A SUGGESTED CURRICULUM
for
THE COLUMBUS STATE SCHOOL

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by
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<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>2</td>
</tr>
<tr>
<td>History of School</td>
<td>5</td>
</tr>
<tr>
<td>Principles of Education</td>
<td>17</td>
</tr>
<tr>
<td>Curricula for Mentally Retarded Children</td>
<td>27</td>
</tr>
<tr>
<td>General Objectives of the Curriculum</td>
<td>37</td>
</tr>
<tr>
<td>General Areas and Activities for Training</td>
<td>40</td>
</tr>
<tr>
<td>General Objectives for the Six Areas of Training</td>
<td>42</td>
</tr>
<tr>
<td>Objectives for the Chronological Age Levels</td>
<td>44</td>
</tr>
<tr>
<td>Specific Objectives for Job Skills</td>
<td>46</td>
</tr>
<tr>
<td>Specific Objectives for Social Science</td>
<td>47</td>
</tr>
<tr>
<td>Specific Objectives for Language Arts</td>
<td>59</td>
</tr>
<tr>
<td>Specific Objectives for Arithmetic</td>
<td>55</td>
</tr>
<tr>
<td>Specific Objectives for Hygiene</td>
<td>70</td>
</tr>
<tr>
<td>Specific Objectives for Natural Science</td>
<td>73</td>
</tr>
<tr>
<td>Objectives for Three Ability Levels</td>
<td>78</td>
</tr>
<tr>
<td>Appendix I</td>
<td></td>
</tr>
<tr>
<td>Activities for Job Skills</td>
<td>79</td>
</tr>
<tr>
<td>Activities for Social Science</td>
<td>83</td>
</tr>
<tr>
<td>Activities for Language Arts</td>
<td>112</td>
</tr>
<tr>
<td>Activities for Arithmetic</td>
<td>131</td>
</tr>
<tr>
<td>Activities for Hygiene</td>
<td>150</td>
</tr>
<tr>
<td>Activities for Natural Science</td>
<td>160</td>
</tr>
</tbody>
</table>
Appendix II......................... In pocket.
INTRODUCTION

The Columbus State School is an institution for the mentally deficient children and adults of the State of Ohio. There are at the present time, July 24, 1950, 1,980 residents in all, 1,305 female and 675 male, with an age range from three to eighty years. They have all been committed to the school by the county probate courts. The institution was established by an act of the Ohio legislature in 1857. For the first eleven years of its existence it was located in what is now the Home of the Friendless on East Main Street. Then it was moved to the present site on West Broad Street. The institution was founded for the purpose of training children from six to fifteen years. As time went on, it did not seem possible to place many children back in the community, and custodial cases accumulated. In 1898 a law was passed to the effect that feeble-minded adults as well as children should be cared for in the institution. The institution was formerly called the State Institution for the Feeble-minded. In 1945, the name was changed to the Columbus State School, but the change was only in name. No change in the policies of the institution took place. In 1950, however, the State Welfare Department issued a directive which, if carried out, will change the emphasis in the policies and objectives of the institution from custodial care to a training program.

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THE PROBLEM

Executive Order #13 of the 1949-1950 series is given in its entirety in appendix II, and the part which creates the problem for this thesis is quoted below:

On the recommendation of Dr. Calvin L. Baker, Commissioner of Mental Hygiene, and with the approval of the Advisory Council to the Division of Mental Hygiene, it is ordered that, all feebleminded persons committed to and accepted for care and custody by the Department of Public Welfare of the State of Ohio, shall be maintained, charged, released, or placed, as provided by law, under the following procedure:

Names of Institutions.

Hereafter, the following institutions shall be officially named as follows:

(1) The institution now designated as the "Columbus State School," located at Columbus, Ohio, shall continue to be known and designated as the "Columbus State School."

(2) The institution now designated as the "Orient State School," located near Orient, Ohio, shall be named the "Orient State Institute."

(3) The institution now designated as the "Apple Creek State Hospital," located near Apple Creek, Ohio, shall continue to be known and designated as the "Apple Creek State Hospital."

(4) The institution now designated as the "Gallipolis State Institute," located near Gallipolis, Ohio, shall continue to be known and designated as the "Gallipolis State Institute."

Functions of the Columbus State School.

The Columbus State School, located in the City of Columbus, Ohio, shall be used:
(1) For the reception of all feeble-minded persons committed to the care and custody of the State Department of Public Welfare.

(2) For the examination, observation, and classification of all feeble-minded persons committed to the custody of the State Department of Public Welfare.

(3) For the retention, maintenance, training, and education of such feeble-minded persons committed to and received by said school as are capable of being trained and educated so as to render them more comfortable, happy, and less burdensome to society until released or discharged as provided by law.

... Staffs:

There shall be maintained at the Columbus State School, four principal staffs, namely, Medical, Psychological, Teaching and Social Welfare, together with such auxiliary services as the Commissioner of Mental Hygiene may deem necessary.

... The Teaching Staff:

The Teaching Staff at said school shall be headed by a Superintendent of Schools who shall cooperate with the other staffs in said school in establishing proper courses for teachable wards, and shall supervise teachers and teacher-training programs. It shall also establish proper research projects pertinent to mentally deficient persons. The Superintendent of Schools shall cooperate with the Director of the Bureau of Special and Adult Education of Ohio State University and shall use the facilities of said Bureau which may be made available by the University for the School's teaching program, and in return the teaching staff of the Columbus State School shall make available to said Bureau of the University, any of its facilities for the University's post-graduate teacher training program and for its course for undergraduate teachers in the field of education.

... Care and training at the Columbus State School.

As to each person received at the Columbus State School and ordered retained therein for care, treatment, and
training, the Superintendent upon the recommendation of the Classification Staff, at regular intervals, shall:

a. Re-evaluate those under training at the request of the head of the Medical, Psychological, Teaching, or Social Service Staffs.

b. Pass upon the fitness of each ward to be allowed to work outside the School, or to be granted a trial visit, or to be placed in a facility or home outside the school.

c. Grant trial visits and recommend discharges from the rolls of the School to the Superintendent of all those who may be released with safety to themselves and the public, and who have received maximum training provided by the institution.

Upon the recommendation of the Superintendent of the Columbus State School, the Commissioner of Mental Hygiene is hereby authorized to discharge such wards of the institution as he may deem advisable.

Quotas For the Admission of Feeble-minded Persons:

All feeble-minded persons requiring institutional care-treatment, or training shall be committed to the Columbus State School. Unless the Commissioner of Mental Hygiene should otherwise direct and until further order, the Columbus State School shall receive seventy-five feeble-minded persons per month committed by the various probate courts of the state if requests for admission should equal or exceed that number.

What kind of training program would enable as many as possible of them to leave the institution wholly or partially self-supporting? Answering that question is a problem for the school department of the Columbus State School and it is also the problem for this thesis.
HISTORY OF SCHOOL

In order to facilitate our understanding of the present situation, it seems advisable to get a history of the school department, its efforts, its accomplishments and its failures. There is no history of the school department as such. It exists as a part of the Reports of the Institution for Feeble-minded Youth on the entire institution, sent each year by the superintendents and the board of trustees to the governor. Since these reports cover all departments, it is evident that there would not be a lot of information on any one department. Some reports consist of both statistical and narrative information, but for long periods of years, at times, there was only the statistical report, and there was no notation on the school for those years. During recent years (for about twenty years) there was the statistical report with only a few articles on outstanding affairs concerning institutions of the state. Then, too, much of the material from one year to the next was simply duplicated. A careful scanning of all of the reports from the year 1875 (they start at this year) to 1949 inclusive (with the exception of four which are missing) yielded the following material, which, because of the nature of the source of it is composed of disconnected facts concerning the school.
Administration of Dr. G.A. Doren
(1860-1905)

It is stated that in the beginning the objective was to bring about improvement of those who could not benefit from other educational institutions or methods of instruction. The education was to embrace things taught in other schools, where possible, and also "training in the more practical matters of every day life, the cultivation of habits of cleanliness and propriety, self management, self reliance and the development and enlargement of a capacity for useful occupation."\(^1\) It is stated that things rather than ideas were to be of paramount importance in the education of the feeble-minded. The use of books and meaningless rote learning were discouraged as activities in the educational program. They recommended physical training, the cultivation of the power of attention, the nursing of the affections, the instillation of habits of obedience and moral obligation. The physical training was for the purpose of developing the body and bringing about the coordination of mind and body muscles. It was suggested that pseudo cases of feeble-minded be located and reclaimed. As was originally planned the institution was to receive and train only children from six to fifteen

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\(^1\) Board of Trustees and Superintendent, *Reports Institution for Feeble-minded Youth*, 1875-1882, p. 8.
years of age.

Of those discharged, six were dismissed because able to care for themselves, three on account of epilepsy, three for insanity, three for incurable diseases, four for being over-age at admission; six more, whose advanced age at admission limited their improvement, were dismissed to make room for younger children.  

Again and again in this book of reports it is lamented that there is not enough opportunity for the children to engage in gainful occupation. The girls were trained to work in the dormitory, sewing rooms, laundry and kitchens. This lack of occupational opportunities was due to overcrowding. The report states that they were compelled to receive all children that could be accommodated, which made it necessary to reserve for school purposes only what space was absolutely necessary. The lack of space for shops was lamented, because they considered acquiring of manual skills an absolute requisite for education.

In 1870, the maximum number of children that could be accommodated was four hundred, and the population was three hundred seventy-six. At this date, the statement is made that when the number of children was smaller, mechanical operations for the instruction of the children was possible, but not now, because of lack of room for shops. The report, at this time, states that the policy of accommodating as many children as possible had made it necessary to

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2 Ibid., 1875, p. 34.
divide the benefits of the institution among a large number rather than perfecting them for a smaller number. It is stated that of the total number (376) at one time, two hundred fifty-three were taught to read and write. An orchestra was established at the time of these reports, 1875-1882. There were fifteen in it. The report states that it was established for mental discipline and training.

By 1882, the institution must have collected a great number of untrainable residents. They no longer speak of the lack of facilities for training the children for life in the community. Now they appeal for conveniences making possible proper classification as to training and custody, the separation of children and adults. They make desperate pleas for means of providing for custodial cases and laud the merits of a system in which those who cannot go back into society would be trained as maintenance workers in the institution. They state again and again that this plan, put into operation, would make the children happy by giving them gainful occupation and save the state a lot of money in maintenance. They ask especially for more land to put the plan into operation.

In the beginning of the second book of reports (1883-1888), the following statement is made. "It is only in rare and exceptional cases after all is done that can be done by education and training that any of these unfortunates are
fitted to go out into the world and take positions in any of the avocations of active life and earn their own livelihood or guard themselves against the ordinary temptations of society." It continues by saying that if sent out, they become public charges and reproduce more of their kind, and that communities are guilty if this happens.

In 1897, it is stated that the schools had a prosperous year. "Elevation of the children in the scale of intelligence" and moral responsibility and training for a useful occupation are listed as objectives. It is also stated at this time that both boys and girls worked in shops and departments on the grounds. It is constantly implied or stated that industrial classes are part of the school room training.

In 1904, the following change was made in the law governing the age of admittance. "The institution was established in the year 1857 and its benefits restricted to the children of the class described by law: in 1868 its benefits were extended by law to adults of the same class, thus practically dividing it into two departments, the training department for children and the custodial and

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3 Ibid., 1885, p. 1686

4 Ibid., 1897, p. 37
training department for adults." It was further stated that "to this end the trustees shall furnish to them such agricultural and mechanical education as they are capable of receiving and as the facilities by the state will allow, including shops and employment of teachers of trades." "The administration and policy of the institution, therefore, is to make the parent institution the teaching and training department of imbecile children of teachable age, and the farm the working or industrial department where all who are capable of any sort of useful physical exertion or industrial training will be finally and fully cared for, guarded and protected and under humane direction made as self-sustaining as possible whether they remain in charge of the state or are recommitted to their families and friends."7

(Dr. Doren died on March 23, 1905. Dr. Patterson was the first superintendent of the institution which was founded in 1857. Dr. Doren became Dr. Patterson's assistant in the year 1859 and superintendent of the institution in 1860, so Dr. Patterson must have acted as superintendent for only the short period of three years.)

5 Ibid., 1904, p. 85.
6 Ibid., 1904, p. 87.
7 Ibid., 1904, p. 87.
Administration of Dr. E.H. Rorick
(1905-1907)

(Dr. E.H. Rorick was elected superintendent on May 23, 1905 and Dr. E.J. Emerick was made his successor on May 15, 1907.)

Administration of Dr. E.J. Emerick
(1907-1924)

In 1907, there was a change in the school schedule. One half of the day was devoted to academic work and the other half to music, manual training, basketry, sewing and gymnastic classes. In 1908 and 1909 domestic science, cane seating and weaving were added to the school work.

(Reports for 1910 and 1911 are missing, and starting in the year 1912, the reports of the institution are not separate but in, The Report of the Ohio Board of Administration.)

There are sixty-two lines in the entire report of 1912, and twenty-three of those lines are on school topics such as the advisability of reaching the minds through the hands, creation and enjoyment of music and keeping the children busy as a means of solving the problem of discipline.

For the year 1913, the following statements are made. The schools teach things considered "most practical for the childrens' usefulness and happiness." The instruc-

Report of the Ohio Board of Administration, 1913, p. 138.
tion is "individual with practical demonstration."  

The accomplishments in school cover a range from the kindergarten to the fifth grade inclusive. It is stated that they have shops with competent heads to give instruction and that the "results of their labors are evident everywhere in the institution," that the girls do fancy work and have some of the money from the sales of it to use for themselves, and that in outside trips for nature study the children learn the names of trees from which they get wood that is used in the carpenter shop. They also comment on the value of gymnastics.

Administration of Dr. F.L. Keiser
(1924-1950)

In 1925, it is reported that the industrial occupations were being carried on successfully and that there were four hundred children in academic school attendance.

In 1926, the statement is made that "Those who have sufficient mentality and are within school age are placed in school for trial. Here they are taught art, sewing, chorus work, grade work, manual training, domestic science, basket weaving, weaving of rugs, physical education, etc.

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9 Ibid., p. 138
10 Ibid., p. 138
Children above school age are placed in various selected cottages where they can best be cared for and given such training as they are capable of receiving.\textsuperscript{11} It is stated that entertainments were given by the school for the entire institution.

In 1927, it is stated that there were five hundred fifty children in the academic department, that the grade range was from the kindergarten through the eighth grade and that those who were not in academic instruction were given training in other departments.

In 1928, the school is referred to as that department "for which the institution was originally founded."\textsuperscript{12} It is stated concerning the training given by the school that it "comprises grade work, physical education, music (both instrumental and vocal) and industrial work."\textsuperscript{13} At this time there were seven hundred twenty-three in attendance in the academic school, five hundred seventeen girls and two hundred six boys with a staff of twenty-three teachers. Again they mention the giving of concerts, exhibitions in physical training, plays, etc.

\begin{itemize}
\item \textsuperscript{11} The Report of the Ohio Board of Administration, 1926, p. 297.
\item \textsuperscript{12} Ibid., p. 317.
\item \textsuperscript{13} Ibid., p. 317.
\end{itemize}
In 1929, there were seven hundred sixteen in the academic school. In this report it is advised that there should be some social workers, that patients who have been trained sufficiently are allowed to go home or to working homes on trial and these cases should be followed up by a social worker. Favorable comment is again made concerning the music department.

In 1930, there were eight hundred nineteen in the school and only the brighter children had been selected for school training.

In 1932, it is stated that the type of children being admitted at this time was such that they could cover only a range from kindergarten to seventh grade. It is also stated in this report again that the music department was doing such good work.

In 1942, it is stated that the grade range in the school was from kindergarten through the sixth grade, and that there were eight hundred in grade and occupational classes.

Summary

A summary of the foregoing disconnected statements seems to warrant drawing the following conclusions. Up until 1885, twenty-eight years after the founding of the institution, the emphasis seemed to be on training which
would enable the child to take his place in society. Pleas were made for facilities with which to provide occupational opportunities. In 1885, however, (as given on page five of this history) it was concluded that very few of the feeble-minded could be trained to take their place in the community. (The question arises as to whether they would have had to draw this conclusion had they had the proper equipment and methods for teaching.) From that time on, industrial equipment was still requested, but it seemed to be for the purpose of training the children to work as maintenance workers. The emphasis after 1885 seemed to be on economy in the operation of the institution. The people in charge of the institution at that time felt that the doing of maintenance work by the children not only brought about economy of operation, but also made the children feel that they were contributing to the institution.

Much mention is made all through the reports of industrial work and work in the shops and departments. In 1910, they had manual training and domestic classes.

Mention of correlation of the academic subjects and industrial work is made once only. That is in the correlation of nature study with the study of woods used in the carpenter shop, (page seven in this history). Mention is made once of children having had sufficient training to go to their homes or work homes and the lack of a social
worker to follow on the cases (page eight of this history).
PRINCIPLES OF EDUCATION

Before launching forth into the solution of our problem as to how we can train children of the Columbus State School in such a way as to enable as many as possible of them to leave the institution wholly, or partially, self-supporting, it seems advisable to consider the ideas of some authorities in the field of child training.

The following quotations from Caswell's book, Curriculum Development, are on the education of the normal child.

Caswell\(^1\) quotes Plato as follows, "Education should fashion the life of the individual in an all round manner and 'give to the body and the soul all the beauty and all perfection of which they are capable.'"

Caswell quotes the following aim from the Curriculum Bulletin of the Board of Education of the City of St. Louis as follows: "To develop the individual to the end that he may effectively direct his life toward his own self-realization and toward his participation in the creation and realization of the ideals of society ... This general aim is divided into seven phases which serve as a classification for a more detailed statement of aims.

A. Health and Physical Development

\(^1\) Hollis L. Caswell and Doak S. Campbell, Curriculum Development, p. 112.
B. Discovery, Communication, Expression
C. Worthy Home Membership
D. Vocation
E. Worthy Citizenship
F. Worthy Use of Leisure
G. Ethical Character

"Human experience is unified and continuous; there are no separate instincts; ends and means, character and conduct, motive and act, will and deed - all are continuous; hence all dualistic interpretations of experiences are fallacious.

"Knowing comes only through active response; meaning arises only through reaction; a concept is synonymous with corresponding operations.

"Knowing arises through testing consequences. This is Dewey's concept of the experimental method of knowing and the contemporary physicists operational definition of thinking.

"Experience consists primarily in the adjustment and interaction of individuals; both individual and group understanding and behavior are the product of the social human environment; the social environment consists of all the activities of fellow beings that are bound up in the

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General and Divisional Aims Curriculum Bulletin No. I,
Board of Education of the City of St. Louis, September 1926, pp. 10 - 12.
carrying on of the activities of any one of its members."

Caswell considers the principles quoted above of "great significance in curriculum development." 4

Of the quotation above Caswell says, "It is of the utmost significance in planning a program of curriculum development." 5

"... in civilized societies, the curriculum normally corresponds to the culture." 6

Caswell quotes the following Principles Governing Educational Aims and Processes:

The school is an agency of society for its perpetuation and re-creation....

Growth processes in individuals and in society are resultants of continuing interaction between individuals and society....

Individuals differ in interests, abilities, attitudes, appreciations and understandings, habits and skills and in capacity to learn....

Growth is continuous....

3 Harold Rugg, Culture and Education in America, pp. 123 and 124.
4 Hollis L. Caswell and Doak S. Campbell, op. cit., p. 91.
5 Caswell, op. cit., p. 92.
All learning comes through experiences....

