

1957

A collection of materials found in use in classes for trainable mentally retarded children

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Silvia, N.
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BOSTON UNIVERSITY
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Thesis

A COLLECTION OF MATERIALS FOUND IN USE
IN CLASSES FOR TRAINABLE MENTALLY RETARDED CHILDREN

Submitted by

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(B.S. in Education, State Teachers College
at Bridgewater, 1954)

In Partial Fulfillment of Requirements for
the Degree of Master of Education

1957

Boston University
School of Education
Library

First Reader: Helen Blair Sullivan
Professor of Education

Second Reader: J. Richard Chambers
Assistant Professor of Education

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CHAPTER I
INTRODUCTION

Statement of the problem.-- The problem of the study is to compile a source list of materials found in use in classes for the trainable mentally retarded. In 1954, Massachusetts passed legislation compelling every community in the Commonwealth, which has five or more trainable mentally retarded children within its boundaries, to establish trainable classes. "Trainable" was defined as the modern term used for children whose intelligence quotients fall within 20 to 50, as ascertained on the Binet or Wechsler individual test of intelligence. With the passing of the above legislation, there was a rapid establishment of trainable classes, to be taught by uncertified people, and nothing was known about acceptable curricular materials or methods to teach such trainable children.

Purpose.-- The purpose of the study is to provide trainable class teachers with a compilation of materials found to meet the psychological needs of children in trainable classes. There constantly appears a need for a reference list of suggested materials giving information necessary for providing curricular materials for children who are placed in classes for the mentally trainable.

Scope.-- The trainable classes included and visited, as providing an acceptable curriculum, were those suggested by the writer's advisor and other people in the field of education of the mentally retarded. The schools visited include nine public day classes in Massachusetts, two public day classes in Rhode Island, one state institution in Massachusetts and one private boarding school in Massachusetts.

This writer believes that it would be a worthy task, at this particular time, to visit classes and attempt to extract ideas and information regarding materials which the teachers feel are necessary and useful in teaching children in trainable classes. The writer must emphasize at the outset that the materials listed are only those that were found in use and those that were suggested by the teachers in the classes which were visited.

The author feels that in the light of the statements presented, she will offer a review of literature and research related to the problem and hope to justify her understanding of the problem thus presented.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

Every student or teacher of a trainable class must look back into history to consider and appreciate the advancement of the contributions offered during the pioneering period of special education.

The methods for the education of mental deficient had their origin at the time of the French Revolution with the work of the French physician Itard. Itard was the first to attempt to educate a feeble-minded child. He worked with an eleven year old boy, known in history as "the wild boy of Aveyron."

Edward Séquin, a pupil of Itard, was the first to compile and complete a genuine educational system for mentally deficient children. He started a school for mentally defectives in Paris in 1837. Séquin's whole method has been the basis for all educational methods used with the trainable child. He believed:^{1/}

"....to lead the child, as it were, by the hand, from the education of the muscular system, to that of the nervous system, and of the senses....from the education of the senses to general notions, from general notions to abstract thought, from abstract thought to morality."

^{1/}Maria Montessori, The Montessori Method, Frederick A. Stokes Company, New York, 1912, p. 41.

Dr. Maria Montessori studied the works of Séquin and applied them to her work with mentally defectives at the turn of the twentieth century. She contributed much with her sense training, muscle training and "didactic material." At the same time, Dr. Decroly of Brussels, Belgium contributed educational games and activities as practical tools to develop his thesis that education of the defective must center around the child and his needs in relation to his family, school and society.

In 1905, Binet and Simon helped to classify objectively the mentally defective when they presented to the world their intelligence test.

The movement for schools for feeble-minded in the United States was started by Horace Mann and Samuel Howe in 1842. The first school, the Massachusetts School for Idiotic and Feeble-Minded Youth, was opened in 1848 under the leadership of Mr. Howe. Mr. Howe induced Dr. Sequin to come to America and help set up institutions here.

The first educable class in a public school system was established in Providence, Rhode Island in 1896. Boston, Massachusetts opened its first educable class in 1898.^{1/} Educable classes continued to be established

^{1/}Samuel A. Kirk, Merle B. Karnes, and Winifred D. Kirk, You and Your Retarded Child, The Macmillan Co., New York, 1955, p. 143.

throughout the country, but by 1940, only 16 States had such programs within their school systems.^{1/} No step had been taken to this point to care for the needs of the severely retarded child in the public schools.

The year 1940 marks the beginning of a decade of important changes in the philosophy of education for the severely retarded. Authorities who, only a few years previously, had said that the place for the severely retarded child was either in an institution or in the home, rephrased their opinions. They suggested scientific inquiry. There was an increasing demand for specialized knowledge, a rapid growth of literature, pilot projects, rethinking of accepted ideas, and constructive criticism of existing concepts and terminology. In 1947, the city of Boston set up its first trainable class.

Parental groups were established and became influential in passing legislation favoring the establishment of trainable classes. Intense activity in Massachusetts culminated in the Act of May 28, 1954, Chapter 514, establishing a Division of Special Education.^{2/} Authorities in the field of special education estimate that from two

^{1/}D. A. Galligan, A Study of the Philosophy, Goals and Procedures for Trainable Mentally Retarded Children, Unpublished Master's Thesis, Boston University, 1955, p. 51.

^{2/}Arthur S. Hill, The Forward Look: The Severely Retarded Child Goes to School, Bulletin 1952, Number 11, Federal Security Agency, United States Office of Education, Washington, D. C., p. 8.

to four per cent of the school population is mentally retarded to the extent that special education services are necessary for their welfare. There is not enough data for a correct percentage of the severely retarded, but Merrill says that there is about 0.23 of 1% in the intelligent quotient intervals between 30 - 49. The percentage becomes higher, however, when the brain damaged children are included. He feels that it is doubtful if it would ever rise above $\frac{1}{2}$ of 1% of the school population.

An inquiry^{1/} concluded in 1955 by Galligan showed that 28 of our States had programs, state-wide or local, for trainables, while seven others were actively considering legislation to set up such classes.

Hutton^{2/} in 1956 said that the educable mentally retarded have been, and are, quite well taken care of, in comparison to the care given by public schools to the trainable retarded. The study showed that large numbers of children are excluded from the public schools and are awaiting commitment to institutions, either privately or state-sponsored.

1/Op. cit., p. 52.

2/C. A. Hutton, Teacher Training Facilities and the School Population of Schools for the Mentally Deficient in Eight States, Unpublished Master's Thesis, Boston University, 1956.

We are presented with this problem:^{1/}

"Since the large majority of retarded children are not in institutions, and since it is unlikely that sufficient institutions can be built, it is necessary that society look for additional facilities for those children whose parents wish to keep them at home."

The growing conviction is that these children ought to, and should, be kept at home. This is not possible, or feasible, however, unless there is a trainable class within the community which the child can attend. New legislation along with new educational ideas of equality of opportunity, not equality of identity, has been responsible for the setting up of trainable classes in many cities to care for these children within their communities.

Kirk says^{2/} that such children through training (not education as we usually conceive it) could be taught to function socially at a higher level around the home and neighborhood. They can be expected to achieve a limited degree of personal - social adjustment and competence. The aim is to teach them to use all of their capacities and to help them to become acceptable and useful members of the social group in which they find themselves. The program

^{1/}Samuel A. Kirk, Merle B. Karnes and Winifred D. Kirk, op. cit., p. 145.

^{2/}Samuel A. Kirk and Orville G. Johnson, Educating the Retarded Child, Houghton Mifflin Company, Boston 1951, p. 434.

for the trainable class must not be a mere emasculation of a "normal" program, but one designed for the particular needs of these children with its particular methods.

This writer feels that a good consideration of present day aims and goals for the trainable class is found in Galligan's thesis of 1955.^{1/} In compiling a list of desirable goals for the trainable class, it was found that most sources in her study revealed a general sampling of the following goals: physical health, mental health embracing emotional security, personal adequacy and social competency, power of communication, motor co-ordination, sensory training, leisure time activity, intellectual development, pre-primary readiness, pre-occupational readiness, clinical education, evaluation systems, and parent education. All sources in the study agreed that the ultimate goals for a trainable class were personal adequacy, social competency, and economic usefulness. All gains in these areas, extensive or limited, were valid accomplishments and causes for further encouragement.

The philosophy of the Woods School seems to summarize the aims and goals of the trainable class and seems to be an apt conclusion for this chapter. The philosophy

1/D. A. Galligan, A Study of the Philosophy, Goals and Procedures for Trainable Mentally Retarded Children, Unpublished Master's Thesis, Boston University, 1955, p. 54.

of the Woods School reads as follows:^{1/}

"Education as far as school goes, is living in the classroom. It is not just preparation for living. Learning comes from the need the child feels in the present, not what is held up to him as a future need.

Growth in the classroom is guided growth. It is living itself - simplified, broadened, and adjusted to the child's needs - and always under the wise guidance of a teacher whose ever-present goal is to help the child function at the maximum of his ability both as an individual and as a member of a group."

^{1/}Child Research Clinic of the Woods Schools, Twenty - Five Years of Progress in Education, Proceedings of the Fifth Conference on Education and the Exceptional Child, Langhorne, Pennsylvania, April, 1939, p. 13.

CHAPTER III

PROCEDURES

The compilation of materials suitable for a curriculum in a public day school class for trainables seemed to have for its logical beginning the visiting of trainable classes. The writer was granted by her Superintendent of Schools five visiting days to visit such classes. It was hoped at the outset that more than five schools could be visited in order to get a larger collection of ideas and information.

Dr. Helen Blair Sullivan provided the writer with names of some school systems which had established trainable classes. With the aid of a map, the writer selected cities which seemed to be situated closely enough for two visits in one day. It was decided that at least one state school and one private boarding school should be visited.

Two letters, requesting permission to visit the classes, were written and mimeographed. Letter 1, as found in Appendix A, was sent to the public day school classes. In the case where the name of the Supervisor of Special Education was known, the letter was sent direct. In the

other cases, the letters were sent to the superintendent's office to be forwarded to the supervisor. Letter 1 was sent to the cities of Lynn, Revere, Concord, Waltham, Quincy, and East Weymouth. A postcard was included for the reply.

