitation: What did Patty say after the boy? After the drum?
After the cat? etc.

If the pupils cannot get these words through imitation of Patty's speech, play the the following game:

- II. Look and Say Game; Tom, Tom, Tommy, Tom, Tom
The teacher whispers, "Tom, Tom, Tommy, Tom, Tom," and tells the pupils to watch and do exactly as she does. She may pause between the words to attract attention to the raising of the tongue. She later uses voice.

(Teacher continues the story.)

But Patty and the boys made so much noise saying, "Tom, Tap, Tab, Toot, Tim, Tap, Tub," that Tippy Toe awakened. All the toys jumped back quickly into the little box. By the time Tippy Toe was wide awake and Patty and he had lots of fun with all the new words that Patty had just learned.

Review:

Before the words of Group Two are taught, review of the words of Group One may be provided by having the pupils who can say the words correctly erase them, one at a time, from the board.

GROUP TWO

One day after Patty had learned to say, "Tub, top, tap, tab, Tom, Tim, toct," Tippy Toe brought him a beautiful book. On the first page there were many pictures. Patty wanted to know the names of all of them, so Tippy Toe sat close to Patty's cage and told him the names of all the pictures. Patty repeated each name after him.

"Taffy"	said Tippy Toe;	"Taffy"	said Patty.
"Tea"	said Tippy Toe;	"Tea"	said Patty.
"Teeth"	said Tippy Toe;	"Teeth"	said Patty.
"Two"	said Tippy Toe;	"Two"	said Patty.
"Tie"	said Tippy Toe;	"Tie"	said Patty.
"Toy"	said Tippy Toe;	"Toy"	said Patty.

After Patty had said:

taffy	tie
tea	toy
teeth	two

Tippy Toe and Patty decided to play this game:

- I. Echo Game:
Play that the teacher is Tippy Toe and the pupils are Patty. The teacher or leader says: "Taffy, Taffy, Taffy." The pupils say: "Taffy." The teacher or leader calls on one pupil to say, "Taffy." Other words are practiced in the same way.

PRESENTATION:

Dozens and Dozens of Dogs

Once upon a time a little boy by the name of David lived with his daddy in an old-fashioned dwelling surrounded by a beautiful garden. His daddy was very good to him, and he was devoted to his daddy, but he was very sad and lonely because he had no playmates.

"If I only had a dog," he said one day. "Any kind of a dog will do, an Airedale, a Dane, a Newfoundland."

"Please, daddy," he pleaded.

So the next day, after dinner, his daddy drove down to the dog pound. There he saw dozens and dozens and dozens of dogs. David did not know what to do. He couldn't make up his mind.

Finally his daddy said, "Suppose we let the dogs decide which one we shall take." Then he called all the dogs to the end of the dog pound and said, "Which one of you is the most beautiful?" Then the dozens and dozens and dozens and dozens of dogs said, "I am," for each dog thought that he was the most beautiful. Then they quarreled and raged and yelped and howled and growled and almost devoured each other.

David told his daddy that he did not want any of the horrid, rude dogs and was just going out the door when he spied a little spotted dog standing on his hind legs down in a dark corner of the dog pound. He was a timid, delicate dog with drooping ears and he was very cold and dirty.

"Dear little dog," said David, as he patted him on the head. "How did it happen that you were not in the fight with the dozens and dozens and dozens of dogs?"

"Oh, I am just a very homely little dog," said the spotted dog, "so when you asked who was the most beautiful dog, I did not say a word, so nobody bothered about me."

Then David decided that this timid, delicate, dirty, cold dog with the drooping ears was the dog that he wanted, so he lifted him up tenderly in his arms and carried him down to his garden.

At first the dog was frightened and whined and cried, but David made him a nice warm bed and gave him plenty of good food, and bathed him every day, and in a short time the little spotted dog was the most beautiful dog in the whole world. That is what David said, and he ought to know because he saw dozens and dozens and dozens of dogs.

PRESENTATION:

The Boy Who Spent Money Unwisely

There was once a kind, honorable old nobleman who was immensely wealthy. One night when he knew he would soon die, he sent for his son and said, "I am leaving you a trunk full of golden coins and many diamonds and precious stones. You are now a rich man. Spend you money wisely, not needlessly, and you will do well."

Soon this old nobleman died.

As soon as the news got around that Ivan, who was known to be generous and kind, had inherited a large fortune, many mean and envious men, from countries near and far, who had never earned money honestly, came to the town and pretended to be his friends. They asked him to lend them money, and Ivan, forgetting his father's command, not only made numerous loans to these men again and again, but also entertained them for many months.

It was not long before he found that nearly all of the golden coins were gone, so he said, "I will go to my friends in the town and ask them to repay their loans." But not one of the men would return the money. He even went to a number of friends in foreign countries, but each one of them said he had no money.

Then Ivan, penniless and without any friends, wandered over mountains, through towns, until he finally returned to his own fine home. He went in and ran quickly to a hidden corner so that no one could find him.

He sat down on a wooden chest, feeling lonely and unhappy. Suddenly a tiny, friendly voice behind him said, "I know you are ruined, Ivan, because you forgot your father's command and have spent his money unwisely. But if you have learned your lesson and promise never, never to be so foolish again, I can help you."

Ivan promised honestly and earnestly to mend his ways if given another chance.

Then the tiny voice began to chant:

"Ninny Ninny Nee
Ninny Ninny Nee
If earnest you be
You can soon open me."

Then snap, snap, went the iron bands of the chest and when the lid sprang open Ivan found that the chest was laden with golden coins, diamonds and precious stones.