An individual tends to avoid experiences which annoy and to seek experiences which satisfy. 7

Caswell also quotes the following principles on curriculum:

"Education is living ... living implies growing through experiences."8

"... the school is society's agency for furnishing a selected environment in which directed growth during certain periods of life may more effectively take place.9

Experiences should develop "power to interpret the physical world and the society in which he lives ... habits and attitudes which are necessary for physical and mental health and for wholesome group life ... character and personality."10

Experience should develop "power to understand the simpler facts of the physical world around him and the

8 Social Studies in the Public Schools of Ann Arbor, Michigan, Grades 3-6 Board of Education, 1929, p. 98.
9 Ibid., p. 98.
10 Ibid., p. 98.
more elementary basic problems of the group life in which he finds himself."\textsuperscript{11}

"... the curriculum should be organized in terms of experience."\textsuperscript{12}

"... an integrated course in the social studies in the elementary school will further the aim of education."\textsuperscript{13}

The following principles by Ingram, Whipple and Featherstone are on curriculum planning for the mentally deficient child.

Ingram says, "Foremost among the principles are those that point to the need of understanding the whole child—his physical, mental, social and emotional make-up; of utilizing the child's experience and activity as a basis for learning; of providing for the integration of home, school and community life; and of developing a curriculum and methods so suited to the child's nature and needs that there will be continuous progress without failure throughout his school life."\textsuperscript{14} She also says that, "Success in vocational life depends largely on health, personality

\textsuperscript{11} Ibid., p. 98.
\textsuperscript{12} Ibid., p. 99.
\textsuperscript{13} Ibid., p. 99
\textsuperscript{14} Christine P. Ingram, \textit{Education of the Slow Learning Child}, Preface p. IV.
traits, skill, good working habits and attitudes and stability."^{15}

Whipple says, "There is much in the regular course of study which is unsuited to the needs and capacities of the slow-learning child and on the other hand he must definitely be taught a long array of facts which the normal child may be trusted to acquire for himself. The course of study for the subnormal must have, then, as its fundamental basis that quantum of knowledge which it is essential for both normal and subnormal to possess, and to this must be added those other facts, skills, habits and attitudes which are peculiarly suitable and useful to the subnormal."^{16} She also says that, "Undoubtedly, the rate at which instruction is given to the slow-learning child must mark one essential departure from the regular course of study."^{17} Whipple suggests that in choosing material for the curriculum, the teacher take into consideration the mental capacity of the child, the usefulness of the subject matter, the interest of the child, the relationship of the subject matter to the child's environment and need, the probability

\[^{15}\text{Ibid., p. 72.}\]
\[^{16}\text{H.D. Whipple, Making Citizens of the Mentally Limited, p. 4.}\]
\[^{17}\text{Ibid., p. 3.}\]
of the subject matter being such that it can be integrated into a unit of work wherein habits and attitudes can be instilled.

"To learn is to perceive - to become aware of a configuralational circuit of events which leads to adjustment or restoration of equilibrium." 18

It "is always in relation to 'some now-pressing difficulty' 19 that any act is learned - any equilibrium - response contrived." 20

"It does not follow however, that all learning creates structure which is permanent. Structure is likely to be permanent only if the experience successfully restores equilibrium and if the structure so built possesses usefulness for subsequent purpose. Subsequent use must be made of it at an early date and with sufficient frequency to prevent its gradual coalescence with the indifferentiated ground of potential experience from which it at one time emerged." 21

20 W.B. Featherstone, The Curriculum of the Special Class, p. 16.
21 Ibid., p. 17
Summarizing the foregoing principles we have the following:

1. The curriculum should be such that it can be made to fit the child, so that the child does not have to be made to fit the curriculum.

2. The objectives of it should be such that the child can learn by doing.

3. The objective should be such that the child can learn them by participating in real life experiences on his level of interest.

4. The objectives should be such that they can be taught as much as possible in integration with each other.

5. The objectives should be such that they involve only concrete rather than abstract learning. If something that is a trifle abstract is presented it should be well illustrated. Teaching through experiences tends to keep the objectives within the realm of the concrete where it should be.

6. The learning should be made as satisfying as possible.

(Dr. C.S. Berry, a former director of the Bureau for Special and Adult Education at Ohio State University told the following story in class. He and another boy were on their way to school one morning when the other boy said that he wished he knew whether he was going to live to be
a man. When Dr. Berry asked why he wanted to know that, the boy explained that his mother was always telling him that he must study harder, that when he got to be a man he would need to know those things, that he was not getting then. The boy said that studying was so unpleasant for him that if he knew he would not live to be a man and need to know those things that he just would not study at all. Had this been a boy of - say thirteen years of age chronologically, and going to the classes for children with retarded mental development in New York City today, he would be making a study of job areas for the purpose of choosing, getting and holding a job, (the core subject for that age) and had he been weighing the question as to whether he wished to live or die, in order to avoid school, this purposefulness of learning thereby resulting in satisfaction, probably would have been the added weight that would have tipped the scales in favor of a decision to want to live.

7. The objectives should be such that it will be possible to reinforce all learning at regular intervals.

8. The objectives should be such that success and proper standards are possible.

It seems that three principles, namely, the need for purpose in learning, the need for occupational training and the recognition of environment as a teaching device
have been omitted. Learning through experiences does automatically give purpose to learning, but it seems that the factor is so important that it needs special mention. Occupational training and the acquiring of manual skills probably were not mentioned because the authors quoted wrote the books before the time when those objectives became so important. Likewise, the environment was probably not considered so important some time ago as it is now.
CURRICULA FOR MENTALLY RETARDED CHILDREN

Having considered the principles of education, there is still another source which may throw light on the solution of our problem. It is a consideration of the curricula of other schools for the mentally deficient.

Walter Fernald State School

The Walter Fernald School is a state school for mentally deficient children, and it is located at Waverly, Massachusetts. Judging from their summary of work, it seems that their curriculum is outstanding in its well developed sense training program, its definite and detailed plan of grouping which is based on mental age and its manual and industrial training.

No mention is made of core subjects or units of work. However, they read current events and say that in readers they read only material that is interesting to the children, that they make all of the work purposive and that in arithmetic they utilize the children's experiences. However, they mention drill and workbooks quite often.

They have some abstract content. Their geography outside the local community and a little European history, being outside the child's experience, could not be taught concretely.

Vineland Training School

The Vineland Training School is a school for mentally
deficient children. It is located at Vineland, New Jersey, and is a semi-private institution, taking enough state patients to make it exempt from taxation. No curriculum has been made available. What one does find on it, leads one to think that they have a well developed manual and industrial training department. Not much of the great amount of literature on the institution is devoted to the school department. No mention is made of core subjects or units of work.

Wayne County Training School

"... the Wayne County Training School at Northville, Michigan, admits only the higher grade of mentally retarded children. At this institution with a population of about seven hundred mentally retarded children, an elaborate school is in operation. The children are not grouped in terms of grades as is usually done in the regular schools, but are placed in pre-primary groups, primary classes, intermediate classes and advanced classes. The pre-primary and primary classes correspond to kindergarten and first grade; the intermediate classes to the second and third grades; and the advanced classes to the fourth to sixth grades. Besides the academic classes, the school maintains classes for handwork and music, as well as a manual training shop, a metal works shop, a domestic science and home making class for girls, a printing shop
and a recreation department. For children over fifteen an extensive vocational department functions to teach various vocations such as farming, baking and the like, which exists at the institution.\textsuperscript{1}

This school's research on brain injury and methods for teaching the mentally deficient constitute a big contribution in the field.

**Woods School**

The Woods School is a private school for mentally deficient children and is located at Langhorne, Pennsylvania.

One seems to feel in this curriculum more of the cultural than the manual or industrial atmosphere. Only in arts and crafts and home making objectives are skills mentioned. Could this be because their children, being mostly from wealthy families, do not need to be trained to work?

Definite units of study are listed in their curriculum, and the description of them is such as to convince one that they do teach through experiences. They use workbooks in arithmetic, but speak of using drill only on individual weaknesses.

There are just a few items (backgrounds of American customs, ways of a few foreign countries and a study of what important states are noted for) where the teaching could not

\textsuperscript{1} Samuel A. Kirk, *Teaching Reading to Slow Learning Children*, pp. 16 & 17.
be done concretely.

The curriculum does not give any definite age levels as a basis for grouping.

**New York City CRMD Classes**

Below are the objectives for the CRMD (children with retarded mental development) classes in New York City.²

(1) **Occupational Information** - giving the pupil information concerning the work available to him (considering both younger and community): how this work is done (job analysis): and what its importance is to the world.

(2) **Vocational guidance** - guiding the pupil to measure his own abilities against the requirements of the job in which he is interested; showing other jobs in the same work area.

(3) **Vocational training** - giving the pupil training in the manual skills found in the work area (25%) training in the non-manual skills necessary in the work area (25%) training in the general habits, attitudes and skills common to all good individuality, workmanship and citizenship (50%).

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² *Occupational Education, October 1946, The Association for New York City Teachers of Special Education, pp. 6 and 7.*
(4) Vocational Placement - providing the individual with actual job placement.

(5) Social Placement - adjusting the adult on the job and in the freedom of his first independence for as long a period as may be necessary. Practically everything that is carried on in this type of education is done for the purpose of preparing the child to take his place in the occupational and social world. Their curriculum utilizes the core technique as a basis for their instruction. The aim has been to so organize the content of the cores as to appeal to the developmental interest of the children. Below is a list of their eight cores, and the chronological ages at which the children study them:

In the experiences in each of these eight cores, the child gets training in five areas, namely: social skills; language arts; arithmetic; hygiene and safety and vocational skills.

Core I  Home - 7 to 9 years of age
" II Neighborhood - 10 years of age
" III Borough - 11 years of age
" IV City - 12 years of age
" V Study of job areas - 13 years of age
" VI Ways of choosing, getting and holding a job - 14 years of age
Core VII  Ways of spending one's income - 15 years of age

" VIII  The worker as a citizen and social being - 16 and 17 years of age

What a child shall study is determined by his chronological age. This adaptation of the subject to the child's interest is made possible by grouping children into very small units. The policy toward which they are working in New York is as follows: The Vestibule group is made up of children whose mental age and I.Q is below 5 and 50 respectively. The elementary group is composed of children with chronological ages of from seven to eleven inclusively. The advanced group contains children with ages of from thirteen to seventeen inclusively. The I.Q in both the elementary and advanced groups is from fifty to seventy-five. The elementary and the advanced group is then subdivided so that there are no more than three chronological ages in one group, because it is not possible for a teacher to teach more than three core subjects in a room. In rooms where it has not been possible yet to subdivide these groups some of the children have to study a core which is intended for the chronological age above or below the one intended for children of their chronological age.

In the elementary and advanced groups, how much the child studies is determined by his mental age. When all of the children in a room have been placed in one of the three
core groups, the next step is to subdivide the core groups into three mental age levels designated as slow, average, and advanced. What each child is expected to learn is determined by the group in which he is placed. Thus, all children of a given chronological age are working on the same core, one that is of interest to them, but what and how much they study about it is determined by their mental level. It is evident that there may be as many as nine groups of varying needs in one class.

Individual needs are provided for not only by grouping and sub-grouping within the three major groups but by differentiating the work that is done in the three major divisions. In the vestibule classes there is no academic work. In the elementary group there is academic work, social and vocational training. In the advanced group the work of the elementary type is continued but to it is added observation and work in fields of occupation. During their 13th year, the teacher takes the children out to observe six different fields of occupation, spending two weeks in each one. In the school room then, the children are given training in the major activities in the six fields observed. Whenever it is possible at all actual equipment is brought into the school room. This type of work goes on during the children's 13th, 14th and 15th years. The table below gives the ages, fields and time spent in them.
13th year: 6 fields of occupations for 2 weeks each
14th year: 3 fields of occupations for 4 weeks each
15th: 1 field of occupation for 12 weeks

During the 16th and 17th year the children spend half of the day working outside in cases where it is possible. It is arranged so that all of the children are out working at the same time, and that time the teacher spends circulating around where they are working, finding where they are falling in their work on the job, so that she will know what training she needs to give them during the half day that they are in school. During the 18th year the children still are observed and are allowed to come back to school for retraining. Is not this functional learning at its height? The number of groups in a room will range from a minimum of three in a very small group to a maximum of nine in a large group. The fact that all subject matter is based on the core being studied and the fact that the number of groups in a room may be very large makes it necessary for the teacher to prepare all of the material that she uses. For example, if a teacher is teaching three cores, the home, the neighborhood and the borough, she will have nine different kinds of reading matter, three levels of difficulty on each of the three cores to fit the abilities of the slow, the average and the advanced groups working on each of the three cores, and it is the same with all of the academic subjects that are taught.
Cincinnati, Ohio Public Schools

Cincinnati has an occupational training program for slow learning children. On page iii, the Try-Out Course of Study for Slow Learners of 1940 gives the following aims and objectives:

"Need for physical health
Need for mental health
Need for skills
Need for social understandings
Need for occupational fitness
Need for leisure time activities"

A new curriculum is being made for the Cincinnati schools.

Erie, Pennsylvania Public Schools

It is evident from their new Course of Study for Mentally Retarded Children, put out in 1950 that Erie, Pennsylvania, has an occupational training program. The educational objectives set forth on page iii of the course of study are as follows:

"1. The enrichment of each child's experiences and his adjustment to environmental conditions on the basis of his innate capacity and experiences.

2. The maximal development of the mental ability of each child.

3. The development of an adequate personality in each child through successfully achieved classroom activities."
4. The attainment of optimal health status.

5. The recognition of the need for and the satisfying of recreational and avocational interests.

6. The acquisition of manual and verbal knowledge and skills looking toward partial or complete economic independence.

7. The development of moral habits culminating in social efficiency and worthy group membership."
GENERAL OBJECTIVES OF THE CURRICULUM

The executive order, quoted on page 2, is such that the general objective of the school must be to give training for those who, upon reaching adulthood, may be able to leave the institution and become wholly or partially self-supporting as well as for those who may become maintenance workers in the institution. Having considered the history of the school, principles of education and curricula of other schools for the mentally deficient, we shall now turn to the solution of the problem as to what kind of training program the school department shall establish in order to meet the demands of the 1950 directive.

A consideration of the present situation in the light of chapters four and five will show that there will have to be a complete reorganization, if the school department is to train children in such a way as to enable them to leave the institution, adequately trained to function in society.

There is no manual training or home economics department. There is just one industrial teacher for the boys and two teachers of fancy work for the girls.

There has been no definite provision for training children to go back into society with follow-up study. Some have gone out, and there have been social workers at times, but no plan has been consistently carried out.

There is no correlation between the school and the
industrial or shop work. In fact, the very fact that a child goes to work makes it impossible for him to come to school part-time, even if his work hours are such that he could and wanted to do so.

There is no consistent plan which channels all children whose chronological age and mental or developmental level warrant it into the school for training. Likewise, there does not seem to be any consistent plan for grouping the children within the school.

There is no overall curriculum for the school department. Each teacher does what she wants to in her own room. When a child goes to another room, maybe the teacher to whom he goes reinforces the learning that he has previously had, and maybe she reteaches something that the former teacher has established. For example, one teacher thought that children should be taught cursive rather than manuscript writing. A child who did manuscript writing beautifully was placed in her room. That teacher made the statement concerning the boy's writing that he could not do the work in her room until he had learned to do cursive writing. Since there is no curriculum, there can be no promotions.

During the early years of the institution when its aims were to train the children in such a way as to enable them to leave the institution, adequately trained to function in society, the people in charge of the institution
appealed for facilities which would enable them to give occupational training. What is occupational training? As the name implies, it is to be a kind of training which will enable the trainee to carry on an occupation. Is it, then, just giving of skills which will be needed in carrying on an occupation, or is it the giving of all of the concepts, skills and habits that the child may need in life? Considering it to be the latter, we have accepted this concept as the solution to our problem. Having settled this question, there remains the choice of the areas in which to train the child.
GENERAL AREAS AND ACTIVITIES FOR TRAINING

In choosing the areas, one must always keep in mind the fact that Whipple stresses so consistently in her curriculum planning, namely, that we must teach the mentally deficient child so many things that the normal child will learn independently in his everyday life experiences. These things will have to be included in the curriculum for the slow learning child. The fact that the child is in the Columbus State School means that he could not learn all of the content contained in the regular course of study. Thus, it is evident that getting everything that the child might need, and yet keeping the content of it such that he will be able to master it, is a big problem.

In the light of our principles of education, the principles and objectives of the 1950 Executive Order for the Columbus State School and our acquaintance with curricula of various schools, it seems the following areas for training can be suggested for consideration: job skills, social science, hygiene, natural science, language arts, and arithmetic.

Since rehabilitation is the purpose of the training program, it is reasonable to conclude that the activities in it should resemble as nearly as possible those of real life situations. In order to make this possible, it is suggested that the objective in the six areas of training
be accomplished through activities which will appeal to children on the four developmental, or chronological age, levels given below.

The early elementary including ages 6, 7 and 8.
The later elementary including ages 9, 10 and 11.
The pre-adolescent including the ages 12, 13 and 14.
The adolescent including the ages 15, 16, 17 and 18.

The activities suggested for the four chronological levels are as follows:

Early elementary - The institution.
Later elementary - The institution.
Pre-adolescent - The neighborhood.
Adolescent - The city and abilities needed by the self-supporting citizen.
GENERAL OBJECTIVES FOR THE SIX AREAS OF TRAINING

I. Job skills.
   A. Motor coordination.
   B. Manual skills.

II. Concepts in social science.
   A. Desirable personality traits.
   B. Good work habits.
   C. Satisfactory social factors.
   D. Skills of living.
   E. Good citizenship.
   F. Superficial concepts of city service.
   G. Superficial concepts of government.
   H. Superficial concepts of communication.
   I. Superficial concepts of transportation.
   J. Superficial concepts of holidays.

III. Concepts in hygiene.
   A. Good physical health.
   B. Good mental health.
   C. Concepts of safety.

IV. Concepts in natural science.
   A. Concepts of plant life.
   B. Concepts of animal life.
   C. Superficial concepts of the origin of food, clothing, shelter and fuel.
   D. Superficial understandings of weather.
E. Superficial concepts concerning the cause of day and night.
F. Superficial concepts of change of seasons.
G. Superficial understanding of formation of the soil.
H. Superficial concepts of nature of the air.
I. Superficial concepts of topography of the earth.
J. Superficial concepts of temperature differences on the earth.
K. Superficial concepts of shape of and position in space of the earth, moon, sun and stars.

V. Ability in language arts.
   A. Language development.
      1. Oral expression.
      2. Written expression.
   B. Reading.