Letter 2, as found in Appendix A, was sent to the state institutions and private institutions. Those contacted were Saint Coletta's School in Hanover, Massachusetts, Joseph F. Kennedy Memorial in Brighton, Massachusetts and Walter E. Fernald State School in Waverly, Massachusetts.

In three cases a second letter had to be sent before a reply was received. The fact that the initial letters were sent just prior to the Christmas season may have been a contributing factor.

Permission to visit was granted from each school contacted except from the Kennedy Memorial School in Brighton. The reply stated that a list of materials would not be readily available on a regular school day.

The replies were checked to see if any classes were in session during the writer's February vacation. It was found that such a case existed only for the Walter E. Fernald School. Permission was granted by Saint Coletta's School for a Saturday visit so that a visiting day could be economized.

At the suggestion of a colleague, the writer contacted

The schools were in the city of Providence and the town of Barrington.

As soon as the schedule was completed, postcards were sent to each teacher stating the time and date of the planned visit. The visiting schedule planned and followed was:

January 31 - Lynn, Massachusetts

February 7 - Revere and Malden in Massachusetts

February 18 - Walter E. Fernald State School
in Waverly Massachusetts

February 28 - Concord and Waltham in Massachusetts

March 7 - Quincy and East Weymouth in Massachusetts

March 14 - Providence and Barrington in
Rhode Island

March 30 - Saint Coletta's in Hanover,
Massachusetts

It was not possible to receive information regarding exact chronological age and intelligence quotients of all the children in each class visited. The population of all public day school classes visited, except Lynn, had children in the chronological age range of 6 to 17 and intelligence quotients from 26 to 65. The class visited in Lynn was not the trainable class which had been anticipated. The class was one made up of older boys who had left the trainable class at the age of twelve and who are now

concentrating on vocational skills.

Materials were gathered during the visits for convenience in a small notebook. After the visit, the name of each material or device was entered on an index card.

Postcards were sent to the toy companies and stores requesting catalogues. Once the catalogues were received it was a matter of using them to add description of the material, order number and price to each index card.

The major problem was in deciding how the materials could be grouped. The writer looked to Galligan's thesis^{1/} for help. Her research showed that the work in trainable classes could be grouped into twelve major directional goals. The goals were listed as Physical Health, Mental Health, Motor Coordination, Power of Communication, Sensory Training, Leisure Time Activity, Intellectual Development, Pre-Primary Readiness, Pre-Occupational Readiness, Clinical Education, Evaluation Systems and Parent Education. The writer felt that because the paper is aimed to give materials used in a trainable class, the last three directional goals listed would not be within the scope of the paper.

A color was assigned to each of the nine major

1/D. A. Galligan, A Study of the Philosophy, Goals and Procedures for Trainable Mentally Retarded Children, Unpublished Master's Thesis, Boston University, 1955, p. 55.

directional goals. The index cards were read and checked to see under which goal the material would be most suitable. Although there is considerable overlapping of goals for one device, there seemed to be a primary goal. The upper left hand corner of the index card was marked with the color of the major directional goal.

At the outset of the study, it was hoped that the majority of the materials collected would be the type made by the classroom teacher. However, few materials of this type were available.

No materials were found designed primarily for the area of Mental Health. However, all materials listed in the other areas would develop Mental Health. It is the feeling of the writer that the subdivisions under the major directional goals of Mental Health as listed by Galligan were of importance as guides to teachers in carrying out all the work in the other areas. Therefore, Mental Health was included as the first section of the main part of the thesis.

The writer found that an insufficient number of materials designed for Pre-Occupational Readiness were available. There seemed to be sufficient overlapping in general aims so that materials could be combined with materials in the areas of Leisure Time Activity and Intellectual Development. The writer took the liberty of designating this area as materials providing for General

Improvement with a Broadening of Interest Horizons.

Chapter IV consists of the materials organized and divided in the following areas: Mental Health, Physical Health and Safety, Motor Coordination, Power of Communication, Sensory Training, Pre-Primary Readiness, and General Improvement with a Broadening of Interest Horizons. Each area is briefly introduced with a section on specific aims which the materials hope to accomplish.

CHAPTER IV
COLLECTION OF MATERIALS

The writer wishes to state at the onset that the materials presented are not to be regarded as one supply list. Many materials listed are similar in content and aim, but were included because they were found in use in different classes. The materials should be regarded as a help in considering types of materials which can be ordered. It is the hope of the writer that teachers will use the given listed materials along with the appropriate catalogue before ordering her supplies. It is also hoped that the materials will be judged according to the abilities and needs of each teacher's particular class.

It is the feeling of the writer that the success of the teacher depends not so much on the materials which she has at her disposal, but rather the manner in which they are used.

1. Mental Health

It is the feeling of the writer that the area of mental health should be included because it covers everything that is done for each child throughout the day. Although no materials are included, this first section seemed vital in giving the teacher specific goals in the area of mental health as listed by Galligan. It is felt that while using any material or teaching method, the trainable class teacher should keep the mental health goals of her children utmost in her thoughts. Without constant and sound growth in mental health, these children will be unable to profit from any other specific goals in education or life. The subdivisions of the specific goals in mental health are, as given by Galligan:^{1/}

Emotional Security

- Help child realize own limitations
- Provide opportunities for successful achievement
- Create a permissive atmosphere in which there is affection, acceptance, and approval
- Maintain consistent attitudes to avoid confusions and less tensions
- Operate under an informal atmosphere, avoiding rigidity of program
- Give each child chance to participate in activities
- Encourage expression of ideas and feelings

Personal Adequacy

- Develop sense of security
- Recognize and express own identity
- Learn control of emotion expressions
- Learn right from wrong
- Become willing to follow directions
- Assume some minor responsibilities
- Care for and preserve own property

^{1/}Op. cit., p. 27.

Employ caution in dangerous situations
Learn acceptable habits of work
Develop habits of acceptable eating
Put on and take off outer clothing
Respond to signs and signals

Social Competency

Learn adequate adjustment to the group
Learn good manners and courtesy
Gain respect, rather than fear, for authority
Develop a willingness to share
Cultivate respect for property of others
Learn acceptable behavior in classroom and elsewhere
Acquire attitude of toleration for others
Recognize value of co-operation

2. Physical Health and Safety

The area of physical health and safety can be brought into activities that go on throughout the school day. The work deals generally with activities developing and encouraging good health habits and good safety habits.

The list of purchasable materials is small for this area. Therefore, the writer has divided the area into three sections, each with its own introduction and suggestions and, wherever possible, listed materials.

Diet and rest.-- A specific phase of physical health is aimed at promoting an understanding of proper diet and rest. It is also important to show the use of appropriate clothing for indoor, outdoor, and seasonal wear. The above seemed to be accomplished most often with pictures and filmstrips.

"Good Foods"

A set of large pictures of heavy paper which must be cut and used in a pocket chart according to specific meals.

The set may be obtained free of charge from:

New England Dairy Council
% Mrs. Mary Biette
51 Cornhill Street, Boston, Mass.

"Old Mother Hubbard"

Large poster with foods on it - good for recognition and naming. Obtainable free of charge from:

General Mills, Inc., Minneapolis 15, Minnesota

Physical exercise.-- An important phase of physical health is establishing good posture and walking patterns and providing opportunities for physical exercise. Practical exercises in physical training used in the Sequin classes at the Walter E. Fernald State School provides the public school trainable class teacher with an outline of work for her children. It has been condensed as follows:

Walking:

- Teach how to walk slowly, arms swinging, head up, eyes front.
- Teach how to walk fast, walk on tip-toe, walk sideways, backwards, with beanbag on head, and over obstacles placed on floor.
- Teach to walk over rounds of ladder raised about a foot from the floor and to walk on balance beam about eight inches from floor.

Running:

- Begin with letting one child at a time run around room, then let two try it.
- Have them run over slight obstacles and with beanbags on head.
- Run with various positions of hands and arms.
- Let class run "Indian file".
- "Halt" at word of command.

Marching:

- Have a skilled leader at head of line.
- Use a drum to mark time and rhythm.
- Begin with simple marching in single file.
- Clap hands in front, behind, and overhead in time with drum.
- March with arms folded and on hips
- March in single file with hands on shoulders of pupil in front.
- Teach marching in double file.

Hopping and Jumping:

- Hop up and down on right foot; left foot; both feet.
- Hop around room on right foot; left foot; both feet.
- Hop backward, forward, sideways.
- Hop over obstacles. Jump over obstacles.
- Hop, skip, and jump around room.

Pulling:

Two children have a wand and pull against each other.

Do the same with large rings.

Two children or several play tug-o-war.

Simple games:

Games on nursery school level

Relay type is especially good to stimulate interest
and sense of competition

Music:

Records used for rhythm (in addition to drum)

Records used for simple dancing

The writer will now present equipment, materials,
and records found in use in the area of physical health.

Playroom or gym equipment:**The Vary-Play Triangle Set**

Combine to make different sturdy play equipment.

Complete set is 60 pounds.

Community Playthings	\$37.75
----------------------	---------

Pieces may be purchased separately to make own set:

Large Triangle - 12 pounds	\$5.90
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Long Board - 12 pounds	\$5.20
above two pieces makes a see-saw	

Pair of small triangles with wheels	\$15.60
-------------------------------------	---------

Short Board	\$6.20
-------------	--------

Steering Attachment	\$4.85
---------------------	--------

Community Playthings

Gym Complete

Three pieces including one 7 foot sliding board, three
ladders, platform top, and braces. Gym can be used

in various combinations.

Community Playthings

\$34.50

Rock and Whirl

Pupils sit inside and rock and tip - 40 inch diameter on the inside.

Community Playthings

\$29.50

Ladder

Can be made for walking exercises in the classroom. About 70 inches long with six 15 inch rungs. Put ladder on 2 small horses about one foot from the floor.

Balance Beam

Can be made to improve balance. Board is about 72 inches long and 2 inches wide. Board should be set on 2 small stands raising it above floor.

Stairs

Can be made for practice in the classroom. Includes 4 steps with 2 rails and top stair about 60 inches from the floor with a platform.

Ladder and Balance Beam

Can be purchased but price is not listed because new catalogue was being printed.