PRESENTATION:

Crossing The Street

"Now children, be very careful when you cross the street," cautioned Mrs. Yolla one day as Yetta and Yolanda started to the store.

"Yaup! Yaup! Yaup! Yaup!"

"Oh, mother," said Yetta, "here is Yocko. May we take him with us? Here, Yocko."

"Yaup! Yaup! Yaup! Yaup!" yelled Yocko.

And you can be sure Mrs. Yolla couldn't say, "No."

"Come on, Yocko." "Yaup! Yaup! Yaup! Yaup! Yaup!"

And away they started with Yocko at their heels.

"Oh, look Yetta, there is Yasha across the street. Yoo-hoo, yoo-hoo, Yasha. Let's go over there, Yolanda."

"Oh, no, not here in the middle of the block, Yetta. Remember what mother told us - - to wait until we reach the corner of the street."

"Well, then hurry and we can make the green light, Yolanda," said Yetta, as she ran ahead of Yolanda and Yocko. "Oh, there goes the red light, so we shall have to wait a while. Hold Yocko! He doesn't know that we should stop when the light is red."

"Look, Yetta, now it is yellow, now it is green. Come, Yocko."

"Yaup! Yaup! Yaup! Yaup! Yaup!" and Yocko ran swiftly across the street ahead of them.

"Hello, Yasha. Do want to go to the store on Yuma Street with us? We are going to buy some yams, yeast and yellow yam for mother."

"Yes, I would like to go with you. It isn't very fat, is it?"

"Oh, only a few squares," answered Yolanda. "Here, Yocko."

"Yaup! Yaup! Yaup! Yaup! Yaup!" and away ran Yocko ahead of the children again until they reached the next street.

"We can cross the street now, the traffic officer is just turning the semaphore."

"This is the store," said Yetta. "I shall go in and get the yams, the yam and the yeast. It will take only a minute."

Yetta soon came running out of the store and called, "Here are the yams and the yeast, Yolanda, but the storekeeper didn't have the yellow yam. Come on, Yocko, now we are ready to go home."

"Yaup! Yaup! Yaup! Yaup! Yaup!" answered Yocko, wagging his tail.

"Here is your corner, Yasha. Goodby."

"Let's cross now, Yetta," said Yolanda. "Why are you waiting? The light is green."

"We must always remember, Yolanda, to look for cars coming around the corner as the green light also tells them to go. Here is an automobile coming around the corner now. Look, Yolanda. The driver has stopped the car. Where is Yocko?"

"Yap! Yap! Yap! Yap! Yap! Yap!"

"Here he comes! He is limping," cried Yolanda. "Hurry, we must get him home right away."

"Thank you, driver, for stopping so quickly. Yocko might have might have been killed."

“Ee yew, ee yew, ee yew, ee yew yew yew,” went the engine as the car started.

“Yaup! Yaup! Yaup! Yaup!” whined Yocko as Yolanda picked him up and carried him home.

As soon as the children reached the house, Mrs. Yolla quickly bandaged Yocko’s leg. They were all so pleased that Yocko had not been killed. After that the children always carried Yocko across the street.

PRESENTATION:

The Parade of Ming Tong's Toys

One evening the toys of Ming Tong's toy shop decided to have a parade.

"When the church bell rings at midnight," said Ling Wing, the Chinese doll, "we will begin."

Then all the toys kept very quiet, listening for the ringing of the bell. After waiting a long, long time they heard: Ding, dong, ding, dong, ding, dong, ding, dong.

But even before the bell had stopped ringing the toys came running and jumping from every shelf.

In a few minutes they were busy decorating the ceiling with clinging vines and spring flowers.

The baby dolls were sitting in their swings, smiling and beaming and watching the other toys.

Just then the chimes swinging from the ceiling, with a ting, ting, ting, ting, ting, announced that the parade was forming. "You may take any place in the line that you choose, providing there is no quarreling or teasing," they rang gayly.

First came a band, marching and playing, then the clanging fire engines following close behind it. Clang, clang, clang, clang, clang, clang, clang, hurrying as if they were going to a fire. Then along came a baby duck in a gingham dress, a-waddling and quacking a gay little song. Next came a croaking frog in a new spring coat, jumping and hopping and bumping into a kangaroo walking beside him.

Then came laughing clowns, running and dancing and flying birds, singing and humming; then prancing horses whinnying and neighing and leaping lions, growling and roaring. Next came the elephants, Ching and Chang. Ching being the taller wanted to lead, and Chang started roaring and kicking and fighting and stamping his feet.

It really was shocking that two elephants would be behaving so badly. And anything might have happened, but just then a chattering monkey, creaking in all his joints, suddenly stopped and gasped, "I need winding up. Please bring my winding key."

Then they wound him so tightly that he sprang like a jumping jack on Chang's back.

In a few minutes Ching and Chang were laughing and joking and walking along in the parade as if nothing had happened.

Last of all came the soldiers, marching bravely before the cheering crowd with flags flying, and drums beating and firing fierce looking guns. Bing bang, bing bang, bing bang.

Around the toy shop went the parade, clattering, cheering, running, playing, jumping, flying, ringing, banging, clanging, singing and dancing.

And then above all the shouting the dinner gong sounded: Dong, dong, dong, dong, dong, dong, dong.

Supper is ready.

And while the toys were forming in a ring around the room, the young giraffe gave each of them a heaping plate of good things to eat.

Just as they were finishing their supper, they heard an alarm clock ringing in Ming Tong's room.

Ling a ling ling ling

Ling a ling ling ling

"Hurry, Ming is getting up now," said the toys, taking the clinging vines and spring flowers from the ceiling and quickly scampering back to their places on the shelves.