VI. Skills in arithmetic.
   A. Arithmetical concepts.
   B. Ability to count.
   C. Ability to add, subtract, multiply and divide.
   D. Understanding of money.
   E. Superficial understandings of measurement.
   F. Very superficial understandings of fractions.
OBJECTIVES FOR THE CHRONOLOGICAL AGE LEVELS

The specific objectives in each of the six areas for training give suggestions as to what might be expected of a child of a given chronological age. In the following outlines (giving the specific objectives for the six areas of training) the objectives for the four chronological levels are preceded by the letters (E.E.) (L.E.) (P.A.) and (A.) representing Early Elementary, Later Elementary, Pre-Adolescent and Adolescent, respectively. However, it will probably be only in rare cases that a child will be doing the things suggested in the outlines for his chronological age level. The age at which a child attains the specific objectives depends to a great extent upon his developmental level and his past opportunities for learning. Regardless of the accomplishment level of the child, we suggest that when he enters the school, he be placed with children of his own chronological or social maturity age, that the teacher use the specific objectives as her aims for accomplishment, that she start with the objective on the lowest chronological age level in each of the six areas and strive to accomplish all that the child has not heretofore accomplished, taking the child as far as he is able to go in each of the six areas and that she promote him with those of his chronological age regardless of where he is working on the outline. Thus it is evident
that there really can be no such thing as parallel objectives for the six areas or any consistent objectives for any chronological age level. For example, a sixteen year old boy may have to learn the beginnings of cooperation in activities involving the needs of the self-supporting citizen or he may not be able to recognize a word, until, in this group, he learns to read by realizing the need to read street signs. Or in arithmetic, this sixteen year old boy may have to learn the order and value of numbers by studying the needs of the self-supporting citizen instead of counting and grouping blocks, pegs, beads and so forth.
SPECIFIC OBJECTIVES FOR JOB SKILLS

I. General motor coordination.¹
   A.² (All)³ Motor coordination in relationship to each child's growth and development.

II. Manual skills.
   A. (All) Manual skills in relationship to each child's growth and development.

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¹ The major objectives are underlined, and the minor objectives are preceded by letters designating the chronological age level for which they are suggested.
² The "A" without any other subtopics is used here and elsewhere for the sake of clarity.
³ (All) means that the objective or activity following is suggested for all chronological age levels.
SPECIFIC OBJECTIVES FOR SOCIAL SCIENCE

I. Desirable personality traits: such as kindness, cheerfulness, honesty, good manners, sociability.
   A. (E.E.)\(^1\) Good mental health. (p. 71.)
   B. (L.E.)\(^2\) A desire to form desirable personality traits.
   C. (P.A.)\(^3\) The formation of good habits with reference to personality traits.
   D. (A.)\(^4\) Consistency in the practice of desirable personality traits.

II. Good work habits: such as promptness, speed, thoroughness and alertness.
   A. (E.E.) Concepts as to good and poor work.
   B. (L.E.) The desire to acquire good work habits.
   C. (P.A.) The formation of good work habits.
   D. (A.) Consistency in the practice of good work habits.

\(^1\) (E.E.) means early elementary chronological age level (6-8).
\(^2\) (L.E.) means later elementary chronological age level (9-11).
\(^3\) (P.A.) means pre-adolescent chronological age level (12-14).
\(^4\) (A.) means adolescent chronological age level (15-18).
III. Satisfactory social traits.

A. Initiative.

2. (L.E.) Self adequacy.
3. (P.A.) Ability to help plan.

B. Cooperation.

1. (E.E.) The ability to enter wholeheartedly into activities.
2. (L.E.) A willingness to share things, material things by dividing them and privileges by taking turns.
3. (P.A.) A desire to share things.
4. (A.) Consistency in the practice of cooperation.

C. Good Sportsmanship. (The ability to meet easily the simple demands and frustrations incident to group living.)

1. (E.E.) Recognition of the fact that there are frustrations and demands incident to group living.
2. (L.E.) A desire to meet frustrations successfully.
3. (P.A.) A willingness to accept help in looking at frustrations objectively.
4. (A.) Consistency in the ability to meet frustration successfully.

D. Ability to assume responsibility.
   1. (E.E.) Interest in undertaking little tasks and carrying them to completion.
   2. (L.E.) Desire to assume responsibility.
   3. (P.A.) Good habits in assuming responsibility.

E. Ability to follow directions.
   1. (E.E.) Concepts as to the meaning of following directions.
   2. (L.E.) A desire to follow directions accurately.
   3. (P.A.) Good habits in following directions.
   4. (A.) Consistency in the practice of following directions well.

F. Ability to judge one's work accurately.
   1. (E.E.) Concepts as to good and poor work.
   2. (L.E.) Ability to take adverse criticism concerning the way in which work is done.
   3. (P.A.) Ability to help criticize one's own work.
   4. (A.) Consistency in judging one's own work accurately.

IV. Skills of living.
   A. Pleasing personal appearance.
1. (E.E.) Concepts as to what is pleasing in contrast to what is not pleasing.

2. (L.E.) The desire to have a pleasing personal appearance.

3. (P.A.) Consistency in the habit of having a pleasing personal appearance.

4. (A.) Skills in caring for the clothes.

B. Ability in the care of home furnishings.

1. (E.E.) Concepts as to how to care for school furnishings.

2. (L.E.) The desire to care for school furnishings.

3. (P.A.) Habit of caring for school furnishings.

4. (A.) Consistency in the habit of caring for school furnishings.

C. Thrift.

1. (E.E.) Concepts as to what economy is, and what is waste in the use of schoolroom supplies.

2. (L.E.) Making clothes and schoolroom furnishings and supplies last longer by caring for them properly.

3. (P.A.) Consistent practice of thrift in routines of living.

4. (A.) Concepts as to thrift in buying.
D. Ability in problem solving.

1. (E.E.) Ability to follow directions.
2. (L.E.) Ability to participate in guided planning.
3. (P.A.) Ability to plan independently.
4. (A.) Knowledge as to where to go to get help in solving problems.

E. Orientation in the working world.

1. Concepts as to where to go for what he wants and how to get there.
   a. (E.E.) Concepts concerning the meaning of front, back and sides with reference to the room and building and the ability to get what he needs in the room.
   b. (L.E.) Concepts concerning the meaning of next, further on, the floor above, or below, with reference to rooms and the building and the ability to get what he needs in the building.
   c. (P.A.) Concepts of direction in the building, on the grounds, and in the neighborhood and the ability to get what he wants on the grounds and at the stores in the neighborhood.
   d. (A.) Concepts of directions in the city and the ability to get what he wants at the stores in the city.
2. Concepts concerning available jobs in the community.
   a. (E.E.) Occupations of members of a family.
   b. (L.E.) Occupations on the institution grounds.
   c. (P.A.) Occupations in the neighborhood.
   d. (A.) Occupations in the city.

3. Abilities needed by the self-supporting citizen.
   a. Ability in choosing a job.
      a' (E.E.) The realization of the existence of jobs to be done.
      b' (L.E.) The realization of the fact that some jobs are harder than others.
      c' (P.A.) The ability to help choose jobs that he is capable of doing.
      d' (A.) The ability to choose independently a job that he can do.

b. Ability in getting a job.
   a' (E.E.) Ability in oral language.
   b' (L.E.) Ability in written expression.
   c' (P.A.) Ability to help in the activities necessary in getting a job outside the institution.
   d' (A.) Ability to get a job independently.
c. Ability in holding a job.
   a' Satisfactory personal and social traits and good work habits.
   a'' (E.E.) Concepts of these traits and habits.
   b'' (L.E.) Desire for these good traits and habits.
   c'' (P.A.) Consistency in the practice of these good traits.
   d'' (A.) Ability to analyze oneself as to the presence or absence of these traits and realize that the absence of them may cause one to lose a job.

d. Ability in managing personal affairs.
   a' (E.E.) Concepts of the fact that there are personal affairs to manage.
   b' (L.E.) Desire to manage personal affairs in the schoolroom.
   c' (P.A.) Ability to manage personal affairs in the institution.
   d' (A.) Ability to manage personal affairs involved on a job.

V. Good Citizenship.
   A. Respect for the rights of other people.
1. (E.E.) Willingness to share material things by dividing them and privileges by taking turns.

2. (L.E.) A desire to help others.

3. (P.A.) A desire to respect the rights of other people.

4. (A.) Consistency in respect for the right of other people.

B. Respect for the property of other people.

1. (E.E.) Good mental health. (p. 71.)

2. (L.E.) Concepts as to what belongs to whom.

3. (P.A.) Desire to respect the property rights of other people.

4. (A.) Consistency in the practice of respecting the property rights of other people.

C. Respect for laws.

1. (E.E.) Good mental health.

2. (L.E.) A desire to respect rules.

3. (P.A.) Ability to participate in making rules for the class and in respecting them.

4. (A.) Consistency in respect for and obedience to laws.

D. Pride in the community.

1. (E.E.) Concepts as to what looks nice and what does not look nice with reference to the room.

2. (L.E.) Desire to keep the room looking nice.
3. (P.A.) Habits of doing things to keep the room and grounds looking nice.

4. (A.) Consistency in the practice of pride in the community.

VI. Superficial concepts concerning city service.

A. (E.E.) Concepts concerning service to each other.

B. (L.E.) Habits of rendering services to each other and to other groups whenever there is occasion to do so.

C. (P.A.) Concepts concerning the existence of and duties of the police, fire, street cleaning and garbage collection departments.

D. (A.) Concepts concerning the department of health, department of education, clinics, water purification, food inspection and the city directory.

VII. Government.

A. Concepts concerning leadership.

1. (E.E.) Enjoying and sharing experiences in leadership, their own and others achievements.

2. (L.E.) Concepts as to what constitutes leadership in the schoolroom group.

3. Concepts as to leadership in the institution.
a. (P.A.) Knowledge of the fact that certain employees in the institution are leaders.

b. (P.A.) Knowledge as to the duties of certain leaders in the institution.


a. (A.) Knowledge of the names of the President of the United States, the Vice-President, the Governor of Ohio, the Mayor of Columbus and the State Welfare Director.

b. (A.) Knowledge as to the duties of these officials.

c. (A.) Knowledge as to how officials get their offices - by vote or appointment.

d. (A.) Knowledge as to how long these officials hold office.

e. (A.) Knowledge of other government news to the extent that the trainee is able to comprehend it.

B. Superficial concepts concerning laws.

1. (E.E.) Good mental health. (p. 71.)

2. (L.E.) A desire to respect the rules of the class.

3. (P.A.) Ability to participate in making the rules for the class.

4. (A.) Ability to help make laws for the room in the way they are made in the legislature.
5. (A.) Ability to plan for the enforcement of laws in the schoolroom insofar as is possible as it is done by the government.

6. (A.) Knowledge as to where government laws are made.

VIII. Superficial concepts concerning communication.

A. (E.E.) Language ability.

B. (L.E.) Ability to recognize some means of communication within the environment.

C. (P.A.) Ability to recognize the means of communication within the environment.

D. (A.) Ability to recognize many kinds of communication through experience, pictures and reading.

IX. Superficial concepts concerning transportation.


B. (L.E.) Ability to recognize some means of transportation within the environment.

C. (P.A.) Ability to recognize all means of transportation within the environment.

D. (A.) Ability to recognize many kinds of transportation through experiences, pictures and reading.
X. **Concepts concerning holidays.**

A. (E.E.) A desire to participate in holiday celebrations.

B. (L.E.) Ability to participate in holiday celebrations.

C. (P.A.) Understandings as to what is being celebrated.

D. (A.) Understandings of the historical backgrounds of holidays.
SPECIFIC OBJECTIVES FOR LANGUAGE ARTS

I. Language development.
   A. (E.E.) Enough ability to make his wants known in complete sentences.
   B. (L.E.) Enough ability to make a few (maybe three) complete sentences concerning something specific (object, picture or subject) using an adequate vocabulary of words enunciated and pronounced correctly.
   C. (P.A.) Enough ability to adequately retell a story that has been read or to tell about some institution activity.
   D. (P.A.) The ability to use the correct form of common verbs.
   F. (A.) The ability to use pronouns correctly.
   G. (A.) The ability to ask pertinent questions.
   H. (A.) The ability to carry on a conversation.
   I. (A.) The ability to talk for a short time before an audience.

II. Ability to express ideas in writing.
   A. Ability in the mechanics of writing. (In relation to growth and development of the child.)
1. (E.E.) Skill in making single letters and figures.

2. (L.E.) The ability to space correctly between the letters of words and between words with the use of a copy.

3. (L.E.) Ability to write legibly and neatly.

4. (P.A.) Enough ability to write without a copy a few sentences (maybe three) as someone tells of his experiences.

5. (A.) Ability to write a short letter.

B. Ability in format. (In relation to growth and development of the child.)

1. (E.E.) The ability to observe.

2. (L.E.) Enough ability to write a few sentences, (maybe three) (with the use of a copy) in an experience booklet keeping a margin, indenting for paragraphs, using a period or question mark at the end of a sentence, and capital letters for the names of people, months, days of the week beginning of sentences, holidays, cities, streets and words in the titles of a story.

3. (P.A.) Enough ability to write a few sentences, (maybe three) complying with the requisites enumerated in "b" above, but without
the use of a copy and with help from the teacher.

4. (A.) Enough ability to write independently a short letter, complying with the requisites enumerated in "b" above and also using a comma before the name of a person addressed and between the words in a series of words and quotation marks around a direct quotation.

C. Ability to spell. (In relationship to growth and development of the child.)

1. (E.E.) Ability to observe and remember.

2. (L.E.) Ability to observe and remember.

3. (P.A.) Enough ability to spell the experience story words including the plural forms, the possessive forms, common contractions and abbreviations.

4. (A.) Ability to spell the words used in writing a short letter.

III. Ability in reading.

A. Reading skills.

1. Ability in word recognition.

   a. (E.E.) Adequate training of the senses and language development.

   b. (L.E.) The ability to associate from twenty to fifty words with their symbols.
c. (P.A.) The ability to recognize, out of context, the words that appear most frequently in the first and second readers.

d. (A.) The ability to recognize out of context, the words that appear most commonly in the readers of the first four basic readers.

2. **Ability to read orally.**
   a. (E.E.) Language development.
   b. (L.E.) Spontaneous conversation.
   c. (P.A.) Satisfactory oral reading in the first and second readers.
   d. (A.) Satisfactory oral reading in the first four basic readers.

3. **Ability to comprehend.**
   a. (E.E.) The realization of the fact that words carry a message.
   b. (L.E.) The ability to answer questions on a story that has been read.
   c. (P.A.) The ability to retell a story that has been read.
   d. (A.) The ability to get from reading matter information to be used in discussion or writing.
B. Ability to do functional reading.

1. (E.E.) The desire to help read labels on furniture and such messages as names, greetings and written directions from the board.

2. (L.E.) Ability to read such messages as names, greetings and written directions from the board.

3. (P.A.) The ability to use a table of contents to find stories.

4. Ability to read a newspaper in the following areas:
   a. (P.A.) Ability to find and read the name of it.
   b. (P.A.) Ability to find and read the weather report.

5. (A.) The ability to follow written directions independently.

6. (A.) The ability to use the dictionary.

7. (A.) The ability to use the telephone directory.

8. (A.) The ability to use a building directory.

9. (A.) The ability to read signs.

10. (A.) The ability to read notices and make a practical use of them.

11. Ability to read a newspaper in the following areas:
a. (A.) Ability to find and read want ads.
b. (A.) Ability to find and read theater news.
c. (A.) Ability to find and read advertisements.
d. (A.) Ability to read local and foreign news, to the extent of the trainee's ability.

C. A desire to read for pleasure.

1. (E.E.) The desire to look at pictures in books.
2. (L.E.) The desire to read the descriptions of pictures.
3. (P.A.) The desire to read a story about which someone has told something interesting.
4. (A.) The desire to read independently for pleasure.

   a. (A.) Knowledge of the names and contents of some of the most common magazines.
   b. (A.) Ability to read the ones that prove to be of greatest interest.
SPECIFIC OBJECTIVES FOR ARITHMETIC

I. Arithmetical concepts.

A. (E.E.) Concepts of such words as up and down, big and little, large and small, high and low, long and short, top and bottom, new and old, circle, center, squares, cubes and tall.

B. (L.E.) Concepts of such words as above and below, early and late, first and last, right and left, before and after, near and far, today, yesterday and tomorrow, both, all, whole, lots, a lot, part, almost.

C. (P.A.) Concepts of such words as under and over, more and less, heavy and light, shallow and deep, narrow and wide, thick and thin, empty and full, few, most, great deal, rest of, middle, handful and ordinal numerals.

D. (A.) Concepts of such words as right center and left center, width and length, enough and not enough, more and less, horizontal and vertical, cheap and expensive, all together, in all, add, total, difference, take away, times, divide, several, pair, couple, crowd, many, much, same, even, soon, than, how much, how many, how far, as many as, as much as, as far as, annually, biannually, quarterly.

E. (A.) Concepts of the comparative and superlative
forms of the adjectives used most commonly in arithmetic.

F. (A.) Concepts of the adverbs used most commonly in arithmetic.

II. Ability to count.

A. (E.E.) An understanding of the meaning of counting.

B. (L.E.) The ability to count to 60 by 1's, 5's and 10's.

C. (L.E.) The ability to read in consecutive order or in isolation the numbers to 60.

D. (P.A.) The ability to count from 60 to 100 by 1's, 5's and 10's.

E. (P.A.) The ability to read, in consecutive order or in isolation the numbers from 60 to 100.

F. (P.A.) The ability to count to 100 by 2's.

G. (A.) The ability to read and write the numbers (Arabic and written form) from 1 to 100.

III. Ability to do addition, subtraction, multiplication and division.

A. Skills in addition.

1. (E.E.) Concepts concerning adding to certain groups of children or objects.

2. (L.E.) Ability to do addition without carrying and with the use of objects or people.

3. (P.A.) The ability to do addition without carrying without the use of counters.
4. (A.) The ability to do addition with carrying without counters.

B. Skills in subtraction.
   1. (E.E.) Concepts concerning taking away from certain groups of children or objects.
   2. (L.E.) Ability to do subtraction without borrowing and with the use of people or objects.
   3. (P.A.) Ability to do subtraction without borrowing without the use of counters.
   4. (A.) Ability to do subtraction with borrowing without counters.

C. Skills in multiplication.
   2. (L.E.) Same as "1".
   3. (P.A.) Ability to multiply by 2.
   4. (A.) Ability to do multiplication with and without carrying.

D. Skills in division.
   2. (L.E.) Same as "1".
   3. (P.A.) The ability to divide whole objects into parts.
   4. (A.) Ability to do short and long division.

IV. Understanding of money.

A. (E.E.) An understanding of the fact that money buys things.
B. (L.E.) Concepts as to what different coins will buy.

C. (L.E.) Ability to recognize a 1¢, 5¢, 10¢, and 25¢ piece.

D. (P.A.) Ability to make change for 5¢, 10¢, and 25¢ pieces.

E. (A.) Ability to make change with all coins and with bills.

F. (A.) Ability to write money.

V. Understanding of measurement.

A. (E.E.) Concepts as to differences in amounts through the development of arithmetical concepts.

B. (L.E.) Ability to tell time on the hour.

C. (L.E.) Ability to name the days of the week.

D. (L.E.) Ability to recognize a foot and a yard.

E. (P.A.) Ability to tell time on the half hour, quarter hour and five minute spaces.

F. (P.A.) Ability to use the calendar to find dates.

G. (P.A.) Ability to name the months of the year.

H. (P.A.) Knowledge as to the number in a dozen or half dozen.

I. (A.) Ability to tell time at the minute spaces.

J. (A.) Concepts as to the time, distances or quantity involved in the terms year, month, day, hour and minute, inch, foot, and yard, pint, quart and gallon, bushel and pound and ounces.

K. (A.) Ability to change one unit of measure to another.
VI. Understanding of very simple fractions.
   A. (E.E.) Concepts as to how to share things.
   B. (L.E.) Same as "1".
   C. (P.A.) Ability to take 1/4, 1/2 and 3/4 of a whole.
   D. (A.) Ability to take 1/4, 1/2 and 3/4 of a group of objects.
   E. (A.) Ability to take 1/3 and 2/3 of an object or a group of objects.
SPECIFIC OBJECTIVES FOR HYGIENE

I. Physical Health.

A. Concepts of the needs of the body.

1. (E.E.) The realization of the fact that the body has needs that are supplied.
2. (L.E.) A knowledge of these needs.
3. (P.A.) A knowledge as to how to supply these needs.
4. (A.) Maximal physical health by the formation of habits of supplying the needs of the body adequately.

B. Ability to care for the various parts of the body properly.

1. (E.E.) A realization of the existence of the various parts of the body as such.
2. (L.E.) Knowledge of the special care that these parts need.
3. (P.A.) Ability to partially care for the various parts of the body.
4. (A.) Maximal physical health by the formation of habits of caring for the various parts of the body properly.