Childcraft Equipment

Games

Ring Toss

Two bases with rope rings.

Milton Bradley - Number 4473 \$2.00

Bean Bag Game

Hardwood composition with 20 inch board.

Board has two holes for 25 points, one hole for 50 points, and one hole for 10 points.

J. L. Hammett - No Number \$2.50

Bean Bags

To be used with bean bag games or for throwing.

J. L. Hammett - No Number \$0.45 each

Judy Clown Bean Bag Games

Hardboard on folding easel. Stand is 24 by 36 inches. Includes 6 bean bags.

Judy - No Number \$8.50

Homemade Bean Bag Games

Game for young children can be made from plywood 36 by 40 inches. Have ten holes of different sizes. Paint one inch circle around each hole. Use different colors for each circle. Put the number of points for the hole on the colored area.

Records

"Childhood Rhythms" by Ruth Evans

Series 1 - Elementary Rhythms

Series 2 - Intermediate Rhythms

Series 6 - Simple Rhythmic Activities for Young
Children

Series 7 - Nursery Rhymes and Singing Games

Stanley Bowmar Company, Inc. - No Numbers

"Singing Games for Primary Grades" - Album I

Includes 3 unbreakable records.

Webster Publishing Company - Numbers 1511, 1512, 1513

"Did You Ever See a Lassie?" and "Loobie Lou"

Record Guild Kiddie Recordings

J. L. Hammett - Number V301

Folk Dances - Album I

Includes 4 unbreakable records with selections

"Chimes of Dunkirk," "Bow, Bow, Belinda," "Heel
and Toe Polka," "Donkey Dance," and "Children's
Polka."

Available from:

Joseph V. Burns
573 Connecticut Avenue
Bridgeport 7, Connecticut

Ruth Evans
326 Forest Park Avenue
Springfield 8, Mass.

Safety.--

Let's Play Safe

A game with child-sized, authentic traffic equipment.

J. L. Hammett - Number 482 \$3.95
per set

Safety Play Traffic Signs

Set of 8 signs. Each sign is $\frac{1}{4}$ inch hardboard screwed to 1 inch posts - can be lifted out of hardwood base $7\frac{1}{2}$ by $7\frac{1}{2}$ by $1\frac{1}{4}$ inches. Signs are approved by the U.S. Bureau of Public Roads.

Community Playthings \$17.00

Safety Signs for Teachers

Set of 20 pictures - each with a safety sign and word printed in upper case letters. Obtainable free on request by writing:

Dr. Helen Cummings, Director of Special Classes
Boston School Department
15 Beacon Street
Boston, Massachusetts

Directional Lights

Easily made for classroom use. Sheet metal replica with hood over three areas, representing three lights. Replica about 10 inches high and 3 inches wide. Another type can be made using a box with areas painted for the lights.

Non-commercial item

3. Motor Coordination

The greatest amount of material found in use seemed to fall into the area of aids to develop motor coordination. Many of the materials listed in this area can be used very advantageously in correlation with the other areas. For example, the use of pegs or beads can be used in the teaching of colors, counting, shape, and size. It is the duty of the teacher to decide how these materials can be most properly used for the benefit of the children.

The materials in this area are subdivided according to the specific primary aims of the materials. The writer has attempted to group the materials according to their basic aim. The teacher, however, may use the materials in her class with several different aims according to the method used with the material at the moment.

The writer has divided the materials for motor coordination into the following subdivisions according to the following basic aims:

1. Materials to promote the development of gross and minor muscles and to teach techniques of hand-eye coordination
2. Materials to develop ability in performing useful tasks
3. Materials to provide practice in use of instruments and to develop a sense of musical enjoyment.

Materials to promote the development of gross and minor muscles and to teach techniques of hand-eye coordination.--

Block House

Six large pieces to assemble into a house $3\frac{1}{2}$ by $3\frac{1}{2}$ by $4\frac{1}{2}$ inches.

J. L. Hammett

Playskool - Number 180 \$1.25

Build-A-House

Seven large pieces to assemble into a house - for ages two to five years.

Child Guidance - Number 120 \$0.98

Tiny Town Train

Four parts to hitch together and add load.

Sifo - Number 122 \$1.50

Nok-Out Bench

As pound one peg in, another will come out at opposite end. Can guess what color peg will be. Twelve pegs.

Playskool

J. L. Hammett - Number 1010 \$2.50

Workbench

Contains wooden nuts, bolts, screws and nails in bright colors with a wooden screwdriver. Ages 2 to 5 years.

Playskool - Number 300 \$2.50

Standard Hammer - Nail Set

Boxed model with pounding board of 12 square inches. Complete with supply of hammer and nail parts. Can be used to create designs, figures and letters of own creativity or follow the design folders. Ages 3 to 8 years.

Playskool - Number 511 \$1.50

Take Apart Sand Locomotive

The pull locomotive comes apart and the parts may be used for sand tools. Made of hardwood in non-toxic, bright colors. Constructed size $14\frac{1}{2}$ " by $5\frac{1}{2}$ " by $6\frac{1}{4}$ ".

Playskool - Number 711 \$6.00

DeLuxe Take-A-Part Train

Advanced activity train which measures 40 inches in length. Six cars can be interchanged and varied in construction to load. All wooden construction.

Playskool - Number 418 \$6.00

Take Apart Airplane

Wooden construction plane of 19 pieces.

Can be completely reassembled with wooden screws and screwdriver. Closely modeled after the modern triwheeled propellor airplanes. Wingspan 19", overall length 15½" and height 5".

Playskool - Number 455

\$6.00

Removable Load Floor Train

Separate parts of train may be assembled - tops come off - wheels are permanently attached. Includes engine, tender, two gondolas and carboose. Length - 4 feet.

Community Playthings - No Number

\$11.50

Clime-A-Clown

Seven differently colored clowns can be joined by interlocking combinations. Clowns are 4 by ¾ inches and have 12 different interlocking features. Unbreakable polystrene.

Child Guidance - Number 60

\$1.00

Bill Ding

Fourteen 4½ inch wooden clowns. Clowns can be interlocked and balanced.

J. L. Hammett - Number B77

\$3.00

Bill Ding Jr.

Fourteen interlocking clowns as above but
only 3 3/8" high.

Strombecker

J. L. Hammett - Number B78 \$1.50

Pegs

Hammer and Peg Board

Contains eight large colorful pegs which
fit into eight holes. Ages 4 to 5 years.

Milton Bradley - Number 4476C \$2.00

Large Peg Board Outfit

Board is 10 by 10 inches with 100 holes
for two inch long colored pegs.

J. L. Hammett - Number 8188 \$1.25

Small Peg Poard Outfit

Peg board is 6 by 6 inches with beaded
pegs 3/4 inch long.

J. L. Hammett - Number 8186 \$1.00

Toy Town Peg Board

Board is 7 by 10 inches with seventy 1/4 inch
holes. Contains wooden pegs and pieces
representing houses, trees and autos.

Milton Bradley - Number S - 25A \$2.00

Landscape Peg Set

Box 12 by 13 inches contains large peg board with pegs and pieces representing trees, autos and structures. Encourages creativity.

Playskool

J. L. Hammett - Number 245 \$2.00

Refill of pegs and pieces for above set.

J. L. Hammett - Number 27 \$1.25

Beads**Jumbo Beads**

Five hundred enlarged one inch beads (cubes, spheres, and cylinders) in wooden box.

J. L. Hammett - Number 470E \$12.00

Beads

Gross on $\frac{1}{2}$ inch beads (spheres, cubes, and cylinders) in wooden box.

J. L. Hammett - Number 470 \$1.10

Beads

Wooden box on one thousand $\frac{1}{2}$ inch beads in three shapes.

J. L. Hammett - Number 470A \$6.50

Bead Laces

Long laces - one dozen.

J. L. Hammett - Number 471 \$0.65

Mosaic Beads

Assortment of colored beads and tipped strings. Added feature is a die-cut piece of cardboard which may be used to make mosaic patterns and designs with beads.

J. L. Hammett - Number 853 \$1.50

Buttons

Wooden button forms of various sizes available at any store which covers buttons. Good for stringing and counting.

Puzzles

Toddler Series Puzzles

Wooden puzzles - 9 by 12 inches - individually wrapped in cellophane and individually boxed.

Recommended for age 18 months to 4 years.

Number 12T -- Sleeping Deer	6 pieces
13T -- Speedy the Fire Engine	6 pieces
2T -- Teddy Bear	7 pieces
15T -- Jetty	7 pieces
23T6 -- Cones	7 pieces
8T -- Puffy the Engine	7 pieces

7T -- Snappy the Car	8 pieces
24T6 -- Fruit	9 pieces
6T -- Puppy Dog	9 pieces
21T -- Smiley the House	10 pieces
7S -- Fruit and Milk	6 pieces
3S -- Bunny and the Carrot	12 pieces
1R -- Our Church	12 pieces
5R -- Now I Lay Me Down to Sleep	12 pieces

Sifo

J. L. Hammett \$1.75
each

Bunny Puzzles

Wooden puzzles - 5 1/8 by 7 1/4 inches. Each in own box. Recommended for ages 18 months to four years.

Number 6B -- Infant Puzzle	3 pieces
23B -- Bus	3 pieces
19B6 -- Fruit	4 pieces
9B6 -- Vegetables	5 pieces
11B -- Puppy	5 pieces
3B -- Cowboy	6 pieces
1B -- Train	7 pieces
2B -- Horse	7 pieces
18B -- Snow Man	7 pieces

Sifo

J. L. Hammett \$1.25
each

Mother Goose Inset Puzzles - M Series

Wooden puzzles - 9 by 12 inches. Each puzzle is individually wrapped in cellophane and individually boxed. Recommended for ages 3 to 6 years.