The next minute the tiny door bell went ting-a-ling, ting-a-ling, ting-a-ling. And when Ming Tong came into the shop to open the door, the soldiers were standing in their places guarding the store and all the toys were sleeping just as they were the evening before. And Ming Tong never knew that the toys had a parade, in fact, no one knew but the toys and you and I.

PRESENTATION:

Frisky Runs Away

A little girl whose name was Fifi had a beautiful colt. She called him Frisky because he was so very playful and liked to frisk and frolic about the fresh, green fields. All day long, hoof, hoof, hoof, went his little feet over the soft grass.

One Friday afternoon when Frisky was feeling particularly fine, he thought he would like to visit some colt friends down on the farm where Fifi's friend, Fred, lived. He ran down the field until he came to a fence.

"I can jump over that fence," thought Frisky, and whiff, whiff, whiff, whiff, right over the fence and away he ran as fast as he could.

In a few minutes, Frisky passed his friend, faithful Fido, who, with a "woof, woof, woof, woof," invited him for a frolic. But Frisky, who had never been away from the fields before, thought it would be much more fun to visit the farm which to him seemed far, far away.

Frisky was just thinking to himself, "What fun it is to walk along the road!" when, puff, puff, puff, puff, and four or five automobiles flew past him.

"How fast they go! I think I shall race with them" and huff, huff, huff, huff, as quick as a flash Frisky was off. The further he went, the faster he ran.

But poor Frisky, though fleet of foot, was only a little colt after all and soon found he could not keep up with the automobiles.

"I can't go any further," panted Frisky, and "F, F, F, F, F, F," he gasped as he lay down by the side of the road.

He had just closed his eyes and was about to fall asleep when he heard the familiar voice of Fred saying, "That is Fifi's frolicsome little colt, Frisky. Run in the house and telephone Fifi right away and tell her that Frisky is safe on our farm."

Frisky felt so fatigued and confused that Fred's words sounded first like a jumble of huffs and puffs and woofs and whiffs and then like:

"Fah-ahf, fa-af, fee-cef, faw-awf, foh-ohf, foo-oof," as he fell sound asleep.

The next thing Frisky knew, Fifi was patting his face and calling, "Frisky, Frisky, wake up, we must hurry home."

PRESENTATION:

Victor's Party

"Van, will you take Veronica and me down to Victor's in your airplane?" asked Vera one day. "Victor is going to have a party in his home in the valley."

"How far is it?" asked Van.

"About seven miles, I think," answered Vera.

"All right. Jump in," said Van.

"V V V V V" went his airplane and in about five minutes they reached the valley.

When they arrived, Victor and the children were playing a game called, "Hear and Say." Victor was walking across the room saying, "fah, fah, vah," like this, and then he called on Vilma to do just exactly what he had done. Vilma did not make one mistake. Then she said, "fah, vah, vah," and called Ivan.

Each of the children had a turn and enjoyed it very much.

Then Vera asked, "Would you like to play an Airplane Game?"

"Yes, yes," replied the children.

"First," said Vera, "you think of the sound that an airplane makes. 'VVVVV' then you have five minutes to write the words that you can think of that begin or end with that sound. I am going to write only the things I like as:

"Violets and vinegar – valleys and velvet."

"Ready, go"

At the end of five minutes Victor said, "Listen and I will read the names of the winners and the words they found."

Ivan: Vow, vie, vim, view, vamp.

Veronica: Have, of, heavy.

Victor: Move, pave, wave.

Vilma: Above, wove, five, hive, heave.

"And do listen to all the things that Vera likes," exclaimed Victor.

WHAT I LIKE

I like vast caves,
The leaves of clover,
And heaving waves,
The voice of Rover.

And moving vans,
The veive of vendors,
And caravans,
And lives of menders.

And vivid vales,
The weave of weavers,
The raving gales,
The dams of beavers.

"How did you ever think of so many words?" asked the children.

"Everytime Van's airplane says, 'V V V V V' I think of a

word that is like that sound," answered Vera. "That is why."

Just then Van returned with his airplane to take Vera and Veronica home.

"V V V V V V" went the airplane very loudly as it started and then more faintly, "V V V V V V" as it soared into the sky.

PRESENTATION:

The Adventures of the Shadows

Part I

(Presentation Through the Auditory Approach)

Once upon a time there were three little shadows, Hish, Hosh and Hush. These little shadows belong to a little girl named Tash and two boys named Nash and Dash.

One night after Tash, Nash and Dash had gone to bed, the shadows thought they would like to go out for a walk.

"Let us go to see the Old Woman Who Lives in a Shoe," said Hush, so they climbed through the window and over the top of the shed. Hush felt a little shaky so Hish and Hosh helped her to the ground.

"Sh," said Hish . . . "Sh," said Hosh. "Sh," said Hush.

Then they ran and ran until they saw a light shining in the window of the Shoe. They peeped in the window and they saw the Old Woman say, "Don't cry, Sh, Sh, Sh. Go to sleep, Sh, Sh, Sh."

So Hish said, "Let us help the Old Woman, she is so busy she doesn't know what to do." Then they went into the shed and washed the dishes and started to sing:

"This is the way we wash the dishes,
Wash the dishes, wash the dishes,
This is the way we wash the dishes,
So early in the morning."

"Sh, here comes the Old Woman," said Hish.

"Sh," said Hosh.

"Sh," said Hush.

"Hide under the dishes," said Hish.

Then they heard the Old Woman say, "I wonder who washed all my dishes?"

And Hish, Hosh and Hush all said at the same time:

"Sh," and then they all ran away as fast as they could.