C. Concepts as to the prevention of sickness.

1. (E.E.) Concepts as to what constitutes states of health and sickness.
2. (L.E.) Concepts as to kinds and causes of sickness.
3. (P.A.) Knowledge as to ways of preventing sickness.
4. (A.) Maximal physical health by the formation of habits in measures to prevent sickness.

II. Good mental health. (These general objectives apply to all chronological and mental age levels.)

A. Feelings of being understood.
B. Feelings of being successful.
C. Control of the emotions.
D. Feelings of belonging.
E. Feelings of security.
F. Sense of his own worth.

III. Concepts of safety measures.

A. Caution in work, play and routines of living.
   1. (E.E.) Concepts concerning causes and simple results of general accidents that happen in the child's experiences.
   2. (L.E.) Concepts as to ways in which accidents can be prevented.
   3. (P.A.) Habits which will prevent accidents.
   4. (A.) Consistency in the practice of habits which will prevent accidents.

B. Caution in traffic.
   2. (L.E.) Concepts and habits of caution in crossing drives on the grounds.
3. (P.A.) Concepts and habits of caution in crossing streets in the neighborhood.


C. Caution in handling fire or inflammable substances and what to do in case of fire.

1. (E.E.) Concepts of the fact that a match or fire of any kind is handled only when needed.

2. (L.E.) Same as "1".

3. (P.A.) Same as "1".

4. (A.) Concepts as to how to handle fire or inflammable substances and what to do in case of fire.
SPECIFIC OBJECTIVES FOR NATURAL SCIENCE

   A. (E.E.) The ability to recognize (by name) a few common flowers, fruits and vegetables in the child's environment.
   B. (L.E.) Concepts concerning the needs of plants.
   C. (P.A.) Concepts concerning the different parts of trees and other plants.
   D. (A.) Concepts concerning the functions of the parts of the plant.
   E. (A.) Concepts concerning the dependence of plants upon the sun and of animals upon plants.

II. Concepts concerning animal life.
   A. (E.E.) The ability to recognize (by name) a few common animals on the institution grounds.
   B. (L.E.) Concepts concerning the needs of animals.
   C. (P.A.) Realization of the ways in which animals protect themselves.
   D. (A.) Concepts concerning germs or bacteria such as the size of, habitat of, function of, spread of, extermination of, exclusion of and protection against.

III. Concepts concerning the origin of food, clothing, shelter and fuel.
   A. (E.E.) Concepts of the existence of food, clothing, the building and heat.
B. (L.E.) Concepts as to the fact that food is brought in trucks, that some comes from the gardens, that their clothes come from the sewing room or from home.

C. (L.E.) The ability to name as such wood and brick.

D. (L.E.) The knowledge of the fact that the water in the radiator is hot.

E. (P.A.) Concepts concerning the origin of any item of food, clothing, shelter and fuel within the environment and in which the children show an interest (with or without the use of books on this level.)

F. (A.) Concepts concerning the origin of any item of food, clothing, shelter and fuel within or without the environment and with or without the use of books.

IV. Concepts concerning the weather.

A. (E.E.) A realization of the presence of clear days and rainy days and of warm days and of cold days.

B. (L.E.) A realization of the presence of temperature changes, of wind, clouds, frost, sleet, hail, dew, fog, snow.

C. (P.A.) Ability to realize temperature changes and to name as such clouds, frost, sleet, hail, dew, fog, snow.
D. (A.) Superficial understandings of wind, clouds, frost, sleet, hail, dew, fog, snow, humidity and evaporation.

V. Concepts concerning the cause of day and night.
A. (E.E.) Realization of the fact that it is dark at night and light in the daytime.
B. (L.E.) Same as "A" above.
C. (P.A.) Knowledge of the fact that the side of an object toward a light is light and that the side away from the light is dark.
D. (A.) Superficial understanding of the fact that the rotation of the earth causes day and night.

VI. Concepts concerning the change of seasons.
A. (E.E.) Ability to associate a few characteristic conditions with certain holidays.
B. (L.E.) Ability to associate a few characteristic conditions with the four seasons of the year.
C. (P.A.) Concepts as to the effect of the change of seasons on the life of plants and animals.
D. (A.) Same as "C". above.

VII. Concepts concerning the origin of soil and other minerals.
A. (E.E.) The consciousness of the presence of the soil as dirt which covers the ground.
B. (L.E.) Same as "A" above.
C. (P.A.) Knowledge of the fact that the soil is made up of particles that differ in size and appearance.

D. (A.) Concepts as to the way in which soil is formed as a result of erosion of wind, water, sun and frost.

VIII. Concepts concerning the nature of the air.

A. (E.E.) Consciousness of the fact that the wind moves things.

B. (L.E.) Same as "A" above.

C. (P.A.) Concept that the air is something.

D. (A.) Superficial understandings as to the differences between gases, liquids, and solids.

IX. Concepts concerning the topography of the earth.

A. (E.E.) Understanding of the words up and down, high and low, and big and little.

B. (L.E.) Ability to name as such on the grounds, the hills, valleys, ponds and miniature streams of water during heavy rains.

C. (P.A.) Ability to name off the grounds hills, valleys, ponds, rivers and miniature deserts during droughts.

D. (A.) Knowledge of the fact that on the earth's surface there are plains, hills, mountains, valleys, ponds, lakes, oceans and rivers.
X. Concepts concerning the temperature differences on the earth.

A. (E.E.) A realization of the fact that the temperature of the air varies.

B. (L.E.) A realization of the fact that birds go south in the winter and come back the next summer.

C. (P.A.) Concepts as to why birds go south in the winter and come back in the spring.

D. (A.) Superficial understandings of the temperature zones of the earth.

XI. Concepts concerning the shape and position in space of the earth, moon, sun and stars.


B. (L.E.) The realization of the existence of the earth, the sun, and the stars and the ability to name them as such.

C. (P.A.) Knowledge of the fact that the earth, moon, sun and stars are balls.

D. (A.) Superficial understandings of the fact that the earth, moon, sun and stars are big balls, or spheres suspended in space.
OBJECTIVES FOR THREE ABILITY LEVELS

It is expected that there will be three ability levels in the school, the lowest level which will probably be able to do only maintenance work in institutions, the partially self-supporting group and the group which may become self-supporting. It is evident that the training for these three hypothetical groups will need to be different. It is conjectured that the maintenance group will need to accomplish only the objectives suggested for the early elementary (E.E.) group, and the later elementary (L.E.) group, the partially self-supporting group the objectives suggested for the E.E., the L.E. group and the pre-adolescent (P.A.) group. While the wholly self-supporting group will probably need to accomplish the objectives of the entire four chronological age levels.
APPENDIX I

ACTIVITIES FOR JOB SKILLS

1. General motor coordination.¹

   A. Activities done to the accompaniment of music or rhythms.

      1. (E.E.) Singing, rhythms, dancing and free interpretations.

      2. (E.E.) Marching single file, double file, with hands on hips, with arms folded and with hands on shoulders of child in front of him.

      3. (E.E.) Running at different rates of speed.

      4. (E.E.) Walking at different rates of speed.

      5. (E.E.) Clapping the hands in front.

      6. (L.E.) Same as "1" above.

      7. (L.E.) Skipping.

      8. (L.E.) Clapping hands over head.

      9. (L.E.) Walking, starting first with the left foot and then the right, on straight lines and backwards.

¹The objectives are underlined and the activities are preceded by the specific letters designating the chronological age level for which they are suggested.
10. (L.E.) Hopping up and down, forward with both feet and from one point to another with both feet.

11. (P.A.) Same as "1" above.

12. (P.A.) Walking sideways and on circular lines.

13. (A.) Hopping on straight lines, from one point to another, and backwards and sideways.


15. (A.) Alternating of skipping and running, hopping and jumping, hopping up and down on right foot, on left foot and on both feet, and hopping around the room on right foot, left foot and both feet, changing from one to the other when the leader indicated the change.

B. Games

1. (E.E.) Walking with bean bag on the head, around or over objects without touching them and walking and stopping as indicated.

2. (L.E.) Running with hands and arms in various positions.

3. (L.E.) Jumping over objects or ropes or lines.

4. (L.E.) Avoiding a ball rolled at the feet.

5. (L.E.) Carrying something on a trap or on a book.

6. (L.E.) Picking up small objects scattered on the table or floor for that purpose.

7. (L.E.) Pulling against each other or others on
wands, rings or ropes.

8. (P.A.) Running with bean bag on head and over obstacles.

9. (A.) Hopping on circular lines, over obstacles, with arms folded or behind the head.

10. (A.) Doing one thing with one hand and another with the other such as holding something in one hand and opening the door with the other.

C. Routines of life.

1. (E.E.) Taking off and putting on outer clothing.

2. (E.E.) Carrying things from one place to another.

3. (E.E.) Going up and down stairs.

4. (L.E.) Doing of routine work.

5. (P.A.) Same as "4" above.

6. (A.) Same as "4" above.

II. Manual skills.

A. Handwork.

1. (E.E.) Building with blocks.

2. (E.E.) Stringing beads, buttons and spools.

3. (E.E.) Putting pegs in peg boards and forms in form boards.

4. (E.E.) Coloring.


7. (L.E.) Stringing beads by number, by color and
by form.

8. (L.E.) Weaving mats.
9. (L.E.) Folding and pasting paper.
10. (L.E.) Lacing on a lacing stick for learning to lace shoes.
11. (L.E.) Buttoning on a buttonstrip for learning to button clothes.
12. (P.A.) Ruling lines the width of the ruler.
13. (P.A.) Spinning tops.
15. (P.A.) Breading with one and three colors.
18. (A.) Ruling lines a definite distance apart.

B. Home economics.

This is a specialized area and it is suggested that some integrations should be worked out between the classroom teachers and the Home Economics teachers.

C. Industrial arts.

This is a specialized area and it is suggested that some integrations should be worked out between the classroom teachers and the Industrial Arts teachers.
ACTIVITY FOR SOCIAL SCIENCE

1. Desirable personality traits such as kindness, cheerfulness, honesty and courtesy.

A. (E.E.) Participating in many activities carried on in an environment which is conducive to good mental health.

B. (L.E.) Noting and praising (by teacher) of performance which portrays desirable personality traits.

C. (L.E.) Showing kindnesses by helping someone who needs help, by saying only kind things to and about people, by playing games that all enjoy, by inviting timid children to join in games and by avoiding teasing animals or handling them roughly.

D. (L.E.) Telling (by children) of incidents where they have helped (by demonstration of desirable personality traits).

E. (L.E.) Listing ways in which one can contribute to the welfare of the group in demonstrating desirable traits.

F. (L.E.) Listing ways in which groups can contribute to each other.

G. (L.E.) Keeping a booklet of ways in which one can help the group.

H. (L.E.) Telling what he, himself, is like in terms.
of personality traits.

I. (L.E.) Telling what some one else is like in terms of personality traits.

J. (L.E.) Telling stories as to the things one likes or dislikes in others.

K. (L.E.) Telling or writing stories about people one finds interesting.

L. (L.E.) Dramatizing of family situations such as a family at dinner.

M. (P.A.) Contacting people in and outside the institution and using them as models for gaining personality traits.

N. (P.A.) Listing experiences which build certain good traits.

O. (P.A.) Keeping a book listing situations that annoy one and suggested ways of meeting them.

P. (P.A.) Impersonating people with acceptable or unacceptable traits.

Q. (P.A.) Forming the habit of avoiding saying that one can do things that he cannot do.

R. (A.) Serving on committees.

S. (A.) Participating in class government.

T. (A.) Teaching other pupils.

U. (A.) Handling money.

V. (A.) Participation in entertaining.
II. Good work habits.
   B. (L.E.) Same as "A".
   C. (P.A.) Same as "A".
   D. (A.) Same as "A".

III. Acceptable social factors.
   A. Initiative.
      1. (E.E.) Participating in many activities carried on in an environment which is reasonably permissive thereby allowing sufficient self assertion to develop self realization.
      2. (L.E.) Same activities as for "1" leading to the development of self adequacy.
      3. (P.A.) Participating in planning.
      4. (A.) Same as "P" "S" "T" and "V". (p. 94.)

   B. Cooperation.
      1. (E.E.) Participating in many activities carried on in an environment which is permissive thereby leading to the development of cooperation.
      2. (L.E.) Participating in many activities carried on in an environment in which the child is accepted wholeheartedly thereby allowing acceptance of self leading to acceptance of others and to the development of the spirit of cooperation.
(Lack of acceptance of others tends to prevent acceptance of self; lack of acceptance of self tends to prevent acceptance of others and lack of acceptance of others tends to create a belligerent rather than a cooperative spirit.

3. (P.A.) Making a chart divided into two sections with the things one can do in the classroom and institution to cooperate in one section of it and the ways in which doing these things helps the group in the other section.

4. (A.) Same as "R", "S", "T" and "V". (p. 84.)

C. Good sportsmanship (the ability to meet easily the simple demands and frustrations incident to group living.

1. (E.E.) Participating in many activities in an atmosphere which is conducive to good mental health. (p. 71.)

2. (L.E.) Participating in many activities in an atmosphere wherein frustrations are met gradually instead of too suddenly, because meeting them too suddenly tends to create poor sportsmanship.

3. (P.A.) Helping (by the teacher) the child look at frustrations objectively.

4. (A.) Meeting (by the child) of frustrations
independently.

5. (A.) Winning without bragging.
7. (A.) Finding something good in others.
8. (A.) Admitting it when one does something wrong.

D. Ability to assume responsibility.

1. (E.E.) Doing work in an atmosphere in which the assuming of responsibility is always considered commendable.
2. (L.E.) Same as "1" above.
3. (P.A.) Same as "1" above.
4. (P.A.) Acting as messengers.
5. (A.) Same as "R", "S", "T", and "V". (p. 34.)
6. (A.) Doing assigned jobs without being reminded.
7. (A.) Looking for jobs that need doing and offering to do them.
8. (A.) Keeping busy while the teacher talks with visitors.

E. Ability to follow directions.

1. (E.E.) Following directions to the extent of the child's ability.
2. (L.E.) Same as "1" above.
3. (P.A.) Same as "1" above.
4. (A.) Following directions independently.

F. Ability to judge one's own work accurately.

1. (E.E.) Finding out the difference between good and
poor work.

2. (L.E.) Learning to take adverse criticism as to the way in which work is done.

3. (P.A.) Helping criticize one's own work.

4. (A.) Criticizing one's own work.

IV. **Skills of living.**

A. **Pleasing personal appearances.**

1. (E.E.) Finding out what is pleasing personal appearance and what is not.

2. (L.E.) Discussing the appearance of the children in the room.

3. (P.A.) Using a mirror to secure good posture.

4. (P.A.) Discussing the question as to whether the schoolroom furniture is conducive to good posture.

5. (P.A.) Discussing styles in magazines and newspaper advertisements.


7. (A.) Learning how to repair clothes.

8. (A.) Learning how to take spots off clothes.


10. (A.) Finding the correct size for all clothing.

11. (A.) Learning how to alter clothing when necessary.

12. (A.) Finding what clothes are suitable for different seasons of the year.
13. (A.) Finding ways of keeping the stockings pulled up.


15. (A.) Learning to protect shoes, coats and dresses from the rain.

16. (A.) Learning to keep clothes clean (washing stockings every day).

17. (A.) Learning to alternate two pairs of shoes.

18. (A.) Learning to keep the hair combed neatly and attractively.

B. Learning to care for home furnishings.

1. (E.E.) Finding ways to take care of the institution furnishings.

2. (E.E.) Finding ways to make the room more attractive.

3. (L.E.) Same as "1" above.

4. (P.A.) Same as "1" above.

5. (A.) Discussions concerning the conveniences in homes.

6. (A.) Studying home furnishings in the newspaper.

7. (A.) Discussing different types and prices (gained from newspapers) of home furnishings.

8. (A.) Finding out the answer to such questions as to who to call when the sewer con-
nections become clogged, when and where to pay for the water.

C. Thrift.

1. (E.E.) Using supplies economically.
2. (E.E.) Same as "1" above.
3. (P.A.) Making clothes and furnishings last longer by giving them good care.
4. (A.) Distinguishing between necessities and unnecessities.
5. (A.) Finding out how people can be sure they get their money's worth, when they buy things.
6. (A.) Making trips to various stores and departments of one store in order to compare difference in quality and price of merchandise.
7. (A.) Selecting the most serviceable materials.
8. (A.) Comparing cost of prices at sales and at regular times, at cash and charge stores, at cafeteria's, restaurants and lunch counters, at different stores.
9. (A.) Comparing the cost of wholesale or retail prices and of different brands.
10.(A.) Comparing the cost of buying or making ice cream, of buying or making a dress, or of buying or making pastry.
11. (A.) Comparing the difference in the cost of furnishing a room by cash or installment paying.

12. (A.) Estimating savings made by using public facilities for recreation, by going to free clinics and by getting one's job instead of getting it through the employment office.

13. (A.) Substituting inexpensive articles for more expensive ones when both will fill the same need.

14. (A.) Finding out how refrigeration is a money saving practice.

15. (A.) Learning about installment buying.

16. (A.) Spending two fictitious incomes, one carefully and the other carelessly, considering the question whether what one buys is really necessary and if not whether it will add enough to one's happiness to warrant spending the money for it, whether one would rather have something else for the money and whether one could get the same article for less money, thereby showing that how much one saves depends not only upon how much one makes but how wisely one spends.

17. (A.) Activities involved in concepts in arithmetic.

D. Ability to solve problems.

1. (E.E.) Remembering turn for special duties.
2. (E.E.) Following simple directions.
3. (L.E.) Same as "1" above.
4. (L.E.) Drawing and labeling pictures.
5. (P.A.) Making maps of the immediate surroundings.
7. (P.A.) Telling stories.
8. (P.A.) Sensing his own difficulty when he has one.
10. (P.A.) Engaging in activities given in arithmetic on judging, estimating and comparing quantity, size, space and distance involved in activities.
11. (P.A.) Guessing riddles.
12. (A.) Going to Y.M.C.A or Y.W.C.A secretaries, ministers, bankers or former school teachers for help in solving a problem.
13. (A.) Independently criticizing own work.
15. (A.) Judging and comparing outcomes of various courses of action.
17. (A.) Making dictionaries of new words.
18. (A.) Writing stories or making reports.
19. (A.) Classifying according to different headings.
20. (A.) Debating such questions as advantages and disadvantages of life in the city and in the country.


22. (A.) Participation in question box activity.

23. (A.) Taking tests.

24. (A.) Solving such problems as how a grocer gets money to pay his bills and make a profit.

E. Orientation in the working world.

1. Self orientation.

a. (E.E.) Learning the meaning of the terms front, back, and sides of the room and building.

b. (L.E.) Learning the meaning of the terms next, further on, the floor above or below with reference to rooms and the building.

c. (P.A.) Learning the directions in the building, on the grounds and in the neighborhood.

d. (P.A.) Making maps and learning the directions on them.

e. (P.A.) Telling one's address.

f. (P.A.) Finding people's addresses.

g. (A.) Learning the directions in the city.

h. (A.) Learning the directions between the four primary points.

i. (A.) Noting on the map the places from which things in the children's experiences come
and noting the general direction of the place.

j. (A.) Making a map of the city showing the roads leading out of it and the direction in which they run.

2. Concepts as to where to go for what he wants and how to get there.

a. (E.E.) Learning to get what he needs in the room.

b. (L.E.) Learning to get what he needs in the building.

c. (P.A.) Learning to get what he needs on the grounds and at the stores in the neighborhood.

d. (P.A.) Drawing pictures of stores and telling what is in them.

e. (P.A.) Going to stores to buy things.

f. (P.A.) Reading signs in the institution and the neighborhood.

g. (A.) Learning where to buy what he wants in the city.

h. (A.) Learning to go to policemen for information.

i. (A.) Learning to travel independently on city buses (getting tickets, transfers and reading signs and notices.