Number 6M4 -- Hickory, Dickory, Dock	6 pieces
19M -- Three Little Kittens	7 pieces
20M6 -- To Market, To Market	11 pieces
15M -- Ride-A-Cock Horse	14 pieces
18M -- Peter Rabbit	14 pieces
9M -- Little Jack Horner	15 pieces
17M -- Gingerbread Man	15 pieces
4M -- The Three Bears	16 pieces
13M -- Little Red Riding Hood	18 pieces
5M -- Little Miss Muffet	18 pieces
8M -- Jack Be Nimble	18 pieces
3M -- Little Bo-Peep	19 pieces
16M -- Little Boy Blue	19 pieces
10M -- Humpty Dumpty	21 pieces
21M -- Little Black Sambo	22 pieces
24M5 -- Alice in Wonderland	24 pieces
23M5 -- Cinderella	25 pieces
7M -- Jack and Jill	28 pieces

Sifo

J. L. Hammett

\$1.75
each

Juvenile Jig Saw Puzzles

Pictures mounted on 1/8 inch masonite.
Six large interlocking pieces and with
two puzzles to a box. Recommended for
ages 3 to 6 years.

Number 1J5 -- Prince

Buster the Clown

3J5 -- The Happy Goose

Mother Hubbard

7J5 -- Steam Roller

Big Shovel

8J5 -- Bossy the Cow

The Colt's Dinner

9J5 -- Down on the Farm

Black Beauty

11J5 -- The Farmyard Showoff

Little Duck

12J5 -- Baby Wild Animals

The Swimming Rabbit

Sifo

\$1.00
each

Timmy Time Clock Puzzle

Wooden puzzle - 9 by 12 inches. Recommend-
ed for telling time with children ages 3
to 8 years.

Sifo - Number 53 - 13 pieces

\$2.00

Mother Goose Puzzles

Four puzzles in each box. Each puzzle is inlaid on a heavy board frame. The size is 10 3/4 by 9 inches.

Platt and Munk Company - Number 146A

Number 146B

Number 146C

\$1.25
each box

Circus Inset Puzzles

Wooden Puzzles - 9 by 12 inches. Recommended for ages 4 to 6 years.

Number 4C -- The Happy Lion 14 pieces

6C -- The Smiling Clown 14 pieces

3C -- Bronco Buster 17 pieces

1C4 -- Circus Elephant 20 pieces

Sifo \$1.75
each

Alphabet Inset Puzzles

Wooden puzzles - 9 by 12 inches. Recommended for ages 4 to 7 years.

Number 6A -- Cat 20 pieces

3A -- Plane 23 pieces

9A -- Horse 24 pieces

5A -- Cow 25 pieces

11A -- Wagon 26 pieces

Sifo \$1.75
each

Sammy Sun Puzzle

Wooden puzzle - 9 by 12 inches. Recommended for teaching the seasons of the year with children ages 3 to 8 years.

Sifo - Number 59 - 20 pieces \$2.00

Community Helpers - Puzzles

Puzzles are on hardboard backing with bright colored pictures. Size 9 by 12 inches.

Number 54 -- Doctor	12 pieces
55 -- Postman	11 pieces
56 -- Milkman	8 pieces
57 -- Policeman	10 pieces
60 -- School Patrol	11 pieces
61 -- Fireman	15 pieces

Judy \$1.75
each

Put-Away-Town Puzzles

Three dimensional building puzzles made of sturdy fiber board. Ages 5 to 10 years.

Number 3003 -- Garage
3004 -- Fire House
3007 -- School
3008 -- Bridge

Keystone \$1.49
each

Same puzzles available in plywood - \$2.49.

Puzzles

Three dimensional puzzles - unbreakable -
size of each is $12\frac{1}{2}$ by $10\frac{1}{2}$ inches. Puzzle
parts can be assembled to create a full
scale scene.

Number 151 -- Dog House	16 pieces
150 -- Diraffe	20 pieces
Child Guidance Toys	\$1.98 each

Cabinet Display Case

Holds twelve 9 by 12 inch puzzles.

J. L. Hammett - Number 51	\$6.00
Judy - No Number	\$6.00
Sifo - Number 51	\$6.00

Blocks

Col-O-Rol Blocks

Box of $1\frac{3}{4}$ inch center-bored cubes
and cylinders with rods. Wooden construc-
tion. Packed in wooden box.

Playskool - Number 302	\$1.50
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Col-O-Rol Wagon

Same as above with blocks in a wooden
wagon.

Playskool - Number 303	\$3.00
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Blockbusters

Set of twelve blocks of heavy carton stock. Size is 12 by 6 by 4 inches. Reinforced to withstand 200 pound weight.

J. L. Hammett

Play Art - Number F90 -- 1-3 sets \$5.95 per set

1-4 sets \$5.50 per set

Bild-A-Blok

Set of fourteen inter-locking blocks of different color polystyrene plastic. Recommended for ages 1 to 5 years.

Child Guidance - Number 20 \$0.98

Kinder City Blocks

Hardwood blocks in shapes of churches, school, community places, cars and others. Set of 100 blocks are contained in a draw-string canvas bag which is also used as the base for the floor plan of the city. Canvas is stamped out in "City blocks" with streets, sidewalks, driveways and lawns. Recommended for ages 3 to 7 years.

Sifo - Number 54 \$10.00

Hammett's Building Blocks

Assortment of 123 blocks of high grade rock maple. Regular size kindergarten blocks. Placed in a wooden chest.

J. L. Hammett - Number 402 \$12.50

Kendall Building Blocks

Assortment of 121 large size blocks of high grade rock maple. Packed in a wooden chest.

J. L. Hammett - No Number \$40.00

Half Nursery Set

Wooden blocks sufficient for five children from ages 2 to 3 years. Twelve shapes and 124 blocks.

Community Playthings - Number G322 \$43.00

Wooden Figures

Figures used to accompany block play.

Community Playthings - No Numbers

Small animal set - 6 figures \$3.00

Community workers - 7 figures \$7.00

Farm animal set - 15 figures \$11.50

Farm family set - 5 persons \$4.75

Complete farm set (includes 3 small sets) \$16.25

Materials to develop ability in performing useful tasks.--

Lacing Sticks

Wooden form 12 inches by $1\frac{1}{2}$ inches by $\frac{1}{2}$ inch with two rows of holes $\frac{1}{4}$ inch apart. Use long heavy shoe strings with plastic tips.

Non-commercial item

Old Woman of the Lacing Shoe

The shoe has a sole, toe and tongue. The lacing is dark red braid. The tongue is hinged and opens when shoe is unlaced.

J. L. Hammett - Number 792

\$3.00

Lacing Boot

Base of shoe house is 6 by 3 inches and height of the shoe is 8 inches. Shoe includes six children with different openings according to the geometric shape of the base of the figure where children can be put into the house for bed-time.

Playskool - Number 440

\$3.00

Lacing Skate

Shoe with lace plus a skate with 4 wooden wheels. Shoe can be strapped onto skate.

Holgate - Number 797

\$3.00

Shoe Board

Nail shoes of different type lacing and buckling on a varnished board. Affords the children an opportunity for fastening real shoes. Shoes can also be used without nailing them on a board so that more children can work at the same time.

Non-commercial item

Sewing

Sewing cards

Cut out 12 inch square octag and punch holes around the edges. Paste picture in the middle for interest.

A second type is to cut octag into different shapes and punch holes around the edge. Both cards are simple to handle and to begin the sewing technique.

Non-commercial item

Ideal Sewing Cards

Includes laces and set of 50 designs for simple sewing.

J. L. Hammett - No Number

\$0.40
set

Sewing Cards

Set of 12 different subjects on 48 cards.-

Size of cards is 8 1/4 by 5 7/8 inches.

Complete with laces.

Milton Bradley - Number 9383

\$1.25

Colored Laces

One dozen extra long laces of different colors.

J. L. Hammett - Number 8179

\$0.75
per dozen

Weaving

Oilcloth Weaving Mats

Mats of fine white oilcloth, 7 by 7 inches with 1/2 inch slits. Wooden slots or throat sticks are woven through the slits. A good introduction to the free flowing motion of weaving and sewing. Twelve mats in a package.

J. L. Hammett - No Number

\$0.75
per package

Metal Looms

No dimensions given. To use with rayon loops.

J. L. Hammett - No Number

\$0.75

Rayon Loops

Purchased in $\frac{1}{2}$ pound packages of one color or assorted colors.

J. L. Hammett - No Number

\$1.00
per package

Todd Hand Looms

Number 1 - Loom is 9 by 12 inches and made of hardwood. Complete with rods and needle.

Number 2 - Loom is same as above with added feature of being adjustable in size.

J. L. Hammett - Number 1

\$0.75

J. L. Hammett - Number 2

\$0.90

Snap-N-Play Blocks

Large wooden blocks that snap together to make trucks or trains.

Play Art - Number F83

\$2.00

Keystone Snap Button Truck Set

Three complete toys. Trucks with wooden parts and rubber wheels. All parts snap together.

Keystone - Number 230

Schwarz - Number 18-176

\$3.00

Lock Up Garage

Wooden garage $12\frac{1}{2}$ inches long, $7\frac{1}{2}$ inches wide, and $8\frac{1}{4}$ inches high with doors and latches to use. Colorful and sturdy.

Playskool

J. L. Hammett - Number 485

\$6.00

Gadget Board

Boards of this type were found in many schools and can usually be made in the woodworking classes. Various sizes were seen - examples of two will be listed here.

1- Board $3\frac{1}{2}$ feet by $1\frac{1}{2}$ feet by 1 inch attached to wall. Shellacked and hardware secured to the board.

2- Assemble 11 pieces of hardwood on pine shelving $\frac{3}{4}$ inch thick. Cut it to $11\frac{1}{2}$ by 18 inches. Sand corners and edges, and apply base coat of shellac. Then enamel the entire surface with blue; enamel four other colors over it in simple rectangular and square arrangements. On each colored section, nail a movable piece of hardware which has been filed of any sharp points.

Suggestions for types of hardware:

Sash fasteners
Box catches
Cupboard catches
Cupboard turns
Cellar window fasteners
Chain door fasteners
Door knobs
Key plates
Spring latches with Yale cylinder
Padlocks with Yale lock
Hinge hasps
Locker locks
Trunk locks
Gate hooks and eyes
Light switches

Buckle and Zipper Board

On a 15 inch by 18 inch plywood board, tack pieces of cloth with ladies' dress zippers and boy's trouser zippers. Attach parts of belts and buckles of different types. Helps children to learn to buckle and zipper own clothing.

Non-commercial item.