Part II

(Presentation Through Analogy from "S")

The second night after Tash, Nash and Dash had gone to bed, the shadows went out again. This time they went to Shady Park, so they could go on the Shoot-the Shoot and the Ferris Wheel and the other amusements. First they went on the Shoot-the Shoot, then they climbed up on the Ferris Wheel, and played for a long time. Suddenly the wind started to blow, "Y o o o o o o, Y o o o o o o."

"Shall we go down?" said Hish, "It is so very windy."

But before they had time the wind blew harder, "S----sh, S----sh," and the Ferris Wheel started to go round and round. "S----sh, S----sh, S----sh," whistled the wind and the wheel went faster and faster, "S----sh, S----sh, S----sh."

"I wish we had not come," said Hosh as the wind almost blew them away.

"What shall we do? What shall we do?" cried the shadows. But the wind only whistled "S---sh, S---sh," and blew so hard that the shadows could not get down.

"Hold on," said Hish. All night the wind whistled "S---sh, S---sh, S---sh," and did not stop until seven o'clock the next day.

Then the shadows ran all the way home and got there as Nash, Dash and Tash were getting out of bed.

They said they would never go on the wheel again.

Part III

(Presentation through Analogy from "H" and "OO")

The next night Hish, Hosh, and Hush went out again. They crept over the same shed but Hush did not feel shaky this time.

"Sh," said Hish.

"Sh," said Hosh.

"Sh," said Hush.

They ran out quickly to the woods; Hush asked, "Shall we go to see the Old Woman Who Lives in a Shoe?"

"Surely," answered the other shadows.

Suddenly they heard a queer muffled sound. "Whooo."

"Sh," said Hish.

"It is so dark I cannot see," said Hosh.

And the shadows shook and shook.

"Whoo." "Sh" whispered the shadows. "Keep quiet," "Sh, Sh, Sh" said the shadows all the way home. Then they shut the door and they peeped through the window, and what do you think they saw? It was only an owl.

ZH

PRESENTATION:

The Treasure Hunt

One Saturday in June, Frazier's speech class had a reunion in Persian Park. Frazier and his classmate, Hoosier, had planned an unusual game for the occasion. It was a speech treasure hunt.

After Frazier had gathered the children around him, he said, "I have hidden eight treasures in the park. Each treasure is a word written on a slip of paper. As soon as you find one, you are to read it aloud. When you get very near the treasure, I shall say, 'ZH ZH ZH.'" The one who finds the most words will win the prize. Get ready. Go."

Frazier had scarcely finished when over fences, under benches, all over the grounds the children ran.

Finally, as Mary neared a small enclosure by the lake, Frazier shouted, "ZH ZH ZH," just as Mary cried, "I have one. It's rouge."

(The teacher takes the word "rouge" from a hiding place and shows it to the pupils.)

The search continued and after awhile, Frazier again gave the signal, "ZH ZH ZH."

The smallest boy in the class held up a treasure and running quickly to his brother he asked, "What does it say?"

"Explosion," read his brother.

(The teacher holds up the word "explosion.")

And so the game continued until the children had found all these words: "Tape measure, exposure, azure, seizure, usual and revision," with Frazier giving the signal, "ZH ZH ZH" each time one of them came near a treasure.

(The teacher shows these words to the class. Added interest may be secured if she takes the words from hiding places in the room.)

Hoozier had found the most words. They were hard words: "Exposure, seizure, and revision." So, of course, he received the prize.

"Now," said Frazier, as he collected the words, "If you arrange the first letters of these words in the correct order, you will form another word."

(The teacher writes the "first letters" - 'SRATERUE' on the board.)

Not one of the children could find the hidden treasure, can you?

PRESENTATION:

London Bridge Is Falling Down

Early last fall two little girls by the name of Lally and Lolly went to London. They lived in a lodge near London Bridge with a lovely old lady whom they called Aunt Lila.

One day Lally heard the little English children sing, "London Bridge I Falling Down," and she said, "Aunt Lila, did the London Bridge ever fall down?"

Then Aunt Lila said:

"A long, long time ago all the people in England were living very happily together. They were peaceful but jolly and lively. Then one day they learned that a large number of men had landed on the island and planned to seize London."

"While the English were very loyal to their country, and were willing to lay down their lives for England, they realized that they did not have enough people to defend their village."

"Late that night the powerful enemy came closer and closer to London and were ready to cross the bridge when a tall, blonde man called Olav came with his men to help the English. They quickly climbed under lowered bridges and placed ropes around the poles and pilings. Then they lowered themselves into their boats and Olav said, 'Pull, pull, pull.' So they pulled and pulled until they pulled the bridge down. And, of course, the enemy could not cross the river."

"When the English saw the bridge falling they were so grateful and happily they all sang:"

"London Bridge is Falling Down, Falling Down,
Falling Down,
London Bridge is Falling Down, My Fair Lady."

"Even the little children who did not know the words danced and sang gayly:"

"Lah lah lah lah lah lah lah
lah lah lah lah lah lah lah
Lah lah lah lah lah lah lah
lah lah lah lah."

"Oh, look," said Lolly, "There are some little girls outside singing it now. Listen."

"Lah lah lah lah lah lah lah
lah lah lah lah lah lah lah
Lah lah lah lah lah lah lah
lah lah lah lah."

"I wonder," said Lally, "If those little girls know what we know about the tall blonde man called Olav who helped save the country they love?"

"I think they did, don't you?"

TH (Voiced)

PRESENTATION:

Thelma and Her Pets in the Fog

One day Thelma and Theodore asked, "Thumiken, would you like to go bathing?"

"Th, Th, Th," replied Thumiken.

While they were bathing they saw a boat.