3. Knowledge of available jobs in the community.

a. (E.E.) Discussing the kinds of work done by different members of a family.
b. (L.E.) Discussing the kinds of work done in the institution.

c. (P.A.) Discussing the kinds of work done in the neighborhood.

and

d. (P.A.) Discussing writing stories, drawing pictures of and engaging in telephone conversations of the kinds of work that the children could do.

e. (P.A.) Drawing pictures of the kinds of work that the children could do.

f. Concepts of the kinds of work done in the city.

    a' (A.) Finding what jobs involve unskilled or semi-skilled labor.

    b' (A.) Finding out what jobs involve the need for special training.

    c' (A.) Finding out what jobs are under civil service and about the examinations that people take to get them.

    d' (A.) Finding out what jobs require a license (taxi drivers, bus drivers, barbers, beauticians, plumbers, electricians, stationary firemen) and the uses of the money collected (to cover the cost of giving the examinations that are given to people getting the license.)

    e. (A.) Classifying, dramatizing, writing reports on and discussing different kinds of work.
f'. (A.) Listing of the things one wants/about some kind of work such as restaurant work.

4. Ability in choosing a job.
   a. (E.E.) Finding jobs to be done in the schoolroom.
   b. (L.E.) Finding which jobs in the schoolroom are hard and which are easy.
   c. (P.A.) Helping to choose jobs that he is capable of doing in the schoolroom.
   d. Discussing with the trainee the suitability of a perspective job.
      a'. (A.) Finding whether he is capable of doing it.
      b'. (A.) Finding whether he thinks he will like it.
      c'. (A.) Finding out whether he can reach the place of work.
      d'. (A.) Finding out the salary paid.
      e'. (A.) Finding out the expense involved.
      f'. (A.) Finding out the permanency of it.
      g'. (A.) Finding out the chances for promotion.
      h'. (A.) Finding out the health hazards.

5. Ability in getting a job.
a. (E.E.) Acquiring oral language ability.
b. (L.E.) Acquiring written language ability.
c. Participating in hunting a job.
   a'. (P.A.) Talking to friends or people about jobs with his advisor.
   b'. (P.A.) Reading newspaper ads with his advisor.
   c'. (P.A.) Writing letters (very short and simple with much help).
   d'. (P.A.) Going to employment agencies with his advisor.
   e'. (P.A.) Setting employment agencies.

d. Getting a job independently.
   a'. (A.) Talking to friends or people by himself.
   b'. (A.) Finding work from the newspaper.
   c'. (A.) Writing letters of application.
   d'. (A.) Going to an employment agency by himself.
   e'. (A.) Reading vocational literature.
   f'. (A.) Listening to talks by outsiders who are invited in to talk to the children about ways to get a job.
   g'. (A.) Dramatizing all the activities involved in the various ways of getting a job.
6. Ability in holding a job.
   a. Satisfactory personal and social traits and good work habits.
      a'. (E.E.) Gaining concepts concerning the traits and habits given in the objectives.
      b'. (L.E.) Gaining a desire for good traits and habits.
      c'. (P.A.) Discussing with the trainee as to whether he has the desirable personality traits, good work habits and satisfactory social and good citizenship traits necessary to hold a job.
      d'. (A.) Gaining the ability to judge satisfactory workmanship, to evaluate himself, to analyze the cause of failure and to place the blame where it belongs rather than project it to another person or source.

7. Ability in managing personal affairs.
   a. (E.E.) Learning that there are personal affairs to manage in the schoolroom.
   b. (L.E.) Gaining a desire to manage personal
affairs in the schoolroom.

c. (P.A.) Learning to manage personal affairs in all places of activity.

d. (A.) Filling out papers such as checks, money orders, drafts, social security blanks, tax blanks and questionnaires.

e. (A.) Making a picture dictionary, scrapbooks, chart displays, reports, classifications and lists of questions on checks and other banking forms.

f. (A.) Making shopping lists.

g. (A.) Reading and interpreting bills and receipts.

h. (A.) Finding out about working hours (legal hours and working over time and Sunday work), vacations, time to start work, the noon period, time to quit work and checking in and out.

i. (A.) Finding out about wages paid in different types of work and when and where they are paid.

j. (A.) Finding out about labor laws, labor unions, compensation and safety rules of organizations.

k. (A.) Finding out functions of superiors and
the employment departments of big industrial organizations.

1. (A.) Finding out from a banker or some outside person why it is dangerous to put one's signature on something that one does not understand.

m. (A.) Finding out where to invest money, about safety deposit boxes and about insurance (stressing prompt payment of premiums).

n. Concepts concerning borrowing money.

a'. (A.) Finding out the legal rate of interest which might be compared to the rent for houses which one does not own.

b'. (A.) Finding out that one can borrow small amounts from a trusted friend, from charities, Y.M.C.A. or Y.W.C.A., but that one should go to a bank for amounts over fifty dollars and that it is advisable to borrow unless it is absolutely necessary.

o. Spending an imaginary income.

a'. (A.) Finding out the difference between luxuries and necessities.

b'. (A.) Buying luxuries only after necessities have been provided for.
c'. (A.) Paying all bills promptly.
d'. (A.) Having a checking account if necessary.
e'. (A.) Buying on the installment plan only if very necessary.
f'. (A.) Budgeting (40% for food, 25% for shelter, 15% for clothes, 10% for operating expense and 10% for advancement and recreation).
g'. (A.) Saving for taxes.
h'. (A.) Saving something out of every pay for emergency.

V. Good citizenship.

A. Respect for the rights of other people.

1. (E.E.) Playing games involving the rights of other people.

2. (L.E.) Same as "1" above.

3. (P.A.) Same as "1" above.

4. (A.) Finding out why carelessness in the care of garbage, carelessness in obeying the quarantine or immunization rules is disregarding respect for the rights of other people.

B. Respect for the property of other people.

1. (E.E.) Developing good mental health. (p. 71.)

2. (L.E.) Getting concepts as to what belongs to whom.
3. (L.E.) Finding the owner of things.

4. (P.A.) Finding out how putting things in the sewers that might stop them up, wasting water and electricity and destruction of institution furnishings is not showing respect for the property rights of others (stressing that public property is paid for by the tax payer).

5. (A.) Finding out what one should do in case of damage to other people's property.

6. (A.) Making a comparison between the way a family spends its money and the way that the city spends the money (for the purpose of encouraging care of public property.

C. Respect for laws.

1. (E.E.) Developing good mental health. (p. 71.)

2. (L.E.) Developing respect for laws.

3. (P.A.) Helping make laws.


D. Pride in the community.


2. (L.E.) Developing a desire to keep things looking nice.

3. (P.A.) Keeping things looking nice.
4. (A.) Same as "3" above.

VI. Concepts of city service.

A. (E.E.) Finding out the meaning of service to each other.

B. (L.E.) Helping each other and other groups whenever there is a need for doing so.

C. (P.A.) Finding out who pays the police and the firemen and who pays for having the streets cleaned and who takes care of the garbage collection.

D. (A.) Finding out what the city does for the citizen (clinics, education, health department, water purification, food inspection, milk purification.

E. (A.) Writing letters to different departments.

F. (A.) Making scrap books on the different departments.

G. (A.) Making trips to the city hall and to other places where city services can be observed.

H. (A.) Finding what the city does for its citizens (privilege of helping to make laws, enjoyment of public facilities and security and what the citizen owes the city (obedience to laws, respect for the rights of others, self dependence and self control).
VII. Concepts of government.

A. Concepts concerning leadership.

1. (E.E.) Leading the group in activities thereby getting the feeling of what constitutes leadership.

2. (L.E.) Choosing and observing the work of leaders in work and play.

3. (P.A.) Finding out the duties of the officials in the institution.


a. (A.) Finding out from papers, radio broadcasts or other people the names of the President of the United States, the Vice-President, the Governor of Ohio, the Mayor of Columbus and the State Welfare Director.

b. (A.) Finding out the duties of government leaders.

c. Concepts as to the ways of getting offices.

a'. (A.) Finding out how appointments are made, using appointments in the institution as an example.

b'. (A.) Concepts concerning voting.

a''. (A.) Voting in the schoolroom at the time of election.
b'" (A.) Finding out about requisites and any information needed for real voting.

   a'. (A.) Finding out the length of the term of office.
   b'. (A.) Figuring the dates when public offices will be filled again.

e. Concepts of other government news to the extent that the trainee is able to comprehend it.
   a'. (A.) Reading about government news in the papers.
   b'. (A.) Publishing a magazine with government news in it.
   c'. (A.) Writing letters to government officials.
   d!. (A.) Having government officials as visitors.
   e!. (A.) Taking trips to the offices of government officials.

B. Concepts concerning laws.

1. (E.E.) Developing good mental health. (p. 71.)

2. (L.E.) Developing a desire to respect the rules of the class.

3. (P.A.) Helping to make laws in the schoolroom.

4. (A.) Helping to make laws as they are made in the legislature.
5. (A.) Helping to plan law enforcement as it is done by the legislatures.

6. (A.) Finding out where government laws are made.

VIII. Concepts concerning communication.


B. (L.E.) Finding different kinds of communication used in the room in one day.

C. Recognizing the means of communication within the environment.

1. (P.A.) Finding out the amount of postage for letters, the location of the post offices and local mail boxes, the hours of collection of mail, the knowledge of the fact that the government delivers mail in post office boxes and at homes in the country and the ways of helping the mail by addressing mail correctly.

2. (P.A.) Really sending mail if possible and if not make believe sending it.

3. (P.A.) Setting up a post office in the schoolroom.

4. (P.A.) Finding out how mail gets to our town.

D. Ability to recognize many kinds of communication through experience, pictures and reading.
1. Concepts concerning mail.
   a. (A.) Learning the different kinds of mail
      (ordinary mail, registered mail, insured
      mail, special delivery, air mail and parcel
      post and when to use it, how to proceed, how to receive it, and how to wrap
      and address packages, properly.
   b. (A.) Learning classes of mail (first class for
      letters, second class for pamphlets and
      magazines, third class for circulars and
      fourth class for parcel post, with postage depending upon the class and weight.
   c. (A.) Taking a trip to the post office.
   d. (A.) Making a set of rules to be observed
      when addressing envelopes.
   e. (A.) Tracing a letter from the time it is
      mailed until it reaches its destination.
   f. (A.) Finding out what happens to mail that is
      not addressed plainly.

2. Concepts concerning telephone service.
   a. (A.) Finding out why the community needs
      telephone service.
   b. (A.) Making rules of etiquette for using the
      telephone (brief conversation, pleasant
      voice, clear enunciation and speaking
      directly into the mouthpiece.)
c. (A.) Making a set of rules for the proper use of the telephone (what to do when others are using the line and proper way to answer the telephone).

d. (A.) Looking up lists of names of people in the telephone directory.

e. (A.) Learning how to use the yellow pages in the telephone book.

f. (A.) Using a telephone, real one or discarded one.

g. (A.) Learning how to call the police and fire department, how to make a long distance call and how to use a pay station.


a. (A.) Learning how to send a telegram.

b. (A.) Learning how to write a telegram.

c. (A.) Learning how to send money by telegram.


a. (A.) Reading the newspaper.

b. (A.) Writing a newspaper.

c. (A.) Making a trip to newspaper office.

5. General concepts of communication.

a. (A.) Finding the most common ways of sending messages (talking, writing, reading, telegraph, radio, newspaper, magazines).
b. Concepts concerning various kinds of messages that have been, are, or could be used.

a'. (A.) Finding messages that can be heard (bells, whistles, drums, guns and music in the form of bugle calls).

b'. (A.) Finding messages that can be seen (flags, flashlights, rockets, fire and smoke, traffic lights, street signs, highway signs, hand bills, billboards, letter codes, broken twigs, notched stones and drawings).

c'. (A.) Finding messages that can be both seen and heard (motion pictures, television and radar).

d'. (A.) Finding ways in which messages have been carried (by runners, ponies, trains, boats, planes, buses and carrier pigeons).

e'. (A.) Making an exhibit of anything related to communication.

IX. Concepts concerning transportation.


B. (L.E.) Development of the ability to recognize some means of transportation within the environment.
C. Recognizing all the means of transportation within within the environment.

1. (P.A.) Finding out the kinds of transportation that the children have had.

2. (P.A.) Finding out how grandmother got to school.

3. (P.A.) Finding out what trucks on the streets are carrying.


5. (P.A.) Making a miniature city and farm and means of transportation needed in the shipping and marketing of the farm produce.

D. Concepts concerning travel.

1. (A.) Finding out the names of the most prominent streets and bus lines in the city, a few railroad and bus lines leading out of the city in different directions and the names of the airlines leaving the airport and the direction in which they go and making maps showing these things.

2. (A.) Finding out how to get to the Union Depot and the bus stations, where to get information in them, how to read and interpret time tables and what different kinds of transportation there are for travel and the facilities on them for eating and sleeping.

E. Concepts concerning express.
1. (A.) Finding out what to send by express, how to send it and how much it costs.

F. Concepts concerning freight.

1. (A.) Finding out what to send, how to send it, how much it costs and what is meant by the bill of lading.

2. (A.) Finding out by making a trip to a refrigerator car how food is kept from perishing when it is transported (by keeping it sanitary and cold and sending it as swiftly as possible).
ACTIVITIES FOR LANGUAGE ARTS

I. Language Development.

A. Development of the ability to see and hear.

1. (E.E.) Matching colored paper, cloth and so forth with small pieces as the teacher holds up a big piece.

2. (E.E.) Picking out designated colors from a group of colors.

3. (E.E.) Sorting colors, putting the ones that are alike together.

4. (E.E.) Putting forms in form boards.

5. (E.E.) Telling whether things in the environment are big, little, short, long, narrow and wide.

6. (E.E.) Matching one design or picture with the one like it on a chart having many not like it.

7. (E.E.) Finding and naming as many colors as possible in the environment.

8. (E.E.) Drawing objects that are in sight.

9. (L.E.) Matching forms as they are held up in sight or drawn on the board (in the absence of wood, cardboard or even paper can be used).

10. (L.E.) Telling the colors of things that are familiar to the children but not in sight.

11. (L.E.) Copying forms from the blackboard.
12. (L.E.) Designating the one object, picture or geographic design which is different in a group in which all but one are alike.

13. (L.E.) Matching objects or pictures of objects, animals, flowers and vegetables.

14. (L.E.) Putting cut up pictures or puzzles together.

15. (L.E.) Playing the following game:

"The children form a circle. One child walks around the outside, and touching someone on the back asks, 'Have you seen my friend?' The one questioned answers, 'How is he dressed?' The dress of some child is then described, as 'He has a blue suit and a red tie.' The child who recognizes himself must run around the outside of the circle and try to reach his own place before he is tagged. If tagged he is 'it' and the questioner takes his place in the circle."¹

16. (P.A.) Picking out designated forms or shapes from a group of different forms or shapes.

17. (P.A.) Seeing a twig with leaves on it and finding a leaf like the ones on the twig from a collection of leaves.

¹ Martha A. Holton and Eugenia Kimball, Games, Seat Work and Sense Training, p. 7.
18. (P.A.) Matching combinations of form and color.
19. (P.A.) Looking for a few minutes at a table with objects on it, turning away and telling what they saw.
20. (P.A.) Finding and naming as many shapes as possible of one kind in an environment.
21. (A.) Comparing familiar objects such as apples, oranges, and windows with spheres and oblongs.
22. (A.) Matching combinations of form, color and number.
23. (A.) Giving the shapes or forms of things familiar to the children but not in sight.
24. (A.) Seeing a twig with leaves on it and naming the tree from which it came.

B. Development of ability to hear.
1. (E.E.) Recognizing, when blindfolded, such sounds as a rattle, bells, horns, running, walking, clapping the hands together and pounding.
2. (L.E.) Recognizing, when blindfolded, such sounds as whistles, whistling, tapping on the desk, door or floor and jumping.
3. (L.E.) Repeating rhymes in unison.
4. (L.E.) Picking out the one word that does not rhyme among a group of other words that
do rhyme.

5. (P.A.) Recognizing, when blindfolded, such sounds as imitations of sounds made by animals (on records), hand instruments, and wood, metal and glass struck together.

6. (A.) Recognizing, when blindfolded, such sounds as crunching of paper, skipping, hopping, tapping on paper, glass and the blackboard, moving a piece of furniture, imitation of sounds made by animals and machines (made by the children), voices of different children, scratching on something and whispering.

7. (A.) Designating whether a tune is loud, soft, high or low.

8. (A.) Designating whether a noise is loud, soft, high or low.

9. (A.) Identifying tunes on several instruments.

10. (A.) Identifying tunes in variations.

11. (A.) Designating the direction from which a sound comes.

12. (A.) Designating, when blindfolded, the number of sounds that are made and tapping the number back, telling how many or putting the number or numbers of marks on the blackboard.
C. Development of the ability to remember.

1. (E.E.) Following directions.

2. (E.E.) Telling about experiences.

3. (L.E.) Giving very simple directions to other children.

4. (L.E.) Telling stories they have read, or re-telling stories they have heard.

5. (L.E.) Touching and naming a series of objects in the same order in which someone else has touched them.

6. (P.A.) Reproducing a picture which they have seen but which is not in sight while they are drawing it.

7. (P.A.) Carrying on a conversation.

8. (A.) Drawing of events.

9. (A.) Having a child pass out a number of objects to members of the class, turn his back to the group and, one at a time, call for the objects from the right child until he has collected all that he passed out.

D. Development of the ability to observe and remember.

1. (E.E.) Naming a color that has been shown for a few minutes and removed.

2. (L.E.) Naming things in a picture that has been seen for a few minutes and removed.

3. (P.A.) Naming the object which has been removed
from a group of objects which has been seen for only a few minutes.

4. (P.A.) Describing a picture that has been seen for only a few minutes and removed.

5. (P.A.) Detecting changes made in the room while the child was out of it.

6. (A.) Naming shape that has been shown for a few minutes and removed.

7. (A.) Children standing in a row in the front of the room show paper of different colors, turn their back immediately, and, holding the paper so it cannot be seen, each child asks someone to name the color of paper that he is holding.

E. Development of the ability to concentrate.

1. (E.E.) The children (all gathered around a big table and each having a pile of blocks like the teacher's) imitate the way she places the blocks in various easy position.

2. (L.E.) Child number one performs an action and tells what he did. Then child number two performs an action and tells what child number one did and also what he did. Then child number three performs an action and tells what child number one and child number two did and what he himself did.
3. (P.A.) Guessing riddles.

4. (A.) Several children write on the blackboard words that they know. They erase all of the words quickly and ask children in their seats to tell what word each child wrote.

5. (A.) "Place a number of objects, as a knife with a blade open, an oblong tray, candle, cone, doll, orange, ball upon the table. Arrange a class around the table. Ask Florence to obey the following directions: Touch the right edge of the table. Touch the left edge of the table. Touch the back edge of the table. Touch the front edge of the table. Touch the middle of the table. Place the orange in the middle of the table. Place the candle at the right of the orange. Place the knife in front of the candle. Place the cone back of the orange. Place the doll at the left of the orange. Touch the front edge of the table. Touch the back edge of the table. Touch the upper right-hand corner. Touch the lower left-hand corner. Touch the left edge of the table. Place the knife in the middle of the table with the point toward the back edge. Place the orange at the right side of the knife. Place the ball at the left of the
knife. Place the cone in front of the orange ...
... Place the doll in the middle of the table with its head toward the back of the table. Place the candle in a horizontal position at the right of the doll. Place the cone back of the doll with the apex toward the right. Place the knife in a vertical position in front of the doll."