Button, Buckle and Zipper Strips

Sewing classes can help the teacher to assemble inexpensive aids in teaching the techniques of using buttons, buckles and zippers. These home-made devices were found to be good because they could be used in the ordinary ways in which they appear on one's clothing. Strips of heavy cotton, canvas or corduroy are used as the basis for the buttons, buckles or zippers. These strips can be used first on the desk and then pinned to the child's blouse so that they can be in their common position. Below will be listed a few examples for a guide.

Button Strips

- 1- Have strip of cloth approximately 5 inches wide and 7 inches long. Sew three large coat buttons along the width. The length is necessary so that the strip may be wrapped around the child for practice in that position.
- 2- Have strip of cloth approximately 8 inches wide and 35 inches long. Sew 6 different buttons of average dress size.
- 3- Have strip of cloth about 10 inches wide with buttons of all sizes ranging from small shirt buttons to large coat buttons.

Zipper Strips

Sew zippers on strips about 6 inches wide and of the length according to the zipper length. Have about two with dress or trouser zippers in which the zippers are attached at the bottom. Have several heavy jacket type zipper strips which become unattached at the bottom. All the strips should be later pinned on the children so that they can be used for practice in the natural position.

Buckle Strips

Sew different type dress and trouser buckles on own individual strip of cloth about 35 inches long. The width of the strip is determined by the width of the buckle.

Bottles and Jars

Collect bottles and jars of various sizes for practice in taking off and putting on the covers. The jars can be kept loose in a box so that a few children can work on them simultaneously. The jars can also be set into a cake pan which has been partially filled with plaster of Paris.

Materials to provide practice in the use of instruments and to develop a sense of musical enjoyment.--

Rhythm Band Instruments

Rhythm band instruments are sold in sets, but most trainable class teachers seemed to buy pieces individually to suit the size of the class.

J. L. Hammett

Number 900 - Tambourines	\$2.50
30 - Wrist Bells	\$1.00 per pair
T19 - Tone Block and Beater	\$1.20
32 - Jingle Clogs	\$0.80 per pair
33 - Tom-Tom - 6 inch diameter	\$3.50
1007 $\frac{1}{2}$ - Brass Cymbals with strap	\$2.20 per pair
18 - Xylophones with mallets	\$3.00
9 - Musical Triangle	\$0.60
46 - Rhythm Sticks	\$0.35 per pair
75 $\frac{1}{2}$ - Sand blocks	\$0.60 per pair

4. Power of Communication

One of the greatest needs of the trainable child is to be able to express himself verbally. Few materials were found which were aimed specifically at speech improvement. However, the entire school day offers constant opportunities for language development through spontaneous speech.

Most teachers felt that the children had improved most markedly in the area of speech through a desire to communicate with their classmates. Spontaneity in speech was seen in the free play situations.

Story-telling provides for stimulating language achievements and for purposeful listening. The child can develop poise and confidence in speech through the sharing of his ideas. It is also an aid in enriching the vocabulary. Books, cut-outs and filmstrips can be used to motivate the telling of stories.

Enunciation, articulation and pronunciation can be improved through the saying of rhymes and finger plays. Children with little or no speech can join with gestures. Spontaneity may develop into the saying of a few words.

It is hoped that the few materials listed in this section will provide the reader with a few ideas of what is being done in the area of communication.

Tongue exercises

Peanut butter is placed on the child's tongue to stimulate movement of the tongue.

Bubbles

Blowing bubbles with a liquid and blowing stick.

Any retail store .

Blowing Board

On a beaverboard frame 12 by 18 inches, place several screws to hang on blowing items - i.e. pinwheel, a windmill 5 by 6 inches, a tree (made of beaverboard) eight inches high with paper leaves and fruit, a butterfly kite, a small triangle kite, a feather attached to a small spring and also horns and different whistles (which can be taken off and washed each time).

Non-commercial item

Materials to stimulate speech in sentence and story form

Farm Toy Animals

Fifteen heavy cardboard animals with slotted bases to stand up.

J. L. Hamnett - D42

\$1.50

Mother Goose Nursery Prints

Ten large colorful prints to hang. Each print is a different nursery rhyme.

Gilcrist Department Store

\$1.00

Judy Story Sets

Characters are scaled approximately one inch per foot on 1/8 inch hardboard and stand on own bases.

Judy - No Numbers

Family - 7 pieces	\$2.25
Community Helpers - 12 pieces	\$3.50
Domestic Animals and Their Young - 17 pieces	\$4.75
Wild Animals - 8 pieces	\$3.50

Judy See-Quees

Familiar nursery rhymes are adapted into four episodes on 9 by 9 inch board.

Judy - Series 4

Number 41 - Hi Diddle Diddle	
42 - This Little Pig	
43 - Humpty Dumpty	
44 - Little Boy Blue	
45 - Mary's Little Lamb	
46 - Old King Cole	\$0.75 set

Felt Cut-Outs

Each set is a complete story to be used with a flannel board. At first the teacher can place pictures of the story one at a time on the flannel board, but later, the children

may be able to arrange the pictures in the right sequence and tell the story.

J. L. Hammett

Number 152 - The Three Pigs

154 - Goldilocks and The Three Bears

156 - Little Red Riding Hood

160 - Cinderella

166 - Mother Goose

\$0.85
per set

Golden Books

Cut up the books and put sandpaper on the backs of each page. The stories can be used on the flannel board in the same manner as the purchased cut-outs described above.

Books

The following list of books consists of books which the teachers used with children individually to develop speech.

My First Dictionary by Oftedal and Jacob \$1.50

Talking Time by Scott, Binder and Thompson \$1.50

The Golden Picture Book by Simon and Schuster \$1.00

My Little Golden Dictionary by Reed and Oswald \$0.25

Fifty-One New Nursery Rhymes by Rose Flyman

Any retail or book store

Finger Plays

Book used for finger plays and action rhymes with the class.

The Wonder Book of Finger Plays and Action

Rhymes by June Pierce and Ruth Wood.

Any retail or book store

5. Sensory Training

The area of training the senses was the most difficult in compiling a list of purchasable materials. Many teachers felt that the children received this knowledge at home. However, it was noticed that the pupils who were receiving sensory training in the classroom were able to associate this information to their environment, whereas the other pupils were unable to do this.

The only phase of sense training which seemed to give a list of materials of any length was in developing the sense of sight.

The writer found records in use which seemed aimed primarily at developing the sense of hearing and powers of listening. The records are included in the area of training the sense of hearing.

This author found that in the other areas of sensory training, exercises were being used in some of the classes. Therefore, the areas aimed in developing the sense of feeling, smelling and tasting shall include primarily suggestions and exercises found in use and which might be of help.

Sense of sight.--Color discrimination

Color Boxes

Color boxes may be made with three or more compartments. Each compartment is painted a clear, solid color. Use matching colored forms, beads, pegs, objects to be sorted into proper compartment.

Non-commercial item

Colored objects

Have a box of colored objects (plastic toys, buttons, tops, blocks). Have pupils put the objects on the large piece of construction paper of corresponding color.

Non-commercial item

Colored strips

Cut out of red and blue construction paper. Children match the colored strips to paper or objects held by the teacher. Later add colors yellow, green, orange, purple, black, white, brown.

Non-commercial item

Colored Clothespins

Paint coffee cans various colors. Paint clothespins in corresponding colors. Children sort the clothespins and put them around the edge of the correct can.

Non-commercial item

First Gift

Box containing 6 handmade worsted balls - two inches in diameter. On e ball of each of the six colors.

J. L. Hammett - Number 1

\$3.00

Colored Lights

Teaching device can be made in the trades or vocational school. The device has a wooden base with a metal top - 25 inches long, 3 inches wide and 2 inches high. The switch is on the metal. Have eight electric light bulbs set in the metal section - each bulb painted a different color. Child says the color as he turns the bulb on, one at a time.

Non-commercial item

Primary color Chart

Teaches eight color words shown with matching object. Heavy white cardboard 24 by 36 inches.

Beckley-Cardy

\$0.60

Color Posters

Color posters can be made by pasting a sheet of colored construction paper on a smaller white sheet of paper. On the white sheet, paste pictures of same color as border around pictures. (i. e. red strawberries, heart)

Non-commercial item

Keys of Learning

A $16\frac{1}{2}$ inch plastic toy with six blocks and six keys. Must insert the right colored key to make the matching colored block appear.

Child Guidance - Number 100

\$2.98

Pump A Ball

Pumping action by the handle of the pump brings one ball through the spout at a time to drop into a bucket. An all wooden toy with varied colored balls. Pupil can name the ball as it drops through the spout.

J. L. Hammett

Playskool - Number 201

\$3.00

Color Match-ettes

Teaches recognition of 6 basic colors and color names by matching color blocks on single inlay board $8\frac{1}{2}$ by $11\frac{1}{2}$ inches.

Judy - No Number

\$0.60
each

Peggy Ball Pull

Match right ball to the right peg according to the color. Pull toy is 13 inches long.

J. L. Hammett - Number 128

\$3.50

Form discrimination

Formboards

Have a wooden board on plywood in size approximately 20 inches by 10 inches. From the wooden area have cut four geometric shapes - circle, triangle, square, and oval. Put drawer pulls on each geometric shape so that child can remove and replace it. Have each painted a different color - using red, blue, green and yellow.

Non-commercial item

Second Gift

Set consists of standard two inch sphere, cube, cylinder and cone provided with staples and holes for suspending them in the air and two ratton axles for revolving the forms; two posts and a crossbeam for suspending them.

J. L. Hammett - Number 2A

\$1.00

Postal Station

The postal station has four slots of different shapes into which are placed corresponding blocks of same shape. Blocks will only fit into the appropriate slot.

J. L. Hammett

Playskool - Number 460

\$3.00

Block Mixer

Blocks fall out of mixer as turn handle of mixer. Blocks are in two colors and four shapes and fit into corresponding shaped holes to be mixed.

J. L. Hammett - Number 460 \$3.00

Graded circles, squares, and triangles

Raised formboard with multi-colored rubber squares, circles and triangles ranging in diameter from $1\frac{1}{2}$ to 3 inches. Pupils must arrange them according to size.