"Oh," exclaimed Thelma, "Would you like to go for a row in the boat?"

"Th, Th, Th," agreed the kittens and the dog.

They were all having so much fun that they did not notice that it had become very foggy. In a short time the fog was so thick that they could not see each other. Thelma and Theodore became so tired that they could not row any more. The boat drifted and drifted and they were lost.

In the middle of the night they heard, "Th, Th, Th," several times.

Thelma and Theodore listened and thought, "Can that be Thumiken and her kittens? It sounds something like them but not exactly."

They listened again. "Th, Th, Th."

"Is that you, Thumiken?"

"Th, Th, Th," came the sound, getting louder and louder and closer and closer.

"Th, Th, Th."

The kittens crept closely to their mother, crying, "Th, Th, Th."

Just then Thelma heard, "Th, Th, Th," again. She peered into the darkness and saw a faint light, then a large boat coming out of the fog.

"Th, Th, Th," went the fog horn on the boat.

But it was so dark and foggy that the people on the boat could not see Thelma and their little kittens in their row boat.

"Th, Th, Th," sounded the fog horn as the boat drifted farther and farther away.

Thelma said, "Oh, if only we could make a sound like the fog horn so that one of the boats could hear us."

The kittens tried and tried but all they could say was, "Th, Th, Th."

All night they heard the boats passing them in the fog, "Th, Th, Th," "Th, Th, Th," "Th, Th, Th."

Thumiken and the kittens huddled closely together at Thelma's feet and went to sleep but Thelma stayed awake all night trying to say, "Th, Th, Th," but all she could say was, "Th, Th, Th," like the kittens. She tried and tried, finally she was so sleepy that she rested her face in her hands, like this. (Teacher demonstrates.)

All of a sudden she jumped up and said, "I can make it. Look! When I put my hand on my face, I can say it like a foghorn."

Thumiken said, "Look! Here is a boat. Quick, Thelma."

Then Thelma put her hand on her face, like this, and said, "Th--Th--Th--."

This time the man in the boat heard her and came quickly and

saved them.

(N.B. The sound made by the kittens is voiceless th and that made by the fog horn is voiced.)

R

PRESENTATION:

Rocco and Rover

A long, long time ago I knew a little boy whose name was Rocco. He lived in Rodman Street near the Randall School. One rainy day when Rocco was running home from school he saw Rover, a poor little dog, lying near the railroad tracks.

"Here, Rover, here, Rover, here, Rover," called Rocco.

But Rover was so sick that he could not move. He couldn't even bark. He could only open his mouth like this every time he tried.

Now Rocco loved dogs and he was always kind to them, so he lifted Rover up in his arms tenderly and carefully, and ran and ran all the way home with him.

Rover was so grateful that he tried to say, "Thank you," but he could only open his mouth and lift his tongue, like this. Even when Rocco gave him milk to drink, Rover only moved his tongue, like this, when he tried to drink. After awhile, Rocco fed Rover with a spoon and then he grew much stronger.

"Ru, ru, ru, ru," said Rover slowly, and Rocco knew that he was saying, "Thank you."

When Rocco's mother saw Rover she said, "Rocco, I do not want you to keep Rover. You must get rid of him tomorrow."

Rocco was very sorry to hear this because he loved Rover dearly. There were tears in his eyes as he went down to the cellar and wrapped Rover up in a warm woolen robe.

"Good night, Rover," said Rocco.

"Ru, ru, ru, ru," answered Rover faintly.

Then Rocco and his mother went to bed, for they had to get up early the next morning.

After Rocco had been asleep for a long time, he heard a bark.

"Ru, ru, ru, ru."

He listened.

Again he heard, "Ru, ru, ru, ru." "Ru, ru, ru, ru."

Rocco and his mother ran down stairs and found that the house was on fire. Rocco went quickly to the cellar. And then Rover ran through the house and scratched at the front door.

Rocco hurried to the door and opened it.

"Ru, ru, ru, ru," barked Rover and ran toward the fire alarm box.

Rocco quickly followed him and turned in the fire alarm.

Then Rocco's mother took Rover in her arms and said: "Rover, you are the dearest dog in the world. Would you like to stay with Rocco?"

And Rover replied, "Ru, ru, ru, ru."

What do you think that meant, children?

PRESENTATION:

Whippy's Whim

Every night before little Whippy was put in his snowy white bed, his nurse always told him a story. But one night when the nurse brought him a book of Mother Goose Nursery Rhymes, he began to cry and shouted, "I don't want to go to bed. I don't like Mother Goose Children. I know all there is to know about them."

Now Whippy's nurse was a very kind nurse so she did not whip him but carried him to bed and left him there. Whippy did not like this very much and he cried and cried.

He kept repeating, "I know all about Mother Goose."

After awhile he grew tired and fell sound asleep and he dreamed that he was whisked away by the wind, "Wh-Wh-Wh" to Mother Goose Land right into Mother Goose's house.

Just then he heard someone ask, "Which little pig went to market?"

But Whippy did not know which one.

Just then Miss Muffet asked, "Where is my whey?"

"When does my poor dog get a bone?" asked old Mother Hubbard.

"Why did the cow jump over the moon?" asked the white cat.

Whippy was so ashamed when he could not give the answers that he started to run away as fast as he could and he heard the children calling:

"Which, where, when, why.

Little Whippy loves to cry.

Which, where when, why."

Just then Whippy woke up and he was so happy to see his nurse standing beside him. You can be sure he asked her all the questions that the Mother Goose children had asked him.