F. Development of the ability to concentrate and remember.

1. (E.E.) Following simple directions.
2. (L.E.) Giving other children very simple directions.
3. (P.A.) Teacher name three or more objects, as a ball, a flower, a pencil, and call the names of three pupils. The first child named is to touch the first object named, the second child named is to touch the second object named, and the third child the third object. The number should be increased from day to day.

4. (A.) "Give several commands, as Roll the ball; Eat some candy; Strike the triangle; and call upon three children to perform the

\[\text{Ibid.}, \text{p. 68.}\]
\[\text{Ibid.}, \text{p. 65}\]
actions. The child whose name was called first is to obey the first command; the second child, the second command; the third child, the third command. Each child is to tell what he did; as 'I rolled the ball; I ate the candy; I struck the triangle.'

G. Development of oral language.

1. (E.E.) Telling of experiences.
2. (E.E.) Describing a picture that is in view.
4. (E.E.) Telling to an adult what he is doing.
5. (E.E.) Participation in activities requiring speaking in sentences.
7. (E.E.) Naming objects, plants or animals or pictures of them.
8. (E.E.) "Have a large colored bag with a puckering string. In this bag place familiar articles, such as a cup, a shoe, a ball and so forth. Let the child put his hand in the bag, select an article, and identify it by the sense of feeling. If he is unable to name the object, let him withdraw it from the bag, and repeat the name after the teacher, or after another member of the class. All members of the class

Ibid., p. 84.
then repeat name in concert after the teacher. Let the child tell whether the object is ... big or little".  

9. (E.E.) While blindfolded, smelling and identifying such things as peppermint and telling whether what was smelled smelled good or bad. 

10. (E.E.) While blindfolded, tasting something such as peppermint, salt, sugar or coffee, identifying it and telling whether it smells good or bad. 

11. (L.E.) Describing a picture from memory. 

12. (L.E.) Engaging in make believe telephone conversations. 


15. (L.E.) Participation in dramatizations of situations, pictures or stories. 

16. (L.E) Naming colors and number of things or people in small groups. 

17. (L.E.) Using objects in a bag with a puckering string, (No.8) telling whether the objects are heavy or light. 

18. (L.E.) While blindfolded, identifying furniture by the sense of touch. 

19. (L.E.) While blindfolded, smelling and identifying such things as pepper or onion and telling whether

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5 Walter E. Fernald State School, *Summary of School Work*
what was smelled smells pleasant or unpleasant.

20. (L.E.) While blindfolded, tasting and identifying such things as different kinds of fruit, vegetables or cocoa, telling whether what was tasted tastes sweet or sour.


22. (P.A.) Participation in games with speaking parts.

23. (P.A.) Telling stories or experiences before an audience.

24. (P.A.) Taking charge of morning exercises.


26. (P.A.) Discussion of news of the institution.

27. (P.A.) Discussion of holidays.

28. Field trips.

a. Planning the trip.

a'. (P.A.) Where to go.

b'. (P.A.) What they expect to see.

c'. (P.A.) What information is wanted.

d'. (P.A.) How to go (transportation).

e'. (P.A.) When to go (suitable time for both parties involved).

f'. (P.A.) How to get there (route).

g'. (P.A.) How to behave while on the trip.

b. Reporting on the trip.
a'. (P.A.) Giving oral reports.
b'. (P.A.) Drawing pictures of the things seen.
c'. (P.A.) Asking questions.
d'. (P.A.) Writing thank you letters for favors shown.
e'. (P.A.) Writing stories about the trip.
f'. (P.A.) Making maps showing the route taken.
g'. (P.A.) Class discussions.
h'. (P.A.) Answering questions raised.
i'. (P.A.) Description of things seen.

29. (A.) Discussing of news of the day as found in newspapers.

30. (A.) Making sets of questions to ask people that they know they will contact.

31. (A.) Same activities as for "29" above except that they are more extensive.

32. (A.) Using objects in a bag with a puckering string (No. 8) telling what the objects are made of.

33. (A.) While blindfolded, identifying things placed in both hands, telling what is in the right and what is in the left hand.

34. (A.) Smelling and identifying things in the environment and telling where they come from.

35. (A.) Discussing what can and what cannot be tasted, identifying edible things in the
II. Ability in written expression.

A. Ability in the mechanics of writing.

1. (E.E.) Handwork sense training and language development.

2. (L.E.) Tracing letters and figures in the air.

3. (L.E.) Tracing letters and figures on paper.

4. (L.E.) Tracing name and other words on paper.

5. (L.E.) Writing name from a copy.

6. (L.E.) Writing name without a copy.

7. (L.E.) A minimum amount of writing from a copy, in order to produce proficiency in writing.

8. (P.A.) Copying stories in booklets.


B. Ability in format.

1. (E.E.) Sense training and language development.

2. (L.E.) Copying experience stories in booklets.

3. (P.A.) Writing experience stories with the help of the teacher.

4. (P.A.) Making a wall newspaper, using wrapping paper and dividing it into sections for each child (with the help of the teacher).

5. (P.A.) Writing class rules (with the help of the teacher).

6. (P.A.) Making a scrap book and telling what pictures (original ones drawn by the children)
illustrate (with the help of the teacher).

7. (P.A.) Writing a few (maybe three) sentences in an experience booklet as they are given by a member of the class, (with the help of the teacher).

8. (A.) Writing class rules.


10. (A.) Writing a newspaper or magazine.


12. (A.) Keeping a record of books read.


14. (A.) Organizing the material in the library books, making records of it, in a loose leaf notebook.

III. Ability in reading.

A. Skills in reading.

1. Ability in word recognition.
   a. (E.E.) Sense training activities.

   b. (L.E.) Reconstructing cut up experience stories, first by sentences, then by phrases and then by words, using the story as a pattern.

   c. (L.E.) Tracing stories on charts with crayon after teacher has made a copy with light pencil mark.
d. (L.E.) Pointing out words in context.

e. (L.E.) Naming words asked for in context.

f. (L.E.) Matching pictures and words.

g. (L.E.) Testing oneself with cards having a picture of the object named on one side of a card and the name of the object pictures on the other side.

h. (L.E.) Circling phrase or sentence that describes a picture.

i. (L.E.) Drawing a line from a picture to word.

j. (L.E.) Scrap book of original pictures with the name or description of the picture below it.

k. (L.E.) Writing and reading experience stories in which are included the most common words that will appear in the first books that the child will read.

l. (P.A.) Reconstructing a short cut up story cut into sentences (without the use of the story in its entirety).

m. (P.A.) Discussing the ways of recognizing words, such as context, spelling, size and shape of word, resemblance of one word to another and the sound of the letters.

n. (P.A.) Making a scrap book and independently labeling pictures in it.
o. (A.) Putting words that have similarities together in lists or rows.

p. (A.) Underlining the similarities in lists of words that have the same letters or combinations of letters.

q. (A.) Arranging words according to meaning.

2. **Ability in oral reading.**

a. (E.E.) Language development activities.

b. (L.E.) Reading the experience stories from the blackboard where they are first written, from the chart to which they are transferred, from mimeographed material, from booklets and from moving pictures made by the children.

c. (L.E.) Participation in games in which the feeling of right and left are developed.

d. (P.A.) Oral reading in an audience situation.

e. (A.) Same as "a" above.

f. (A.) Reading aloud in pairs for pleasure.

g. (A.) Chinese reading in which a number of groups, in different parts of the room, are reading aloud in a low tone of voice at the same time.

3. **Ability to comprehend reading matter.**

a. (E.E.) Sense training and language development abilities.
b. (L.E.) Dramatizing a story that has been read.
c. (L.E.) Acting out a part of a story for the purpose of having the class interpret the act with reference to the story.
d. (L.E.) Guessing riddles.
e. (L.E.) Illustrating content with pictures.
f. (L.E.) Completing sentences with pictures.
g. (L.E.) Choosing from a list of words the word that completes a sentence.
h. (L.E.) Telling stories.
i. (L.E.) Telling many stories about his own experience in order to impress strongly the idea that words carry a message.
j. (P.A.) Deciding on a title for a story.
k. (P.A.) Answering questions on a story.
l. (P.A.) Telling what a story is about.
m. (P.A.) Deciding how to illustrate a story with pictures.
n. (A.) Reading to determine whether a story could be dramatized and if it can be, deciding on the properties and the characters to be used.
o. (A.) Reading to find the most interesting parts.
p. (A.) Reading to select the main points.
q. (A.) Reading to remember the sequence of
events.

r. (A.) Reading to get information on a problem, which is being studied in class.

s. (A.) Reading to find out whether one is right in an opinion.

t. (A.) Reading for pleasure.

u. (A.) Reading directions for performing an activity.

v. (A.) Preparing for a testing situation such as comprehension questions, true and false, completion or multiple choice test.

w. (A.) Reading several books on the same subject and comparing the subject matter therein.

x. (A.) Classifying information in two lists.

y. (A.) Forming book clubs in which children have stated times for meeting and discussing interesting things that they have read.

B. Ability to do functional reading.

1. (E.E.) Helping to read labels on the furniture and such messages as names, greetings and written directions from the board.

2. (L.E.) Reading independently labels and such messages as names, greetings, and written directions from the board.

3. (P.A.) Using the table of contents to find stories.

4. (P.A.) Carrying out directions.
5. (P.A.) Reading the name of the newspaper and the weather report.

6. (A.) Same as "4".

7. (A.) Using the dictionary and directories.

8. (A.) Reading signs and notices and making use of them.

9. (A.) Reading the newspaper.

10. (A.) Reading recipes, menus, and formulas and charts in child care.

C. Desire to read for pleasure.

1. (E.E.) Looking at pictures in books.

2. (L.E.) Reading the descriptions of pictures.

3. (P.A.) Reading stories about which someone has told something interesting.

4. (A.) Reading books from the library.

5. (A.) Finding out the names and contents of some of the most common magazines and learning to read the ones that prove to be of greatest interest.
ACTIVITIES FOR ARITHMETIC

I. Arithmetical concepts.

A. Concepts of size.

1. (E.E.) Comparing as to which one is bigger or smaller such things in the environment as different kinds or sizes of animals (including people) equipment, containers, playthings, furniture, rooms, buildings, the hole in a birdhouse, or the bird and the pen or the pet in it.

2. (E.E.) Comparing as to height such things as trees with other trees or buildings and buildings with each other and with garages or shops.

3. (E.E.) Comparing the lengths of such things as playthings and equipment or anything in the environment.

4. (L.E.) Determining such things as whether the size of a piece of furniture is such that it will fit into a certain space.

5. (L.E.) Comparing the size of such things as cars, trucks and trains, with each other, the size of objects at varying distances from the observer and the size of objects and pictures of the objects.

6. (P.A.) Determining such things as the size of pictures needed for a mural of a certain size.
7. (A.) Judging the size of yards, lots, fields and parks.

B. Concepts of number.

1. (E.E.) Determining such things as in which row there is the most or least children or in which box there is the most or least pencils.

2. (L.E.) Determining such things as to whether one number is more or less than another.

3. (P.A.) Determining such things as how many children can work in the space available.

4. (P.A.) Such things as drawing groups of objects so that one group has in it as many as the other group.

5. (A.) Judging such things as how many books can be put into a bookcase or the number of pictures of a certain size that can be put on a mural.

6. (A.) Passing out supplies so that each child has a designated number of whatever is being passed out or so that each child has as many of one kind as of another.

C. Concepts concerning amount.

1. (E.E.) Determining such things as in which container there is the greater or greatest or less or least amount.

2. (E.E.) Judging such things as whether a container with a considerable amount of something in it
is heavier or lighter than one that is empty.

3. (L.E.) Comparing such things as the amount of candy or gum that can be bought for varying amounts of money.

4. (L.E.) Judging such things as which is the heavier of two things when there is a considerable difference in the weight of them.

5. (P.A.) Such activities as weighing things.

6. (P.A.) Such things as finding out which size can lasts the longest.

7. (P.A.) Such things as finding out which size can or amount serves the greatest number of children.

8. (P.A.) Such things as finding the cost of different size cans or boxes of school supplies, or of a pint and quart of ice cream.

9. (A.) Comparing such things as the cost of wardrobes for different seasons, of the time that it would take to go a certain distance by auto, bus, train or airplane and the temperatures in different rooms.

10. (A.) Judging such things as the time that it will take to do something, the time it will take to get some place, the amount of paint or any other supply needed for a certain project, the amount of food needed for fish for a certain length of time, and the tempo of music or
speeds as to whether it is fast or slow.

D. Concepts concerning distance.

1. (E.E.) Determining such things as whether the room is longer one way than the other or whether one room is longer than another or whether the hall is longer than the room.

2. (L.E.) Determining such things as the shortest route to a place.

3. (P.A.) Judging such things as to which of two distances is the greater.

4. (A.) Judging such things as how deep seeds should be planted and how far one can walk in a given time.

5. (A.) Judging such things as unknown distances by known distances.

E. Concepts concerning space.

1. (E.E.) Determining such things as whether a space is big enough for a certain activity or for a certain number of children.

2. (L.E.) Determining such things as whether a space is big enough for a certain piece of furniture.

3. (P.A.) Judging such things as how many shelves will be needed on which to store things.

4. (P.A.) Judging such things as what piece of furniture will fit into a definite space.

5. (A.) Such things as rearranging a room to make
more space.

II. Concepts concerning counting.

A. (E.E.) Counting such things as the number of tables, chairs, blackboards, flowers on a plant, pictures on the wall, rows of seats, the hooks in the cloakroom, children present, children who are playing a game and children who are going to have a treat.

B. (E.E.) Knowing how many colors in the flag, how many wheels on vehicles, and how many legs on animals.

C. (L.E.) Counting such things as the number of books in use, the number of books in a pile and the number of rocks, shells and snails in an aquarium.

D. (L.E.) On field trips, counting such things as the number of stalls in the dairy, the number of cows in the stalls and the rows of milk cases.

E. (L.E.) In projects, counting such things as the number of seeds planted in a hill, the hills in a row and the rows in the garden.

F. (L.E.) Playing games involving numbers.

G. (L.E.) Tying things in bundles of tens and counting them by tens.

H. (L.E.) Reading room numbers.

I. (L.E.) Setting a table.

J. (L.E.) Finding pages in books.
K. (L.E.) Following directions requiring counting to
get the right number of items.

L. (L.E.) Numbering pages in books.

M. (P.A.) Counting such things as the number of books
on a shelf, the number of leaves on a plant,
the petals on a flower, the rooms in the
building, the objects in the room and the
seats or other objects in the room in their
ordinal order.

N. (P.A.) On field trips, counting such things as the
number of buildings at the dairy, the number
of trucks in the garage, the number of rooms
in the dairy, the kinds of animals, the num-
ber of cows in the stalls, the number of
empty stalls, the number of bottles in each
case, the number of pails of milk that each
cow gives and the number of firemen and trucks
at the fire station.

O. (P.A.) Knowing how many persons can ride in different
kinds of cars and how many pairs of legs
animals have.

P. (P.A.) Keeping records of such things as the number
of different kinds of activities in which the
group has engaged, the different kinds of
birds that come to a shelf, the number of
times that they come and the number of days
on which the wind came from a certain direction.

Q. (P.A.) Saving and grouping sales tax stamps correctly according to denomination.

R. (P.A.) Reading house numbers.

S. (P.A.) Numbering wrap hooks.

T. (P.A.) Playing the following game:

Arrange the children in four rows, four in each row. Teacher number them as follows: First one in first row, second one in first row, third one in first row, fourth one in first row, first one in second row and so on until each child has a number. Give a quick drill to be sure that each one knows his own number, also the number of his row. Teacher throw a bean bag and say, 'First one fourth row,' and the child having that number should catch the bag. Continue in this way until all the bags have been thrown. To recall the bags teacher says, 'Fourth one fourth row.' The child having that number should throw the bag to the teacher and as he does so give his number and row.

U. (A.) Counting such things as the number of children in the whole school, the number of books in the case, the pulse and the votes on questions settled by voting in the schoolroom.

V. (A.) Knowing how many products are made from milk, how many children are needed for playing certain games, how many different kinds of trees there are on the grounds and how many pairs of

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1 Martha A. Holton and Eugenia Kimball, op. cit., p. 12.
legs or wings different animals have.

W. (A.) Keeping records of such things as the number of clear and cloudy days for a specified time.

X. (A.) Reading such things as auto licenses, and prices in the newspapers.

Y. (A.) Finding pages in books, magazines and newspapers.

Z. (A.) Writing addresses.

III. Ability to add, subtract, multiply and divide.

A. Ability to add.

1. (E.E.) Adding one to groups of children or objects under five and counting to see how many are in the group after the one is added.

2. (E.E.) Playing games in which one person, object or point has to be added to a group.

3. (L.E.) Participating in activities in which it is necessary to know, without counting, the sums resulting from adding one to the digits of four and under.

4. (L.E.) Counting to find how many children or objects there are in two groups when the sum of the numbers does not exceed five.

5. (L.E.) Participating in keeping score in games when the sums involved does not exceed five.

6. (L.E.) Counting to find out how many children or objects there are in two groups when the
sum of the number in the groups does not exceed nine.

7. (P.A.) Participating in activities in which it is necessary to know, without counting, the addition facts with sums of five or under.

8. (P.A.) Counting to find out how many children or objects there are in two groups when the sum of the numbers does not exceed nine.

9. (P.A.) Participating in keeping score in games when the sums involved does not exceed nine.

10. (A.) Counting to find out how many people or objects there are in two groups when the sums involved are those of the one hundred addition facts.

11. (A.) Participating in keeping score in games when all the addition facts are involved.

12. (A.) Participating in activities in which it is necessary to know, without counting, all of the addition facts.

13. (A.) Computing the cost of such things as movies, parties, concerts, picnics, vacations or any other kind of recreation, of gifts, of dry cleaning, of wardrobes for various members of a family, or furniture for various rooms of the house, of fuel, light and water, or grocery bills for specified lengths of time,
of fines for library books, of the cost of food for a pet, of things bought for carrying out a project such as making a pen for a pet or having a party.

14. (A.) Keeping score for games such as bean bag, dice, card games, pick-up sticks, bingo, dominoes, punch board, shuffleboard or shooting at targets.

15. (A.) Adding such things as check stubs, bank deposit book entries, sales tax stamps, auto licenses and speedometer figures.

16. (A.) Make believe buying from advertisements in the newspapers or from catalogues.

17. (A.) Recording weekly or monthly gain in weight.

18. (A.) Starting with an imaginary sum of money which each child is supposed to have and adding to it as the teacher states (in imagination) sums that have been earned.

19. (A.) Computing the cost of an illness, including the doctor's and nurse's bill and the loss of salary.

B. Ability to subtract.

1. (E.E.) The same activities as those given for addition with the processes reversed from addition to subtraction.

2. (L.E.) Same as "1" above.
3. (P.A.) Same as "1" above.
4. (A.) Same as "1" above.
5. (A.) Finding how many children are absent when he knows the total enrollment and the number present.
6. (A.) Finding how many glasses of water he needs to drink during the rest of the day when he knows what he is supposed to drink and how many he has already drunk.
7. (A.) Finding how many seeds did not come up when he knows how many he planted and how many came up.
8. (A.) Finding the difference between the cost of a pint, quart and gallon when he knows the cost of each.
9. (A.) Finding how much longer it took for one to do something than for another to do it.
10. (A.) Finding out the difference in his age and that of another.
11. (A.) Finding his loss in weight.
12. (A.) Taking deductions (social security and taxes) from salary.
13. (A.) Using a checker board, a bank deposit book, auto licenses and speedometer figures for subtraction examples.
14. (A.) In playing games, finding out how much more
the winner scored than the other members of
the playing group by subtracting each player's
score from that of the winner.

15. (A.) Starting with an imaginary savings account and
spending it as the teacher (in imagination)
states sums that were spent.

16. (A.) Finding the difference in the wages of people
doing different kinds of work.