Creative Playthings - Number 100 \$2.95

Nesting Playcups

Contains 12 durable plastic cups with largest $3\frac{3}{4}$ inches and smallest $1\frac{1}{4}$ inch in diameter. Cups are nested according to size. Each cup has a raised picture and number or letter.

Schwarz - Number 22- 85 \$2.50

Ring-A-Rounds

A polystyrene plastic toy of 12 colorful and unbreakable discs of graduated size to form a 7 inch high pyramid.

Child Guidance - Number 10 \$0.98

Three Form Block Cart

The cart has a base 13 by 7 inches with twelve pieces to set in matching shapes.

Painted in three primary colors.

Playskool - Number 130

\$3.50

Color and form discrimination

Coordination Board

Teaches the child to match form and color.

The four raised geometric forms are in two colors giving board eight complete pieces.

Size is 9 by 9 inches.

Sifo - Number 55

\$2.50

Color Cube Board

Consists of raised triangular pieces that spill out and can be reconstructed to make design. Complete with 36 pieces in 4 colors.

Sifo - Number 56

\$2.50

Color Cone Tree

Tree consists of five bright large discs to be stacked on a wooden spindle in graduated size. Recommended for ages $1\frac{1}{2}$ to 4 years.

J. L. Hammett

Holgate - Number 1062

\$1.50

Color Cone

Variations in color value and small differences in outside diameters of discs make it interesting and challenging. Contains twelve discs.

J. L. Hammett - Number 1052

\$2.00

Polly Pull

Wagon is 14 inches long and contains five peg dolls. The hat, head, and body can be removed from the peg and reassembled. The dolls must be constructed according to size and color.

J. L. Hammett - Number 145

\$3.50

Sense of hearing.--

Suggestions for exercises

Use different kinds of noise makers, such as a triangle, a rattle, sleigh bells, cow bell, dinner bell, and a crying rubber doll. Teacher should make the sound behind a screen and let the children name the object used.

Make sounds, such as pounding, hissing, whistling, scratching and whispering, and let the children identify or reproduce the sounds.

Blindfold a child and let him point to the section of the room from where the sound is coming.

Sounds Around Us

An album of three listening records calling for the reproduction and identification of sounds and records. The album is from Scott, Foresman and Company and uses Dick and Jane as the principal characters. The three records are "Around the House," "Around the Farm," and "Around the Town."

J. L. Hammett - No Number

Activity records

Many activity records were found which demanded attentive listening in order to do the activities and actions the record suggests.

C Children's Record Guild

J. L. Hammett -

- Number CRG 1003 - "The Carrot Seed"
- CRG 1032 - "Castles in the Sand"
- CRG 1033 - "Let's Help Mommy"
- CRG 1007 - "Me, Myself and I"
- CRG 5032 - "Come to the Party"
- CRG 1019 - "My Playful Scarf"
- CRG 1018 - "Daddy Comes Home"
- CRG 1017 - "A Visit to My Little Friend"
- CRG 1012 - "Nothing to Do"
- CRG 1010 - "Saturday in the Park"

Sense of feeling.--

Suggestions for exercises

Touch objects in the room and name them.

Put objects in drawstring bag and let pupils name the object as they feel it. After the object has been named, it is taken out to see if the response was correct. Objects to be used may include cup, box, spoon, fork, ball, rubber doll, small car and truck, tooth brush, hair brush, whisk broom, yarn ball, dishes and comb. Later pupils will not only identify objects but will be able to associate them with their use.

Identification of differences

Rough and Smooth

Feel objects in the room and tell if the surface is rough or smooth.

Use objects of fur, wool, sandpaper, oil cloth, felt, silk and cotton. Attractive cutouts can be made using the materials. Get two cards and cut an object out of the center of one card and slip the material between the two cards. Bind the edges with scotch tape. Representative cutouts, such as a cat for fur, should be used.

Hard and Soft

Use objects to feel - objects like a pencil, gum eraser, ceramic doll, golf ball, hollow rubber ball and pillow.

Heavy and Light

Feel objects one at a time, using objects with great differences in weight but of approximately the same size.

Geometric shapes can be used to make objects of like size with one being hollow and one being dense.

Sharp and Blunt

Good to teach in relation to safety. Let child run finger carefully over sharp pointed edge and then over blunt edge to feel the difference. Objects, such as pointed and blunt knives, pointed and blunt scissors and pointed and blunt stones, may be used.

Sense of taste.--

Suggestions for exercises

Use small bottles containing substances such as coffee, cocoa, mustard, vinegar, pepper, salt, sugar, ginger, cinnamon, molasses, and spearmint. Use tongue depressors to place a small quantity of each substance on the child's tongue. By using both ends of the depressor, one stick can be used for two children. Begin first with substances of widely differentiated flavors and get the pupils to appreciate the difference. Pupils will tell which they like or dislike, which are good, bad, sweet, sour or salty.

Pupils will later be able to name the flavor and still later identify the flavor with its use.

Every opportunity that arises in the room during parties and lunch periods should be used to advantage.

Sense of smell.--

Use small bottles containing substances such as vanilla, lemon, peppermint, wintergreen, sulpho-naphthol, coffee, turpentine, camphor, ammonia, and perfume. Let the pupils tell about the odors in their own words, identifying them as good, sweet, or unpleasant.

Use objects, such as moth balls, flowers, fruit and gum. Later pupils will be able to associate the use with the different smells.

General suggestions for sense of taste and smell exercises

Have a sense training cupboard made where the bottles can be kept. The cupboard should be made of wood and be approximately 3 feet by 1 foot with four shelves. Get small, stoppered bottles of uniform size from a local pharmacist and cover the bottles with paper napkins while using them.

6. Pre-Primary Readiness

Since the establishment of trainable classes, there has been much controversy over the feasibility of teaching academic learnings in the trainable class. It is the feeling of some authorities that the time and energy used in teaching pre-primary work to children of such a limited degree of comprehension could be challenged into more realistic goals.

In support of the theory of including pre-primary teaching in the trainable class, Hill^{1/} justifies it in the following terms:

"The teacher of the trainable class may necessarily venture into beginning reading work in order to explore the learning possibilities of her more advanced pupils. Children who progress sufficiently to be successful in reading should probably be moved to a group of educable mentally retarded pupils as soon as their social adjustment warrants the transfer."

All of the classes visited spent some time in pre-primary readiness work. Several teachers found that a few of their children of apparent trainable capacity advanced into the educable class after two or three years. Because this type child is the exception rather than the average in the trainable class, pre-primary readiness work when used should be channelled constructively to meet their needs.

Arthur S. Hill, The Forward Look, The Severely Retarded Child Goes to School, Bulletin 1952, Number 11, Federal Security Agency, United States Office of Education, Washington, D. C., p. 17.

The writer has divided the materials for pre-primary readiness into the following subdivisions with their specific aims:

1. Number Readiness - to convey an understanding of quantity and its relationship; to teach the recognition of symbols to 10; to teach rote counting to 10.
2. Money - to convey an understanding of the value and uses of money; to teach recognition and value of common money pieces
3. Use of telephones - to be able to transfer the recognition of number symbols to the use of the telephone; to be able to use the telephone with poise
4. Concept of time - to develop an understanding of the importance of time; to develop the ability of telling time to the hour and of recognizing times of various daily activities; to develop an understanding of the days, weeks, months and seasons of the year; to understand the calendar
5. Reading Readiness - to extend auditory and visual strengths; to start reading on pre-primer level; to teach recognition and formation of letters of the alphabet; to recognize own name and address.

Materials for Number Readiness.---

Ten Little Indians

Made of the finest, durable maple wood. The ten little Indians are six different colors and as the child turns each Indian over, he sees on the back the symbol for the number and the number is printed in form. Enclosed in each box is the sheet music with the words for the song, "Ten Little Indians."

Sifo - Number 32 \$3.00

Teachers' Universal Counting Frame

Frame is 46 by $26\frac{1}{2}$ inches.

J. L. Hammett - Number 9370 \$15.00

Ten-Ten Counting Frame

Used by the children for counting and for color recognition.

J. L. Hammett - Number 9316 \$2.50

Fruit Plate

An all wooden plate with a wooden apple, pear and orange. Pear is cut in halves, apple in thirds, and orange in quarters. Child must put the correct parts together.

Creative Playthings - Number 220 \$2.50

Jolly Jingles Number Cards

Puzzle type large pictures and cutouts of children. Pictures to be fitted together and put in cut-out of number.

J. L. Hammett - Number 8558

\$1.50

Number Sorter

Thick board 16 inches long with $\frac{3}{8}$ inch dowels imbedded upright in groups from one to five and a quantity equal to the number of $2\frac{1}{2}$ inch square rubber tablets which fit over the dowels. A simple, self-correcting sorting toy which gives experience in number groupings.

Creative Playthings - Number 120

\$1.95

Peg Numbers

Ten 5 inch high unbreakable rubber numbers of different colors bored with holes into which are fitted colored pegs corresponding in number to the symbol.

Creative Playthings - Number 122

\$1.75

Number-ite

Ten $\frac{1}{4}$ inch plywood boards, $5\frac{1}{2}$ inches high. Boards fit together in proper sequence. Pegs fit into number of holes to match the symbols

on the board. Pegs are colored.

Judy - No Number

\$2.75

Match Mates

Varied objects are grouped and must be matched to the correct number. The placques which are made of 3 by 6 inch plywood will fit together in jigsaw manner only if the correct number symbol is matched with the correct object group.

Creative Playthings - Number 125

\$1.75

Match Mates Test Set

Like match mates above except that tablets have domino groupings and all have same jigsaw matching.

Judy - Number 126

\$1.75

Number Readiness Posters

Ten colorful circus posters 12 by 18 inches with symbols of rough material so that child can feel the shape.

J. L. Hammett - Number 620

\$1.60
set

Number Readiness Posters

Posters can be made by the teacher using octag sheets and pasting on each sheet the same number of objects as the symbol written

below. Different sets can be used for variety - for example a set of fruits, set of animals, set of toys. More advanced sets can be made by cutting out one picture for each sheet. The picture would contain the same number of objects as the symbol written below.

Non-commercial item

Instructo Flannel Board

The flannel board is listed here with the arithmetic flannel board aids. The size is 18 by 28 inches.