PRESENTATION:

Thumiken and Her Three Little Kittens

Once upon a time there was a little girl whose name was Thelma. She had a beautiful cat named Thumiken. Now Thumiken had three kittens called Thippy, Thibby and Timmy.

One day a big dog named Theo ran after Thumiken and her kittens while they were taking a bath. The kittens were so terrified that they ran quickly to their mother.

Thumiken was not the least bit afraid and said, "Just watch me," and then she opened her mouth, showed her teeth and said, "Th, Th, Th," and the dog ran away as fast as he could.

But the kittens said, "If you had not been here, mother, Theo would have hurt us. Won't you show us how to frighten him away if he comes again?"

Thumiken said perhaps she would help them on Thursday.

The next day while Thelma was walking in the garden, she heard a faint "Th, Th, Th."

"Perhaps Theo is chasing Thumiken again," thought Thelma, as she heard again, "Th, Th, Th."

Then she saw Thumiken and her three little kittens, Thippy, Thibby and Timmy, hiding among the thick bushes in the garden.

What do you think they were doing? Thumiken was showing them how to frighten dogs away. She was saying:

"Now if a big dog chases you, just open your mouth and show your teeth, like this. Raise your tongue, like this, and say, 'Th.'"

"Isn't that thoughtful of Thumiken," thought Thelma as she watched the kittens saying, "Th, Th, Th."

CH

PRESENTATION:

The Shadow Children and the Train

Part I

(Presentation Through the Auditory Approach)

For a long, long time after the shadow children had been frightened by the owl they did not go out, but one warm summer morning they followed Nash, Dash and Sash to an old orchard to pick some cherries.

They heard the robins singing:

“Cheer up, Cheer up, Cheer up, Chee Chee
Ripe cherries, ripe cherries
Ripe cherries for me.”

The children called out, “Cheerio” to the robins, and went on. After walking for what seemed miles and miles they came to a railroad track.

“Let us watch the trains go by,” said the boys.

The shadow children crept into a ditch close to the tracks so that they could hear the trains say, “CH CH CH.”

“Here come a long train,” said Hosh; “I wonder how many times it will say, “CH.”

“Let’s count,” said Hush, “Here it comes.” “CH CH CH CH CH CH.”

“I counted five,” said Hosh.

“I counted six,” said Hush.

“Look how slowly this next train is coming,” remarked Hosh.

CH CH CH CH
CH CH CH CH

“The train has stopped and there go the boys,” cried the shadow children. “Quickly, we must go with them.”

“CH CH CH CH CH CH” went the train, as the shadow children shouted with glee and followed Dash, Nash and Sash on the train.

Part II

(CH from Analogy Drill S-Sh-Ch)

When the shadow children got on the train, they met their old chum, Chubby Chipmunk. Hosh sat down in a chair close beside him for a chat.

“Won’t you have some lunch?” asked Chubby. “Here are some nice cheese sandwiches, some cherries, some chestnuts, and some peaches, and we also have chicken and chocolate. Which would you like first?”

“Chicken,” replied the shadow children.

They were all so busy talking and eating their lunch that they did not notice that the train had stopped until the conductor came through the coach and said, “Stay in your seats, children, the train

will go in a minute.”

“Let us go to the front of the train and watch what happens when the train starts,” said the children.

“When it starts to get up steam it says, ‘S,’” said Hosh.

“Then when it starts to go it says, ‘SH,’” said Hish.

“And when it goes very fast it says, ‘CH CH CH,’” said Hush.

“Listen.”

S-----SH-----CH

Of we go S-----SH-----CH CH

“I believe the train is slowing down again,” said Hish.

“It has stopped,” replied Hush. “Looks as if it cannot get started.”

S-----SH-----CH CH CH

“It has stopped again, must be something wrong. It’s trying again.”

S-----SH-----CH CH CH

“Oh, look,” exclaimed Hish, “They are giving it some water, no wonder it stopped. We’re off.”

S-----SH-----CH CH CH CH CH

“Chevy Chase,” called the conductor after awhile.

“Come on, Chubby, we’re getting off here,” shouted the shadow children. “Keep close to Nash, Dash and Sash so that we can hear the train say, S-----SH-----CH.”

“Good-bye train,” they called, but the train only answered, “S SH CH.”

Part III

(CH from SH in the position for T)

Another train soon came along to take Nash, Dash and Sash home, and the shadow children followed them very closely.

Again they sang with the train, “CH CH CH.”

“This is a much better train than the other,” said Hish.

“Why?” asked Hosh.

“Well, if you notice you will see this train does not have to get up steam to say, ‘S-----SH-----CH’ like the slow train did. It starts off as soon as the doors are closed and says ‘CH CH CH’ much faster.”

PRESENTATION:

The Gingerbread Boy

Once upon a time Jack and Jill journeyed to the village where the little old man and the little old woman lived who make the Gingerbread Boy. They liked the little Gingerbread Boy so much that after they returned from their journey they bought a package of ginger and made a boy just like him. They made him a jacket of chocolate fudge and a cap of orange jam. His eyes were made of jujubes; his mouth of jelly.

They made a home for him out of a large jar and put gorgeous jewels around the edge. But the Gingerbread Boy did not appreciate his beautiful home.

One day just as Jack and Jill were about to give him his orange juice, he jumped and jumped and finally jumped out of the jar and ran away as fast as he could. Jack and Jill ran after him and begged him to come back, but he jumped so fast they could not catch him and he only joked and said:

“You can jump after me but I won’t come back, for I can jump like a jumping Jack. Jiggety jog, jiggety jog.”