17. (A.) Finding the difference in the fares by different
types of transportation.


C. Ability to multiply.

1. (E.E.) Doubling things.

2. (L.E.) Doubling things.


5. (A.) Finding the cost of a musical education when
he knows the cost of one lesson and the approxi-
mate number of lessons necessary.

6. (A.) Finding the cost of someone's dress when she
knows the price per yard and the number of
yards in it.

7. (A.) Finding the cost for renting a book for a cer-
tain number of days when he knows the rate of
rent for one day.

8. (A.) Finding the cost of magazines and newspapers
for a year when one knows the cost of one.
9. (A.) Finding the cost of more than one can of paint when he knows the cost of one.
10. (A.) Finding the cost of rooms and apartments for a month or year when one knows the cost per week.
11. (A.) Finding how people can ride in a certain number of cars when he knows how many can ride in each car.
12. (A.) Finding the parking charges when he knows the rate per hour and the hours of parking.
13. (A.) Figuring the sales tax paid on a real or imaginary shopping trip.
14. (A.) Figuring a daily, weekly and monthly salary on piece work.
15. (A.) Converting hourly wages into daily, weekly, monthly and yearly wages.
16. (A.) Figuring the cost of transportation for a day, week, month and year.
17. (A.) Making a budget.
18. (A.) Finding taxes on various sums of money.
19. (A.) Playing the game of tenpins in which each pin is assigned as a value a digit for multiplying.

D. Ability to divide.
1. (E.E.) Sharing things.
2. (L.E.) Sharing things.
3. (P.A.) Dividing whole objects into parts.
4. (P.A.) Dividing the number in the room into teams.
5. (P.A.) Finding out how many bars of candy can be bought for a certain amount of money.

6. (P.A.) Dividing a number of things equally among a number of children.

7. (A.) Finding the average temperature for a certain length of time.

8. (A.) Finding the average school attendance.

9. (A.) Finding the cost of a part of something when one knows the cost of the whole.

10. (A.) Finding the monthly, weekly or daily cost of a radio.

11. (A.) Finding how many weeks it will take to earn a certain amount of money when one knows how much he gets in a week.

12. (A.) Finding how long a time one can take for one job when one has more than one to do in a certain length of time.

13. (A.) Finding how long each child should perform when he knows the length of the program and the number of children in it.


15. (A.) The same activities as those given for multiplying from "5" to "12" inclusive, reversed from multiplication to division.

16. (A.) Converting yearly, monthly and weekly wages into monthly, weekly and daily wages.
17. (A.) Finding the cost of union dues for a day, week and month when the yearly dues is known.

18. (A.) Finding out what one child in a family of children will have to contribute when he knows the amount of money that is needed for maintaining the family and the number of children in the family.

IV. Concepts concerning money.

A. (E.E.) Finding the prices of various articles used by the children.

B. (L.E.) Learning to recognize the 1¢, 5¢, 10¢ and 25¢ pieces.

C. (P.A.) Learning to make change under twenty-five cents.

D. (A.) Buying and selling in a schoolroom grocery store.

E. (A.) Using a cash register.

F. (A.) Making and reading a price list for the schoolroom grocery.

G. (A.) Discussing how one is paid for the work they do.

H. (A.) Finding how people were paid for the work they did a long time ago.

I. (A.) All of the activities under "Addition, subtraction, multiplication and division".

V. Concepts concerning measuring.
A. Telling time by the clock.

1. (E.E.) Gaining concepts of words referring to time.
2. (L.E.) Noting time for meals, for school to begin, and end, and for one's favorite radio program.
3. (P.A.) Finding out whether a certain time such as time for school to begin is before or after nine o'clock.
4. (P.A.) Drawing clocks showing designated times.
5. (P.A.) Judging how long it takes to do things such as ironing a dress or cooking certain foods.
6. (A.) Judging how long it is from noon one day until noon the next day, how long it took to make a trip, how often the street light changes and how late a person was.
7. (A.) Judging how far a child can walk or run in a certain length of time, how far vehicles go in a certain length of time, and how many hours a book was out of the library.

B. Telling time by the calendar.

1. (E.E.) Gaining concepts of words referring to time.
2. (L.E.) Helping encircle dates such as birthdays, and holidays on the calendar and canceling out days on the calendar and counting the ones that are left until certain dates.
3. (L.E.) Telling one's age.
4. (P.A.) Finding out the date certain days come, the day of the week on which a certain event comes, the dates on which the Sundays or any other day of the week come and the number of Sundays or any other days there are in the month.

5. (P.A.) Keeping a record of such things as when the first birds came or when the seeds were planted, and when the first plant came up.

6. (A.) Making a calendar for daily attendance, birthdays, holidays and the weather, things that need to be done and things that have happened or are going to happen.


8. (A.) Finding on the calendar the day on which something of interest to the class is going to happen.

9. (A.) Serving as librarian.

10. (A.) Figuring ages to years and months.

11. (A.) Learning to read the numerical form of dates as 2/6/45.

C. Concepts concerning distance and quantity.

1. (E.E.) Gaining concepts concerning words referring to distance or quantity.

2. (L.E.) Telling one's height.

3. (L.E.) Observing/measuring the height of other
children.

4. (P.A.) Measuring the height of plants, the distance between plants in the garden and the distance between the bases on a ball diamond.

5. (A.) Judging the distance to places such as the store or downtown.

6. (A.) Finding out how much a plant grows in a certain length of time.

7. (A.) Measuring the length, width and height of things such as furniture or equipment in the environment (even the length of nails).

8. (A.) Doing the measurement involved in such activities as making book covers, valentine boxes, decorations for the tables for a party, quilts for the doll's bed, curtains for the doll house, checker boards, instruments for a rhythm band, all kinds of furniture for the playhouse, stuffed animals, puppets, aprons for the storekeeper, feeding stations for the window ledge, window boxes for the windows, height weight charts, progress charts, growth charts for pets, maps of the schoolroom, the grounds, the neighborhood and city, schedule cards for daily happenings, posters, signs and
tickets.

9. (A.) Noting the contents as marked on canned goods or boxes.


11. (A.) Finding out what is bought by the pound.
gallon, quart and pint.

12. (A.) Finding out what we use to tell the time of the day, the time of the week, month, or year, distance, weight, cold and warmth.

VI. Superficial concepts concerning fractions.


B. (L.E.) Same as "1" above.

C. (P.A.) Using measuring cups and spoons.

D. (P.A.) Folding paper to show fractional parts of the sheet.

E. (A.) Dividing the face of discarded clock faces into fractional parts.

F. (A.) Marking and cutting paper plates as pies.

G. (A.) Cutting circles of paper into fractional parts and placing them on a whole circle in order to get comparative measurement.

H. (A.) Showing fractions by muffin tins or divided boxes.

I. (A.) Gaining concepts of a fractional part of an hour by means of a stop watch.
ACTIVITIES FOR HYGIENE

I. Physical health.

A. Realization of the needs of the body.

1. (E.E.) Bringing raw fruit and vegetables into the
schoolroom and learning the names of a few
of them.

2. (L.E.) Learning the names of the most common fruit
and vegetables.

3. (L.E.) Listing orally and on the blackboard the
kinds of food that the children eat.

4. (L.E.) Having pets in the schoolroom and giving
them plenty of water.

5. (L.E.) Keeping the schoolroom well ventilated.

6. (P.A.) Telling stories about what food Indian
children or grandmother or what acquaint-
ances eat.

7. (P.A.) Making a food alphabet by illustrating each
letter with as many food pictures as possi-
bale.

8. (P.A.) Contrasting by picture a correct happy
situation with an incorrect hurried situ-
ation at meal time.

9. (P.A.) Having a garden.

10. (P.A.) Making trips to a store and farm.

11. (P.A.) Building a grocery store and stocking it
with empty cans and boxes.
12. (P.A.) Having a chart showing how much sleep one needs.


14. (A.) Discussing, making lists of, collecting real and pictures of and drawings of refined and coarse foods, contrasting the American Indian's food and our grandmother's with ours with reference to degree of refinement and bringing out the merits of coarse food with reference to general health, teeth and elimination (meaning of refinement of food just taking out the covering of seeds, the skins and all of the tough parts of the food.)

15. (A.) Collecting pictures of coarse foods.


17. (A.) Discussing, making lists of, collecting real and pictures of and drawing pictures of the protective foods such as milk, leafy vegetables and fruit, being sure to bring out the fact that the skins (which have been washed) should be eaten with the fruit and candy is not among the protective foods (meaning of protective foods just those that help a lot
in keeping people well).

18. (A.) Making a chart for recording height and weight for the purpose of seeing who should be sure to drink their milk.

19. (A.) Making a scrap book showing the following foods which were considered the seven basic foods according to the Red Cross and Department of Agriculture during the war.
   a. Green and yellow vegetables.
   b. Citrus fruits, tomatoes, raw cabbage.
   c. Potatoes and other vegetables or fruit.
   d. Milk, cheese, ice cream.
   e. Meat, fish, poultry, eggs, dry beans.
   f. Enriched bread and whole wheat products.
   g. Butter or oleo.


21. (A.) Making menus by choosing items from a list of words placed on the blackboard.

22. (A.) Making menus without the list of words on the blackboard.


24. (A.) Discussion of the habits necessitated by working at night.
B. Ability to care properly for the various parts of the body.

1. (E.E.) Developing a consciousness of and ability to name as such, such parts of the body as the ears, eyes, teeth, hair, hands and feet.

2. (L.E.) Developing a consciousness of the fact that the teeth and hair should be kept clean and that the nails must be trimmed.

3. (P.A.) Helping to give the various parts of the body the care that they need.

4. (A.) Independently and consistently giving the various parts of the body the care that they need.

C. Concepts in prevention of sickness.

1. (E.E.) Doing (by the teacher) things that are necessary to prevent sickness insofar as is possible.

2. (L.E.) Looking at and talking about pictures of people and animals doing things that are healthful and labeling them as to how the acts portrayed are healthful.

3. (L.E.) Answering yes and no health questions.

4. (P.A.) Dramatizing of an act and guessing what it does for health.

5. (P.A.) Answering riddles.
6. (A.) Choosing from three words one word which suggests what health factor is derived from the practice inferred in a sentence placed on the board or on paper.

7. (A.) Listing the benefits of good health.

8. (A.) Telling stories about pictures of or dramatizing of what someone did or did not do for health.

9. (A.) Dramatizing a scene in a doctor's office in which the patient is asking questions on health and the doctor is answering them.

10. (A.) Making a height, weight chart and finding out whether the child is underweight and needs more than the usual amount of rest.

11. (A.) Exchanging letters with groups in other schools to find out what they are doing along the lines of health.

12. (A.) Budgeting for health; figuring the cost of a cold and figuring the income aids of good health.

13. (A.) Learning the importance of annual visits to a doctor and semi annual visits to the dentist.

14. (A.) Learning that filling the needs of the body properly helps to prevent sickness.
15. (A.) Learning that there are clinics where people can get medical care without charge (being sure to bring out how the expense of the clinic is met so that they do not get the wrong concept that it is possible to get something without paying for it).

16. (A.) Learning how sickneses can be prevented by immunization and vaccination.

17. (A.) Learning to detect sickness in its early stages by such symptoms as rise in temperature, rapid respiration, listlessness and so forth, and realizing that when people show these signs of illness they should go to bed, take only those home remedies which have been recommended by someone trained in the field, that one should call the doctor if the sickness does not respond immediately to rest and home remedies, that having called the doctor one should strictly obey his orders.

18. (A.) Learning to avoid germs by staying away from people who have contagious diseases and by keeping dirty hands and handkerchiefs away from the face.
II. Good mental health.

A. Feelings of being understood.
   1. (All.) Engaging in activities in an atmosphere in which the child is understood.

B. Feelings of being successful.
   1. (All.) Engaging in successful activities.

C. Control of emotions.
   1. (All.) Engaging in activities in a free helpful atmosphere.
   2. (All.) Working and playing with others without quarreling.
   3. (All.) Keeping one's temper when making mistakes.
   4. (All.) Asking only sensible questions.
   5. (All.) Showing self control when teacher is out of room.
   6. (All.) Being cheerful.

D. Feelings of belonging.
   1. (All.) Sharing things.

E. Feelings of security.
   1. (All.) Building up feelings of security by meeting frustrations gradually and accepting help in doing so.

F. Sense of his own personal worth.
   1. (All.) Developing initiative.
III. Concepts concerning safety.

A. Caution in work, play and routines of living.

1. (E.E.) Watching where one is going.

2. (E.E.) Watching for rugs or holes or anything else over which one might fall.

3. (E.E.) Keeping things picked up off the floor.

4. (E.E.) Avoiding pushing anyone.

5. (L.E.) Avoiding throwing such things as stones even in fun.

6. (L.E.) Avoiding slippery floors.

7. (L.E.) Avoiding slippery sidewalks.

8. (L.E.) Avoiding leaning out of windows or over banisters.

9. (L.E.) Avoiding standing on the stairway.

10. (L.E.) Keeping needles or other sharp instruments in their proper place.

11. (L.E.) Holding the cutting edge or point of tools pointed away from the hands or body.

12. (P.A.) Writing stories, drawing pictures or dramatizing what someone did or did not do for safety.


15. (A.) Carrying on make believe telephone conversations concerning safe and unsafe
activities.

16. (A.) Learning to read safety pictures or signs.

17. (A.) Exchanging letters with other schools to find what they are doing along lines of safety.

B. Caution in traffic.

1. (E.E.) Learning the colors red and green.

2. (L.E.) Serving as traffic officers or policemen.

3. (L.E.) Learn to read the words, walk, don't walk, stop and go.

4. (L.E.) Looking both ways before starting to cross the drives on the grounds, crossing drives quickly after having started to cross them.

5. (L.E.) Coming to a dead stop and looking both ways before going into the drive for a ball, hat or any other object.

6. (L.E.) Walking on the left of the road when walking on it.

7. (P.A.) In crossing streets, cross only at crossings and in open places instead of from behind cars.

8. (A.) Exercising care in waiting for a vehicle, boarding it, and leaving it.

9. (A.) Standing still in the middle of the street and waiting until there is an opening when caught in the traffic.
C. Caution in handling fire or inflammable substances and what to do in case of fire.

1. (E.E.) Learning that a match or fire of any kind is handled only when needed.

2. (L.E.) Same as "(E.E.)"

3. (P.A.) Learning to watch bonfires carefully and to keep a safe distance away from them.

4. (A.) Learning to put matches out entirely before throwing them away.

5. (A.) Learning to not use fire where there is any substance that would ignite easily.
ACTIVITIES FOR NATURAL SCIENCE

I. Concepts of plant life.

A. Knowledge of the names of plants.

1. (E.E.) Activities such as finding different kinds of plants on the grounds and in the greenhouse.

B. Concepts concerning the needs of plants.

1. (L.E.) Activities such as placing one plant where it is light and another where it is dark, one where it is warm and one where it is cold and keeping one in dry dirt and one in moist dirt and watching what happens to the six plants.

C. Concepts concerning the different parts of plants.

1. (P.A.) Activities such as learning the parts of a tree (trunk, roots, bark, branches, leaves and blossoms) and the different parts of a plant (roots, stem, leaf, seed and flower).

D. Concepts concerning the functions of the parts of a plant.

1. (A.) Activities such as putting a stem such as celery with some leaves on it in some colored water and with it sitting in the sun watching the color go up through the stem and veins of the leaves.
2. (A.) Activities such as soaking a lima bean over night and carefully cutting around the seed and pulling the two halves apart, not breaking them where the plant is located.

3. (A.) Activities such as bringing a branch of a tree in the schoolroom before the buds on it begin to come out and watching them come out.

4. (A.) Activities such as finding the pods and wings on some seed pods and the function of them.

II. Concepts of animal life.

A. Knowledge of the names of animals.

1. (E.E.) Such activities as finding different kinds of animals on the grounds.

B. Concepts concerning the needs of animals.

1. (L.E.) Such activities as raising animals in the schoolroom and filling their needs.

2. (L.E.) Such activities as having a feeding shelf for the birds.

3. (L.E.) Such activities as watching the needs of animals on the grounds having their needs filled or filling them independently.

C. Concepts of the protective coloring of animals.

1. (P.A.) Such activities as noting the coloring of
animals with reference to its protection for them.

D. Concepts concerning germs or bacteria.

1. (A.) Learning that germs are so small that they cannot be seen without a magnifying glass, that they are present in the air and everywhere, especially in dirt and filth, that they cause disease and decay, that they are spread by flies and that boiling and certain substances kill them.

2. (A.) Learning that they can be excluded from food by canning it (running the can over with fruit doesn't leave any room for air) by covering it with wax paper or cellophane, keeping it in closed boxes or in cold storage.

3. (A.) Learning that people can protect themselves against disease by keeping clean, by keeping the hands away from the face, by washing the hands before eating, by washing fruit before eating it, by not eating or drinking after another person, by staying away from people who have a contagious disease (the germs are in the saliva) and by using an antiseptic on wounds to kill the germs.
4. (A.) Learning that one can protect other people from germs by avoiding moistening the finger when turning the pages of a book, by not spitting on the sidewalk, street or ground, by covering the mouth and nose with a handkerchief when coughing or sneezing and by obeying a quarantine.

5. (A.) Making a trip to a dairy to find out how they kill the germs in milk.

6. (A.) Making a trip to the water purification plant to find out how they kill the germs in the water that we drink.

7. (A.) Learning what the government does to protect people from germs.

8. (A.) Watching things decay and judging how the streets and yards would look if things did not decay.

III. Concepts of origin of food, clothing, shelter and fuel.

A. (E.E.) Developing a realization of the existence of food, clothing, shelter and heat.

B. (L.E.) Tracing the food and clothing to the gardens on the grounds or to the trucks in which it comes to the institution grounds and tracing their clothing to the sewing room or to their homes.

C. (L.E.) Learning that the building protects one from
heat and cold.

D. (L.E.) Learning to name wood and brick as such.

E. (L.E.) Tracing the water in the radiator to the power plant.

F. (L.E.) Tracing toward its source any item of food, clothing, shelter or fuel as far as it is warranted by the children's developmental level and interest in it, doing it with or without books.

G. (A.) Tracing any item of food, clothing, shelter or fuel in which the children are interested, doing it with books.

H. (A.) Trying to find some food that does not come from plants.

I. (A.) Finding out how grandmother's home was heated.

J. (A.) Impersonating plants and animals, telling what they contribute to the welfare of man.

IV. Superficial understandings of the weather.

A. (E.E.) Learning to distinguish clear days from cloudy days and cold days from warm days.

B. (L.E.) Discussing the temperature changes, wind, clouds, frost, sleet, hail, dew, fog and snow for the purpose of becoming conscious of their presence.

C. (F.A.) Same as "B" above.
D. (A.) Same as "B" above except that the purpose on this level is for gaining a superficial understanding of the phenomena.

E. (A.) Comparing the cloud of steam coming out of the spout of a teakettle to a cloud.

F. (A.) Making a weather chart indicating each day as sunny, rainy or snowy.

G. (A.) Making a weather chart recording on it the temperature.

H. (A.) Recording and comparing the temperatures outdoors and in doors.

I. (A.) Using a thermometer to regulate the temperature in the schoolroom.

J. (A.) Getting enough humidity in the schoolroom by evaporating water.

K. (A.) Judging when it is going to rain by observations of the clouds, wind and humidity of the air.

V. Superficial concepts of day and night.

A. (E.E.) Gaining concepts of the fact that it is dark at night and light in the day time.

B. (L.E.) Dramatizing activities that are carried on at night and those that are carried on in the day time.

C. (P.A.) Watching shadows for the purpose of finding out that the side of an object away from the
sun is darker than is the side toward the sun.