J. L. Hammett - Number 5

\$3.25

Instructo Flannel Board

Board folds in half for storage and is 24 by 36 inches.

Jacronda

J. L. Hammett - Number 7

\$5.50

Instructo Flannel Board

Size is 24 by 36 inches but does not fold.

Jacronda

J. L. Hammett - Number 8

\$4.95

Felt Cut-Outs

Instructo Primary Cut-Outs

Set of 144 felt pieces of assorted shapes

and colors. Used with the flannel board for counting.

Jacronda

J. L. Hammett - Number 11 \$1.90

Individual Instructo Sets

Jacronda

J. L. Hammett

Number 11 - Rabbits

12 - Ducks

13 - Stars

14 - Apples

15 - Pears

16 - Birds

17 - Squares

18 - Circles

\$0.60
per set

19 - Felt Tree - 16 by 13 inches \$0.50
each

Felt Pieces

Individual pieces of felt which can be used for teacher's own cut-outs. Choice of red, blue, green, gold, brown.

Jacronda

J. L. Hammett

Number 60 - 1 square yard felt \$1.35

61 - $\frac{1}{2}$ square yard felt \$0.75

Felt Packages

Jacronda

J. L. Hammett

Number 63 - 12 sheets of 9 by 12 inches - assorted colors	\$1.50
64 - 12 sheets of 12 by 18 inches - assorted colors	\$3.00
65 - 12 sheets of 9 by 12 inches - one color	\$1.50
66 - 12 sheets of 12 by 18 inches - one color	\$3.00
68 - Flocked paper with sensitized backing - 5 sheets of $8\frac{1}{2}$ by 10	\$0.75

Giant Dominoes

Used as blocks or for number dominoes.

One side is plain and the other side has dots.

Each domino is $4\frac{1}{2}$ by $2\frac{1}{4}$ by $1\frac{1}{8}$ inches. Set
of 28 in tray.

Community Playthings - No Number	\$7.50
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Jollytime Dominoes

Set of 28 dominoes with numbers on one side
and pictures on the other side.

Milton Bradley - Number 5417	\$1.00 set
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Domino Blocks

Wooden blocks $2 \frac{3}{4}$ inches by $5 \frac{1}{2}$ inches by $\frac{3}{4}$ inch. Set of 28 blocks with domino patterns grooved out and finished in black lacquer. Colored beads can be placed in grooved dots.

Creative Playthings - Number

\$7.95

Children's Workbooks for Numbers 1 to 10

How Many? by Dale Carpenter and Mae K. Clark.

The Macmillan Company, 1952.

Meeting Numbers (1 - 10), The Mc Cormick-Mathers

Publishing Company, Wichita, Kansas.

My First Number Book by John R. Clark, Arthur S. Otis,

and Caroline H. Clark. World Book Company, 1945.

The Modern Mastery Drills in Arithmetic, Book 1,

by Gale Smith. Benton Review Publishing Company,

Fowler, Indiana.

Filmstrips

Series - Using Numbers

"Counting to 5"

"Counting to 10"

"Reading Numbers to 10"

Encyclopaedia Britannica Films Inc.

Series - Work and Play with Numbers

"Arithmetical Concepts"

"We Learn Numbers (1 - 5)"

"We Learn Numbers - Part II (6 - 10)"

Eye Gate House, Inc.

Money---

Educational Toy Money

Metal coins and bills with amounts representing about \$700.00.

J. L. Hammett - Number 4009

\$0.60
per box

Educational Toy Money

About 200 coins of all denominations on heavy stock. Also 64 paper bills in larger size from 1 to 20 dollars.

Milton Bradley - Number 9315

\$1.00
per box

Toy Cash Register

Size of plastic register is $2\frac{1}{4}$ inches by $6\frac{1}{2}$ inches by $7\frac{1}{4}$ inches. Bell rings with each sale. White plastic keys from 1 cent to \$1.00. and no sale.

J. L. Hammett - No Number

\$2.95

Money

Real money can be used - keeping a few of each coin in a small bag to play store.

Use of telephones.--

Toy Telephone

Exact replica in plastic.

J. L. Hammett - Number 4259 \$1.25

Toy Telephone

Plastic telephone 6 inches by 5 inches.

Milton Bradley - No Number \$1.25

Telephones

Usually telephones are available from the local telephone company for use during the school year.

Concept of time.--

Tick-Tock Primary Clock

A 20 inch square clock for wall or bulletin board. Teaches time by color with 'past' side in blue and with 'of' side in gray.

Milton Bradley - Number 9380 \$2.50

C-R Time Teacher

Unbreakable, semi-plastic base 12 inches square. The clock has a white washable face which will not tear or peel. Steel hands are attached but easily set in any position. Black printed numbers are $1\frac{1}{2}$ inches high and minutes are clearly marked.

J. L. Hammett - Number 8062 \$2.25

Educational Clock Dials

Clocks in the set are available in three sizes for different uses.

Cloth bound clock to hang - 14 inches by 14 inches.

J. L. Hammett - Number 8062 \$0.85

Desk size for teacher - 11 inch dial on cardboard.

J. L. Hammett - Number C12 \$0.50

Individual child's size - $3\frac{1}{4}$ inch dial.

J. L. Hammett - Number C4 \$0.10
each

Judy Clock

Movable hands on 14 inch colorful clock face - hardboard on base. Hands are controlled by visible gears to show relationship of minute and hour.

Judy - No Number \$2.95

Teach-A-Time Clock

A 7 inch plastic clock with movable plastic hands. The 12 'hour' numbers fit in the right position as a puzzle.

Child Guidance - Number 40 \$1.25

Set of Educational Clocks

The set includes small clocks for each child and two large clocks for hanging. All have movable metal hands.

The Watchmakers of Switzerland - No Number free

Day By Day Calendar

Heavy chipboard 21 by 20 inches with changeable dates and characteristic weather details and holiday events to enter for each day of the month.

Milton Bradley - Number 9374

\$2.25

Calendar

Make a flannel board about 36 by 20 inches. Use individual pieces of yarn to separate into 7 days and 5 weeks. Use octag backed with sandpaper for names of months, days, numbers and symbols characteristic of weather and holidays. Each day a new date and symbol can be added.

Non-commercial item

Materials for reading readiness.--

To teach recognition and formation of letters of alphabet

Alphabet Flash Cards

The 64 flash cards, printed on tag board, have letters five inches high. One side of each card gives the capital letter, the other side the small letter.

J. L. Hammett - Number 2211

\$1.20
set

Anagrams

Contains 200 smooth surfaced wooden tablets
3/4 inch square and 1/4 inch thick with letters
printed in black on green backgrounds.

J.L.L. Hammett

Milton Bradley - Number 4720 \$1.50

Large Type Word Builder

Assortment of 382 capitals and small letters,
printed on both sides of strong grey card-
board.

J. L. Hammett - Number 248

\$0.35
per box

Instructo Alphabet Capitals

Contains 26 three inch letters in choice of
red, blue, gold, or green.

Jacronda

J. L. Hammett - Number 20

\$0.50
per set

Alphasets

Die-cut velour backed letters and numbers
for flannel boards. Colors are yellow and
white. Contains 100 three inch capitals and
numbers.

Judy - Number 3CN

\$3.00

Reading Readiness Books

Scott, Foresman and Company - We Read Pictures

We Read More Pictures

Before We Read

Ginn and Company - Fun with Tom and Betty

Book of activities for Reading Readiness

Ginn and Company - Games to Play

Pre-Primers

Scott, Foresman and Company - The Three Pre-Primers:

The New We Look and See

The New We Work and Play

The New We Come and Go

Each pre-primer has a corresponding Think-and-Do workbook.

The New Unit Card Set and Pocket Chart to accompany the pre-primers.

The New Our Big Book to accompany the first pre-primer.

7. General Improvement
with a Broadening of Interest Horizons

Most of the child's day and life is spent outside the school. The writer feels that this last area is very important in helping the child to find enjoyment for himself. An important phase in the child's growth is helping the child to adjust to social and enjoyable contact with children other than his classmates and with adults.

The materials collected seem aimed, generally, to provide new experiences and to help the child to recognize the relative usefulness of knowledges, skills and habits.

The writer has divided the materials for this area into the following subdivisions according to the following basic aims:

1. Materials to provide leisure time activities - to stimulate interest in self-occupation; to teach useful play skills which may later be transferred to occupational skills; to encourage play with others without supervision; to train in transfer of good habits of the work period to the free time
2. Library of books - to provide information and broaden experiences; to cultivate a liking

for and an interest in books

3. Library of records - to cultivate an appreciation for music; to develop the ability to listen attentively to narrations

Leisure time activities.--

Crayons

Besco Anti-Roll Crayons

Come in assorted colors with eight in a box.

J. L. Hammett - Number 10 \$3.51
per dozen boxes

Poster-Art Crayons

To be used on blackboard or on paper and are four inches long and one inch in diameter.

J. L. Hammett

Number 112 - 12 sticks - assorted colors \$1.80
per box

136 - 36 sticks - assorted colors \$3.50
per box

Clayola

Clayola will not ruffle, tear or pull apart.

Comes in one pound package of solid colors - blue, brown, clay, gray-green, red, terra cotta, white, yellow.

J. L. Hammett - Number 205 \$0.60

Clayola

Comes in four sticks each of a different colors.

Colors are blue, green, red, yellow. Also one pound package.

J. L. Hammett - Number 206 \$0.60

Plasticine

Pound package made up of eight separate layers of plastic modeling material. Will not harden.

J. L. Hammett - No Number

Solid color , per pound \$0.45

Ten assorted colors, per pound \$0.60

Permaplast

Plastic clay will not harden - comes in six colors.

Play Art - Number A35 - 1 pound package \$0.40

Number A36 - 5 pound package \$1.75

Dough

Flour and water mixture for modeling.

Non-commercial item

Finger Paint

Non-toxic and washable in six colors.

Play Art - Number A17 - Quart \$1.80

Number A18 - Pint \$1.00

Number A19 - Half Pint \$0.55

Finger Paint

Non-toxic and washable in seven colors.