Then he jumped and jiggled and jiggled and jumped until he came to a jockey riding on a giraffe. When the jockey saw him he said, “Oh! Little Gingerbread Boy, come here. I want to eat you.” But the Gingerbread Boy said:

“I have jumped away from Jack and Jill, and I can jump away from you. Jiggety jog, jiggety jog.”

And as the jockey rode after him, he dodged behind a cage and shouted:

“You can jump after me but I won’t come back, for I can jump like a Jumping Jack.” Jiggety jog, jiggety jog.”

By and by the Gingerbread Boy met a band of gypsies going to the jungle. One of the gypsies ran after him but the Gingerbread Boy jumped and said:

“I have jumped away from Jack and Jill, and a jockey on a giraffe, and I can jump away from you. Jiggety jog, jiggety jog.”

And as the band of gypsies chased him, he shouted:

“You can jump after me but I won’t come back, for I can jump like a jumping Jack. Jiggety jog, jiggety jog.”

“Ha! Ha!” thought the Gingerbread Boy, as he jumped and jiggled, “No one can jump as fast as I can.”

Then he came to a high bridge and he jumped and jumped but he could not jump up on the bridge. Just then he saw a huge giant.

“Please, giant, help me up on the bridge,” said the Gingerbread Boy.

The giant said, “Jump on my back,” and just as the Gingerbread Boy was going to jump off the giant’s back to the bridge the opened his mouth.

“Oh! Dear!” cried the Gingerbread Boy. “There goes my chocolate jacket, and there goes my jelly mouth. There goes my jujubes eyes. And, dear me, there goes my orange jam cap.”

Then the Gingerbread Boy did not say anything more.

PRESENTATION:

The Lost Kittens and the Goose

One hot summer day in August, Cinderella, Goldilocks and Black Sambo went to the country. They were passing through a small woods when they saw a little girl running toward them. She was sobbing as if her heart would break.

"What is the matter, little girl?" asked Goldilocks, and "Why are you crying?"

The little girl replied, "My name is Thelma and I have lost my kittens. Won't you please help me find them?"

"Yes, indeed we will," said Goldilocks, Cinderella and Black Sambo. Then they crept softly through the grass, so as not to frighten the little kittens.

"Th Th Th Th."

"Listen," said Thelma, "I hear my kittens."

"Then all the children answered "Th-----."

Just then they heard another "s-----." "That is not my kittens," said Thelma.

"s-----."

"What a strange sound. What can it be?" asked Goldilocks.

"s-----."

"Must be a snake," answered Cinderella.

Closer and closer they crept.

"Oh, look, Thelma," said Black Sambo, "It is not a snake, but it is a big goose and she is pecking your little kittens."

"Run, Sambo, and stop him," said Thelma.

As soon as the goose saw Black Sambo coming toward her she started to hiss "S-----," to frighten him, but Sambo was not afraid and grabbed the goose by the legs and carried her back to Thelma.

"S S S S S," went the goose.

"Oh, let him go, Sambo. He is so noisy," said Thelma.

The kittens were so glad to see Thelma that they promised never, never to get lost again.

FREDDY FREED HATED TO READ

Freddy Freed was 15 years old. He was fifteen years old and he did not know how to read. He did not know how to read because he hated to try to read. When he did try to read he got mad. He got mad because the words he knew were all mixed up with words he did not know. The words he did not know did not look good to him, so he did not even try to read them. He just got mad. When he got mad he got so mad that he could not even read the words he knew. So he made up his mind that he did not want to read. Ever!

Here is what he said to himself: "I am fifteen years old. I do not know how to read. So what? I get by all right. If I have been able to get by all right for fifteen years, I can get by all right for the rest of my life. I will not learn to read until I find something that I want to read. Then I will learn to read. Until then I will not try to read. Maybe when I find something that I want to read, I will find that I know how to read. Maybe learning to read is like learning to shave. It does you no good to know how to shave until you get a beard. When you get a beard you learn fast and shaving is easy."

Freddy did have a beard. He shaved every week. When he did not shave every week his face did not feel clean and smooth. Freddy was right about shaving. It was easy to learn. All he had to do was watch his Dad shave a few times. This was how he learned to put shaving soap on his face, how to change the blade in the razor, and how to wash the razor. He only cut his face a few times before he saw that his Dad always pulled the razor like a rake and not from side to side. When he learned that, he did not cut his face any more. It made him feel like a man to be able to shave just like his Dad. Freddy's Dad never laughed at Freddy when he was learning to shave. He was a good Dad. He knew it was no fun to be laughed at.

So Freddy learned to shave and he thought that learning to read would be just as easy. What he did not know was that learning to read is not the same as learning to shave. He had learned to shave by watching his Dad shave. He had watched his Dad read, too, but that was no help to him. All he could learn by watching his Dad read was how to hold a book. You have to know more than how to hold a book to know how to read it.

When Freddy made up his mind not to try to read any more, it made him feel good. He hated to read, so he just gave up. Why do anything that you do not like to do? There were so many things that Freddy did like to do. He was just going to do those things and forget all about trying to read.

One day the teacher brought a book to class and gave it to Freddy. She thought he would like to read it because all the words were little words that Freddy knew. Freddy took the book to see what it was all about. This is what it said: "This is a dog. This dog's name is Spot. Spot can run. Can you run? Can you see Spot run?" The book went on and on just like that. It made Freddy good and mad. Here he was, big enough to shave, and the teacher gave him a baby book. He thought the teacher was making fun of him. That made him so mad he threw the book on the floor. That made the teacher get mad. Teachers do not like things like that.

"Freddy Freed," said the teacher, "you will never learn to

read if you will not read the books I give you. That book is so easy read, it will give you no trouble. Will you try it just one more time?"