D. (A.) Rotating a globe of the earth in the light of a flashlight in order to show that the rotation of the earth causes day and night.

VI. Concepts concerning the change of seasons.

A. (E.E.) Finding out something about the temperature, the length of the days, the probability of the presence of snow, plant life or birds at Thanksgiving, Christmas and Easter time.

B. (L.E.) Same as "A" above.

C. (P.A.) Finding out something about the temperature, the length of the days, the probability of the presence of snow, plant life or birds at the four different seasons of the year.

D. (P.A.) Keeping a record of what happens to a tree, a plant or plants in general during the twelve months of the year.

E. (P.A.) Listing things that people do to keep warm in the winter.

F. (P.A.) Listing things that people in the institution do in order to have food in the winter when there are no plants out of doors.

G. (P.A.) Watching what animals on the grounds do to prepare for food and warmth during the winter.

H. (A.) Learning through books how the work, play and
the change of seasons.


J. (A.) Watching for Indian Summer (coming after squaw winter and during which time smoke goes up and skies are hazy).

K. (A.) By the use of a globe and flashlight showing that the change of seasons is caused by the rotation of the sun around the earth.

VII. Concepts of the origin of the soil and other minerals.

A. (E.E.) Observing soil on the ground, in the greenhouse and in flower pots.

B. (L.E.) Looking at soil through a magnifying glass.

C. (P.A.) Learning that soil is made up of little particles as is granulated sugar.

D. (A.) Pounding up porous pieces of rock.

E. (A.) Putting something that will erode easily as a result of contact with the wind, water, sun and frost outside and watching the change which produces soil.

F. (A.) Finding out why rain washes little streams in the ground.

G. (A.) Tracing minerals in the environment to their origin.
VIII. Concepts concerning the nature of the air.

A. (E.E.) Noting the fact that the wind blows things in the schoolroom.

B. (L.E.) Blowing feathers.

C. (L.E.) Noting the fact that the wind blows tree branches, clothes on a line or one's body, the flag, dust, snowflakes.

D. (P.A.) Watching the clouds float.

E. (P.A.) Learning that air is something by blowing up a paper bag.

F. (A.) Learning that air is something by the following experiments:

1. Stuffing a piece of paper in a glass and lowering it into a pan of water showing that the paper will not get wet, because air keeps the water out.

2. Turning a glass upside down into a pan of water showing that water does not go into it until it is tipped sideways when the water then fills the glass as bubbles of air come out of the glass.

3. Filling a glass to overflowing with water, putting a paper on top of it, placing the palm of the hand on the paper firmly, turning the glass upside down very quickly, removing the hand carefully, showing that the water will remain
in the glass because of the pressure of the air on the paper surface under the overturned glass.

4. Holding a sheet of paper level and allowing it to drop, showing that it falls slowly, because of the air pressure against it from the underside.

G. (A.) Learning that the wind is air in motion.

H. (A.) Learning that the wind carries the clouds.

I. (A.) Determining the direction from which the wind is coming.

J. (A.) Finding out how seeds are carried.

K. (A.) Showing the difference between solids, liquids and gases by comparing them with three groups of children in which the children are standing at varying distances from each other and using varying degrees of resistance to being pushed aside by another child. In the group which is comparable to gases, the children stand at a distance from each other which allows another child to pass through between them. In the group which is comparable to liquids, the children stand touching each other but allow another child to push them aside and walk through between them. In the group comparable to solids, the children stand touching each other and resist any
effort of a child to push them aside and walk through the group. It is explained that everything is made up of little particles just as granulated sugar is made up of particles and that the children in the group represent these little particles of which gases, liquids and solids are made up.

L. (A.) Changing ice to water and water to vapor in the schoolroom thereby showing the solid, liquid and gaseous states of water.

IX. Concepts concerning the topography of the earth.

A. (E.E.) Learning the meaning of the words up and down, high and low, and big and little.

B. (L.E.) Learning to recognize and name as such, on the grounds, the hills, valleys, and miniature ponds and streams, appearing after a heavy rain.

C. (P.A.) Learning to recognize and name as such miniature deserts appearing on the grounds, during times of drought.

D. (P.A.) Recognizing hills, valleys, ponds and streams any place in the environment.

E. (A.) Learning that on the earth's surface there are plains, hills, mountains, valleys, ponds, lakes, oceans and rivers.

F. (A.) Learning to recognize on maps or globes -
plains, mountains, lakes, oceans, rivers and outlines of the continents.

X. Concepts of temperature differences on the earth.

A. (E.E.) Developing a consciousness of the fact that the temperature varies.

B. (L.E.) Watching the birds go south in the fall and come back in the spring.

C. (P.A.) Finding out why the birds go south in the fall.

D. (A.) Learning from people who travel and from the globe about the torrid, temperate and frigid zones.

XI. Concepts of the shape and position in space of the earth, moon, sun and stars.

A. (E.E.) Calling balls by their name as one plays with them.

B. (L.E.) Observing the sun through a smoked glass and referring to it as such.

C. (L.E.) Observing the stars and moon and referring to them as such.

D. (P.A.) Referring to the earth as such.

E. (P.A.) Developing a realization of the fact that the earth, sun, moon and stars are balls.

F. (A.) Developing a realization of the fact that the earth, sun, moon and stars are balls or
spheres suspended in space by the use of
balls held in the proper relative position
or hung up by cords.


*Occupational Education*, The Association for New York City Teachers of Special Education, October 1946.

*Reports Institution for Feeble-minded Youth*, Board of Trustees and Superintendent, 1860-1911.

*Report of the Ohio Board of Administration*, 1912-1942.

*Summary of School Work*, Walter E. Fernald State School.

On the recommendation of Dr. Calvin L. Baker, Commissioner of Mental Hygiene, and with the approval of the Advisory Council to the Division of Mental Hygiene, it is ordered that, all feeble-minded persons committed to and accepted for care and custody by the Department of Public Welfare of the State of Ohio, shall be maintained, treated, and trained by the State until discharged, released, or placed, as provided by law, under the following procedure:

I. Names of Institutions.

Hereafter, the following institutions shall be officially named as follows:

1. The institution now designated as the "Columbus State School," located at Columbus, Ohio, shall continue to be known and designated as the "Columbus State School."

2. The institution now designated as the "Orient State School," located near Orient, Ohio, shall be named the "Orient State Institute."

3. The institution now designated as the "Apple Creek State Hospital," located near Apple Creek, Ohio, shall continue to be known and designated as the "Apple Creek State Hospital."

4. The institution now designated at the Gallipolis State Institute located near Gallipolis, Ohio, shall continue to be known and designated as the "Gallipolis State Institute."

II. Care and Treatment of Epileptics.

It appearing that medical science has developed new methods of treatment for epileptics which obviates the necessity for maintaining a separate institution in this State for the treatment and custodial care of epileptics who are not psychotic or feeble-minded, it is ordered that hereafter psychotic epileptics requiring institutional care and treatment shall be committed and received at state hospitals other than receiving hospitals as mentally ill patients.

Feebleminded epileptics requiring institutional care and treatment shall be committed and received as feebleminded patients.

Epileptics who are not psychotic or feebleminded and who require institutional care and treatment shall be committed to and received at such institution as the Commissioner of Mental Hygiene shall designate in each individual case.

III. Functions of the Columbus State School.

The Columbus State School, located in the City of Columbus, Ohio, shall be used:

1. For the reception of all feeble-minded persons committed to the care and custody of the State Department of Public Welfare.

2. For the examination, observation, and classification of all feeble-minded persons committed to the custody of the State Department of Public Welfare.
(Continued)

(3) For the retention, maintenance, training, and education of such feeble-minded persons committed to and received by said school as are capable of being trained and educated so as to render them more comfortable, happy, and less burdensome to society, until released or discharged as provided by law.

IV. Functions of the Orient State Institute.

The Orient State Institute shall be used for the care and maintenance of such feeble-minded persons committed to the care and custody of the State Department of Public Welfare as may be ordered transferred to said institution from the Columbus State School on the order of the Commissioner of Mental Hygiene, or from other state institutions under the jurisdiction of other Divisions of the Department of Public Welfare on the order of the Director of Public Welfare.

V. Functions of Apple Creek State Hospital

The Apple Creek State Hospital shall continue to be used for the purpose fixed by executive order of the department, No. 11, date May 1, 1949.

VI. Functions of the Gallipolis State Institute.

The Gallipolis State Institute shall be used for the care and maintenance of such feeble-minded persons committed to the care and custody of the State Department of Public Welfare as may be ordered transferred to said institution from the Columbus State School on the order of the Commissioner of Mental Hygiene, or from other state institutions under the jurisdiction of other divisions of the Department of Public Welfare on the order of the Director of Public Welfare.

VII. Organization of the Columbus State School.

1. Staffs:

There shall be maintained at the Columbus State School, four principal staffs, namely, Medical, Psychological, Teaching, and Social Service, together with such auxiliary services as the Commissioner of Mental Hygiene may deem necessary.

a. The Medical Staff:

The Medical Staff, under the Superintendent, shall be headed by a clinical director and shall be composed of such physicians and psychiatrists as the Commissioner of Mental Hygiene, with the approval of the Director, may deem necessary.

To the extent that the Medical School of Ohio State University is willing to participate, the Medical Staff shall be correlated with the staff of the Medical School of Ohio State University, and with the staffs of other Medical Schools and hospitals of the State as desire to participate in the State's program at said school.

There shall also be maintained at said Columbus State School a consultation staff, expert in the field of psychiatry and associated fields, drawn from the teaching staff of the Medical School of Ohio State University if such medical school is willing to participate, and from such other Medical Schools and from other sources as desire to participate, who shall make regular visits to the institution for the purpose of evaluating new admissions so as to secure adequate treatment, and insure a proper classification and placement of the persons committed to said school, and for the purpose of teaching medical students. It shall also formulate and establish proper research projects pertinent to mentally deficient persons.
b. Psychological Staff:

The Psychological Staff shall be headed by a Chief Psychologist, and shall plan, supervise, teach, and evaluate results of psychological testing of all feebleminded persons who have been or may be received at said school. It shall also formulate and establish proper research projects pertinent to mentally deficient persons.

c. The Teaching Staff:

The Teaching Staff at said school shall be headed by a Superintendent of Schools who shall cooperate with the other staffs in said school in establishing proper courses for teachable wards, and shall supervise teachers and teacher-training programs. It shall also establish proper research projects pertinent to mentally deficient persons. The Superintendent of Schools shall cooperate with the Director of the Bureau of Special and Adult Education of Ohio State University and shall use the facilities of said Bureau which may be made available by the University for the School's teaching program, and in return the teaching staff of the Columbus State School shall make available to said Bureau of the University, any of its facilities for the University's post-graduate teacher training program and for its course for under-graduate teachers in the field of education.

d. The Social Service Staff:

The Social Service Staff shall be organized in such manner as the Commissioner of Mental Hygiene shall determine, and in conjunction with the school of any accredited college or university that may desire to participate, shall perform four major services, as follows:

1. Pre-admission social service work.

2. Hospitalization social service work.

3. Home and community placement work.

4. Such work in the field of research as may be desirable.

2. Admissions to the Columbus State School:

Admission to the Columbus State School shall be limited to commitments made by the Probate Courts of the State and to transfers from other state institutions in the manner provided by law.

3. Procedure After Admission:

A Classification Staff, composed of the Clinical Director, all medical personnel on duty, the Chief Psychologist, the Chief Social Worker, the Superintendent of Schools, and such other persons from their own staff as each of the heads of the four principal staffs established under Section VII, 1., hereof may designate, to attend, shall meet at stated occasions and determine as to each admission or re-admission:

a. Whether each ward received at said school is a long-time custodial case, and if so, whether such ward requires maximum or minimum security.

b. Whether treatment or schooling, or both, will benefit a ward received at said school and, if so, recommend the plan of education or treatment for said ward.
c. Recommend to the Superintendent what disposition should be made of each of the wards received at said school.

Following the finding of the Classification Staff and upon the recommendation of the Superintendent, the Commissioner of Mental Hygiene is hereby authorized to place a ward in an appropriate institution or facility under his jurisdiction, to be maintained, cared for, treated, and trained therein until discharged or released as provided by law.

I. Care and Training at the Columbus State School.

As to each person received at the Columbus State School and ordered retained therein for care, treatment, and training, the Superintendent upon the recommendation of the Classification Staff, at regular intervals, shall:

a. Re-evaluate those under training at the request of the head of the Medical, Psychological, Teaching, or Social Service Staffs.

b. Pass upon the fitness of each ward to be allowed to work outside the School, or to be granted a trial visit, or to be placed in a facility or home outside the school.

c. Grant trial visits and recommend discharges from the rolls of the School to the Superintendent of all those who may be released with safety to themselves and the public, and who have received maximum training provided by the institution.

Upon the recommendation of the Superintendent of the Columbus State School, the Commissioner of Mental Hygiene is hereby authorized to discharge such wards of the institution as he may deem advisable.

VIII. Quotas For the Admission of Feeble-minded Persons:

All feeble-minded persons requiring institutional care, treatment, or training shall be committed to the Columbus State School. Unless the Commissioner of Mental Hygiene should otherwise direct and until further order, the Columbus State School shall receive at least seventy-five feeble-minded persons per month committed by the various probate courts of the state if requests for admission should equal or exceed that number. Each county shall be entitled until further order, to convey to the Columbus State School the number of committed feeble-minded persons per month as shown in the following quota tables:
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</table>
Unless special permission has been otherwise granted by the Superintendent of the Columbus State School, each County shall make its conveyances within its quota and during the month indicated on the following days, except holidays, before 2:00 o’clock, P.M., Eastern Standard Time.

<table>
<thead>
<tr>
<th>Date</th>
<th>Counties</th>
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</thead>
<tbody>
<tr>
<td>1st Monday of the month</td>
<td>Adams, Allen, Ashland, and Ashtabula</td>
</tr>
<tr>
<td>2nd Monday of the month</td>
<td>Athens, Auglaize, Belmont, and Brown</td>
</tr>
<tr>
<td>3rd Monday of the month</td>
<td>Butler, Carroll, Champaign, and Clark</td>
</tr>
<tr>
<td>4th Monday of the month</td>
<td>Clermont, Clinton, Columbiana, and Coshocton</td>
</tr>
<tr>
<td>1st Tuesday of the month</td>
<td>Crawford, Darke, Defiance, and Delaware</td>
</tr>
<tr>
<td>2nd Tuesday of the month</td>
<td>Erie, Fairfield, Fayette, and Fulton</td>
</tr>
<tr>
<td>3rd Tuesday of the month</td>
<td>Gallia, Guernsey, Greene, and Guernsey</td>
</tr>
<tr>
<td>4th Tuesday of the month</td>
<td>Hancock, Hardin, Harrison, and Henry</td>
</tr>
<tr>
<td>1st Wednesday of the month</td>
<td>Highland, Hocking, Holmes, and Huron</td>
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<tr>
<td>2nd Wednesday of the month</td>
<td>Jackson, Jefferson, Knox, and Lake</td>
</tr>
<tr>
<td>3rd Wednesday of the month</td>
<td>Lawrence, Licking, Logan, and Lorain</td>
</tr>
<tr>
<td>4th Wednesday of the month</td>
<td>Madison, Marion, Medina, and Meigs</td>
</tr>
<tr>
<td>1st Thursday of the month</td>
<td>Mercer, Miami, Monroe, and Morgan</td>
</tr>
<tr>
<td>2nd Thursday of the month</td>
<td>Morrow, Muskingum, Noble, and Ottawa</td>
</tr>
<tr>
<td>3rd Thursday of the month</td>
<td>Paulding, Perry, Pickaway, and Pike</td>
</tr>
<tr>
<td>4th Thursday of the month</td>
<td>Portage, Preble, Putnam, and Richland</td>
</tr>
<tr>
<td>1st Friday of the month</td>
<td>Ross, Sandusky, Scioto, and Seneca</td>
</tr>
<tr>
<td>2nd Friday of the month</td>
<td>Shelby, Trumbull, Tuscarawas, and Union</td>
</tr>
<tr>
<td>3rd Friday of the month</td>
<td>Van Wert, Vinton, Warren, and Washington</td>
</tr>
<tr>
<td>4th Friday of the month</td>
<td>Wayne, Williams, Wood, and Wyandot</td>
</tr>
</tbody>
</table>

Cuyahoga County shall be entitled to convey, within its quota for each month, not to exceed two males on Mondays, and not to exceed two females on Fridays.

Franklin County shall be entitled to convey, within its quota for each month, not to exceed one person each Tuesday of every week; except, not to exceed two may be conveyed on the fourth Tuesday of each month.

Hamilton County shall be entitled to convey, within its quota for each month, not to exceed two persons each Wednesday.

Lucas County shall be entitled to convey, within its quota for each month, not to exceed one person each Thursday of every week; except, not to exceed two may be conveyed on the fourth Thursday of each month.

Mahoning County shall be entitled to convey, within its quota for each month, not to exceed one person each Friday.
MONTGOMERY COUNTY shall be entitled to convey, within its quota for each month, not to exceed one person each Monday.

STARK COUNTY shall be entitled to convey, within its quota for each month, not to exceed one person each Tuesday.

SUMMIT COUNTY shall be entitled to convey, within its quota for each month, not to exceed one person each Wednesday.

If an assigned conveyance date falls on a holiday, conveyance may be made on the succeeding week day, except Saturday.

Commitments of either sex shall not exceed 55% of the assigned quota.

Until more facilities are available, commitments must be restricted to persons six years of age, or over.

IX. Transfers from the Columbus State School:

The Commissioner of Mental Hygiene on the recommendation of the Superintendent of the Columbus State School is hereby authorized to transfer weekly to the following institutions such number of committed persons now in said institution or who shall thereafter be received thereat, as are not capable of being trained and educated therein as shall equal their respective separations, but not less than the number designated for each institution:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number to be Transferred Weekly</th>
<th>Yearly Transfers</th>
<th>Estimated Separations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple Creek State Hospital</td>
<td>3</td>
<td>156</td>
<td>156</td>
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<tr>
<td>Gallipolis State Institute</td>
<td>5</td>
<td>260</td>
<td>260</td>
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<tr>
<td>Orient State Institute</td>
<td>7</td>
<td>364</td>
<td>364</td>
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<tr>
<td>Columbus State School</td>
<td>-</td>
<td>---</td>
<td>120</td>
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<tr>
<td><strong>T O T A L</strong></td>
<td><strong>15</strong></td>
<td><strong>780</strong></td>
<td><strong>900</strong></td>
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</tbody>
</table>

In the event the separations and/or transfers at any of the above-named institutions are of such number as to over-tax the facilities of such institution, the Superintendent of such institution shall apply to the Commissioner of Mental Hygiene for a special order to transfer patients to another institution.

X. Social Service Staffs:

Each of the aforesaid institutions is hereby authorized to organize a Social Service Staff to be composed of such number of persons as the Commissioner of Mental Hygiene shall direct whose duty it shall be to plan and arrange for the placing of such feeble-minded wards of the state in their own homes or in private families when they have received the maximum benefit of institutional instruction, care, and treatment, and who can be released with safety to themselves and with safety to, and well being of society in general.

XI. Care of Present Patients:

All patients now in any of the aforesaid institutions, as of the effective date of this order shall be cared for, maintained, and treated therein until released, transferred or discharged as herein provided, or as
otherwise provided by law or the rules of the Department.

This order shall become effective on and after the 15th day of
MAY, 1950.

BY ORDER OF THE DIRECTOR OF PUBLIC WELFARE OF THE STATE OF OHIO, THIS
16th DAY OF APRIL, 1950.

____________________
J. H. LANNACK,
Director

APPROVED THIS 18th DAY OF
APRIL, 1950

____________________
Frank J. Lausche
GOVERNOR OF OHIO