Some girls in the class laughed and Freddy got mad all over again. He got so mad that he did not say anything to the teacher. This was a good thing. As mad as he was, he would have said the wrong thing and been in even more trouble. One way or another, reading always seemed to get him in trouble. So he made up his mind again not to try to read.

The first time that he saw he might be wrong was when a funny thing happened to him. That is, it was funny to everyone else. It was not funny to Freddy. When he had first gone to school, way back in the first grade, he had not been able to read the words BOYS and GIRLS on the doors of the restrooms. The first grade teacher had led them to the right ones for a few days and after that he got along all right. All he had to do was remember which door was which. In a year or two he did learn to read BOYS and GIRLS. So he had no trouble when he went from one school to another. One time, in a place that had MEN and WOMEN on the doors, he did not know what to do. But his Dad was with him and told him which door was right. His Dad wanted to teach him the words MEN and WOMEN, but Freddy did not try to learn. His Dad gave up and said, "Look, Freddy, WOMEN is a much longer word than MEN. Just remember that, you will be all right. You go to the room that has the shortest name on the door."

This was easy for Freddy to remember and, as the years went by, he was able to get along all right. Once, when he was in a big hurry, he went into a room that said PHONE on the door. But things like this did not happen very often. That is, until the night of the Sophomore Christmas Party.

The party was in a big hotel. There was a dance band and everything. It was the first big dance Freddy had been to and he wanted to do everything just right. He was a little bit scared when he got to the dance with his girl. She left him alone while she went to powder her nose. He waited a few minutes and then thought he would go to the rest room to see if his hair was still neat. When he got to where the restrooms were, the doors did not say MEN and WOMEN or BOYS and GIRLS. They said LADIES and GENTLEMEN. Freddy did not want to ask any of the other boys. He hated to tell them that he did not know how to read. So he stood around, waiting for someone to go in or come out so that he would know which room was which. Then he had an idea! He remembered what his Dad had told him about always going to the room with the shortest name on the door.

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Not long after this, Freddy began to get into more and more trouble. The class went on a field trip one day. They went to the zoo. In five minutes Freddy was lost. The teacher had told the class to follow the signs to the Monkey House. Freddy did not even try to read the signs. First thing he knew, he was all alone, near some big cages. This is when his trouble started. Sometimes, when Freddy did try to read, he read too fast and did not read things right. This time he saw a sign that said STAND CLEAR. Freddy thought the sign said STAND HERE, so he went and stood there. There was another sign on the cage that said THESE ANIMALS ARE DANGEROUS. Freddy thought to himself: "What kind of animal is a dangerous? Is

it something like a kangaroo? It looks more like a great big cat. I think I will pet it." So Freddy put his hand out toward the biggest lion in the zoo and the lion bit it off.

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The next thing he knew, he was in the hospital. A nurse came in and gave him a pill. She told him where his hand had gone. It was his left hand that was gone. She asked him if he was left-handed and he said that he was not. She told him that was a good thing, he could still write with his right hand. This made Freddy laugh and laugh and laugh because he did not know how to write anyhow. The nurse thought he was a real good sport and she gave him some candy.

Once, when Freddy had a sore throat, his mother gave him some medicine that tasted like peppermint. Freddy did like peppermint candy, so he liked the medicine. A week later, when he asked his mother for some candy, she said he could not have it. Then he remembered the medicine. He went into the bathroom and opened the door of the medicine cabinet. There were lots and lots of bottles and he did not know which was which. Then he saw one that said POISON and he did not know what that word was. But he remembered that peppermint was spelled with a P and so he thought that he had the right bottle.

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When he came to, he was in the hospital again. The same nurse came in to see him. This time she asked him why he drank the poison. When he told her that he liked the taste of it, she laughed and said he was the best sport she had ever seen. She gave him some more candy, but it was peppermint and he said he did not like peppermint anymore. Can you blame him? The poison had almost killed him and they had taken out some of his insides and filled him with rubber tubes and plastic pipes. From that time on he had to live on soup and soft drinks. The soft drinks made his teeth rot out, but he did not care about this. He never had a chance to use his teeth anyway.

One day Freddy was walking along a country road. He saw a small sign on a big pole. This sign said HIGH VOLTAGE. Freddy did not have any idea what VOLTAGE WAS, but he knew what HIGH was. He looked way up in the air and said to himself: "It is high, all right, and there are some steps right up the pole. I think I will climb up and find out what a VOLTAGE is. Maybe I can steal one and sell it."

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When he came to, he was back in the same hospital. The fall had broken both his legs, torn apart all of the rubber tubes and plastic pipes in his insides. The high voltage had burned his right arm right off. The same nurse came into his room. This time, because she knew that he did not like peppermint candy, she brought him some chocolates. Then she remembered that he could not eat anything but soup and soft drinks. So she went and got him a bottle of pop. With his right arm gone and his left hand gone, he had no way to pick up a bottle of pop. When the nurse saw this, she went and talked to the doctor. They fixed him up with a small tank on his back. When he left the hospital, he could have things to drink put in the tank on his back and there was a rubber hose going right into his mouth. He did look funny, but no one ever seemed to laugh at Freddy anymore.

One day Freddy was walking along down town, drinking some

cold soup from his tank through the tube in this mouth. He came to a garage, but he did not know it, of course, because he could not read any of the signs. There was a big wide doorway beside the sidewalk and a sign that said LOOK OUT FOR THE CARS. Freddy read the sign as far as LOOK, and put his head around the corner of the door to look. A car came out just then and tore his head right off.

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When they told Freddy's Day that Freddy's head was torn off, he just said: "Well, I do not think that Freddy will care at all. He never used his head anyway."

What do you think?

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