Milton Bradley - Number 9351 - $\frac{1}{2}$ pint	\$0.40
Number 9352 - $\frac{1}{2}$ pint	\$0.60
Number 9353 - 1 pint	\$1.20
Number 9354 - 1 quart	\$2.00

Finger Paint Paper

Milton Bradley - Number 740 - 24 sheets	\$0.80
Number 750 - 100 sheets	\$3.00

Muralo Art Colors

Colors come in dry powder form and require mixing with cold water. Available in all colors.

J. L. Hammett - No Number	\$0.67
	per pound can

Spatter Craft

Spatter ink may be used with a lettering pen, air brush, tooth brush or paint brush as well as with the spatter gun. Set of 8 bottles - each of a different color.

J. L. Hammett - Number 667 $\frac{1}{2}$	\$2.00
	per set

Spatter Gun

To be used with the spatter ink.

J. L. Hammett - Number 669	\$1.00
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Spatter Craft Set

Set includes 5 bottles of ink, 12 sheets of stencil paper, and instruction sheet.

J. L. Hammett - Number 668

\$3.25

Stencil Paper

Paper can be used to cut out stencils of flowers and holiday decorations. Can be used with spatter gun and ink, with colored chalk, or with sponge dipped in easel paint. Sheets are 9 by 12 inches.

J. L. Hammett - No Number

\$0.50
per dozen sheets

U-STICKUM

Contains assorted shaped gum stickers to put on picture designs on nine 8 by 12 inch sheets. Additional die-cut stickers and blank sheets are provided.

J. L. Hammett

Milton Bradley - Number 4603

\$1.00
per box

Stick 'Em Boxed Books

Four books in one box. Contains push out pieces to stick to outline pages in book. Each book is $11\frac{1}{2}$ by 9 inches.

Any retail store

Push Out Books

Each 10 by 12 inch book contains 16 pages printed on heavy cardboard in full color.

Just push out the die-cut pieces and stand them up to make creative scenes of different settings. Approximately 50 pieces in each book.

J. L. Hammett - Number 222A - Cowboy Pushouts

222B - Indian Pushouts

223A - Circus Pushouts

223B - Farm Friends \$0.50
per book

Doll House

Size is 29½ inches long by 21½ inches high by 14 inches deep. Two story, 6 room house, finished white with red blinds and chimneys, and green roof. Exterior is stenciled in red, green and black designs. Painted floors stenciled to represent rugs and linoleum.

J. L. Hammett - Number 541 \$10.00

Doll House Furniture

Plastic furniture sold in sets.

Number 440 - 7 piece Nursery Set

540 - 10 piece Living Room Set

640 - 7 piece Bathroom Set

740 - 8 piece Kitchen Set

Number 840 - 6 piece Bedroom Set

Number 940 - 11 piece Dining Room Set

J. L. Hammett

\$1.50
per set

Furnished Doll House

House is 36 inches long, 16 inches wide and
23 inches high. Made of wood and fiberglass.
Complete with 6 rooms of plastic furniture
movable partitions and chimney.

Schwarz - Number 44-15

\$25.95

Stores, fire stations, post offices, churches, schools.

Any retail store

Games for groups

Puzzle Lotto

Combination lotto game and inlaid puzzle which
can be played in either fashion. Each box
contains four puzzles.

Number 147A - Objects

Number 147B - Animals

Number 147C - Things That Go

Platt and Munk Company

J. L. Hammett

\$1.00
per box

Card Games

Games may be used in groups or by an individual matching two groups of cards with similar pictures. Some games are Old Maid, Bunny, and Animal Dominoes.

Any retail store

Who Gets It?

Match different pictures of same object, such as two kinds of coats. Establishes pre-reading skills.

Dolch Play-Way Learning Games

Any retail store

\$1.59

Library of books.--

Board Books

Each book has 16 pages and is 8 by 10 inches.

Number 221 - Animals and Little Ones

222 - First Picture Book

223 - Stop - Look - Listen

224 - Mother Goose

J. L. Hammett

\$1.00
per book

Golden Book of Cat Stories by Elizabeth Coatsworth

J. L. Hammett - Number 572

\$2.19

Golden Book of Dog Stories by Elizabeth Coatsworth

J. L. Hammett - Number 578 \$2.19

Picture Books

Selection of books for children. Obtainable by title.

Grosset and Dunlap - No Numbers

Big Jump-Up Animal Book, The. Lisa Peters,
Ill. by William Bartlett. \$1.00

Big Treasure Book of Nursery Tales, The.
Ill. by Leonard Weisgard. \$1.00

I Learn My ABC's. \$1.25

I Learn My Numbers. \$1.25

My First Picture Book. Leonard Weisgard. \$1.00

True-to-Life ABC Book including Numbers.
Ill. by Johan Polak. \$1.00

Big Book of the Real Circus, The. Ill.
by Gail Phillips. \$1.00

Big Treasure Book of Clowns, The.
Felix Sutton. \$1.00

Big Treasure Book of Mother Goose. Ill.
by Alice Schesinger. \$1.00

Big Book of Animals Every Child ShouldKnow, The. Dena Humphreys, Ill. by Freund. \$1.00

Books for Teacher's Use

Some books that were found to be very helpful
to the teacher.

New Songs and Games by Ethel Crowninshield.

The Boston Music Company \$2.00

Stories That Sing by Ethel Crowninshield.

Boston Music Company \$2.00

Golden Book of Poetry by June Werner.

J. L. Hammett - Number 463 \$2.19

Mc Call's Giant Golden Make-It Book.

Any retail store \$2.95

Library of records.--

Sparky and the Talking Train (Album of 3 records)

Capital Records

J. L. Hammett - Number BC-66 \$2.25
plus taxBozo on the Farm (Album of 3 records plus
pages in album)

Capital Records

J. L. Hammett - Number DBX 3076 \$3.75
plus tax

Records obtainable at retail stores

Peter Pan Records

In a Little Red School House - No Number	\$0.25
Little White Duck Sitting in the Water - Number L33	\$0.25

Cricket Records

Holiday in Fairyland and Visit with Mother Goose Friends - Number 648	\$0.25
Uncle Don's Nursery Songs - Number 6020	\$0.63
Alphabet and Counting Songs - Number C784	\$0.25

Children's Record Guild Library

Copy Cat - Number 5-330	
Sleepy Sandman - Number 5-210	
Fire Engine - Number 5-332	
Peter Cottontail - Number 5-314	
Santa's Surprise - Number 5-324	
Night Before Christmas - Number 5-326	
Christmas Song Favorites - Number 5-138	
Frosty the Snowman - Number 5-166	approximately \$1.00 per record

CHAPTER V
FINDINGS AND CONCLUSIONS

The year 1940 marks the beginning of a decade characterized by a change in the philosophy and ideas of education for the severely retarded. Controversial issues were raised over the feasibility of having the severely retarded child in the regular school system. It had been argued that the responsibility for such children rests with the state institutions. Since the change in philosophy is to keep the children at home wherever, and for as long as possible, and since the institutions are unable to accept everyone, the large majority of mentally trainable children are found in their homes. Parental pressure groups were influential in showing that society must make provisions to care for them educationally within the community.

The city of Boston established a class for trainable mentally retarded children in 1947, but many cities in Massachusetts waited for the passing of legislation in 1954 to establish such classes. Communities throughout Massachusetts were faced with the problem of getting a teacher certified according to the state standards.

From the outset, educators were familiar with the

philosophy of education of the severely retarded. Personality and social adjustments were important factors in the mentally retarded child's success. His training should be such as to build his mind and body, groom his personality, and shape the moral trend of his mind.

Most teachers when setting up such a class are at a loss as to what materials are acceptable to fit the psychological needs of the trainable child. The study is an attempt to extract ideas and information regarding materials by visiting trainable classes.

This author feels that the study was limited primarily by the small number of classes visited. Secondly, the findings of the study are limited by the short time spent in each class. In many incidences the writer did not have too much time with the teacher at the end of the class to discuss the materials which she had seen in use and which she had entered for her list.

In spite of the limitations of the study, the writer feels that certain findings are evident.

Teachers in many of the classes were using many of the same purchasable materials. The difference between classes visited was the manner in which the materials were used with the class. Many materials can be used in various ways to establish different habits, skills, and attitudes.

The list of purchasable materials in the development of motor coordination was far greater than any other list. Yet, the writer feels that even in the classes where this situation existed, the children were making better progress in areas other than in motor coordination where very few materials were available. The ingenuity of the teacher was the important factor.

In areas such as sensory training, mental health, power of communication, where purchasable materials are very limited, teachers were showing great success with the children. The teacher, forced to depend upon her ingenuity, faced the needs of each child and devised methods and aids to fit the particular needs. An invaluable study in the future would be a collection of ideas and materials which teachers have devised out of the needs of the children.

This writer's list of materials, with its bulk on purchasable materials, has probably made the task of establishing such a class look very expensive. However, it need not be so. It cannot be sufficiently emphasized that this study contains a list of all materials found in use and is not a list of all the materials which one class should have. It is merely meant as an aid in giving the teacher an idea of what materials are used and where they can be obtained. The success of the teacher depends,

not on what materials she orders and uses, but rather on the manner in which she uses them.

Much satisfaction can be enjoyed by the liberty possible in finding new uses for old materials. Even greater satisfaction for the teacher can be obtained from developing and improvising new fresh material which only she can see would fit the needs of her individual children. Few other educational programs can be so easily integrated into daily living if the teacher is ever watchful.

If this writer has provided the trainable class teacher with a reference list of materials to be judged and compared, and has provided her with a desire to discover new ways and materials to fit the needs of the trainable class, she will be thankful.

APPENDICES

APPENDIX A

LETTERS REQUESTING PERMISSION TO VISIT

1. Letter to Public Day School Classes

184 Anthony Street
Fall River, Massachusetts
December 14, 1956

Supervisor of Special Education
City, State

Dear :

For the past two years, I have been teaching the trainable mentally retarded class in Fall River. I am presently beginning work on my thesis at Boston University in the School of Education. My problem is to visit trainable classes in order to compile a source list of helpful materials and aids used in the curricula for these classes.

I would be most appreciative if I might be granted permission to visit your trainable class in the near future to gather helpful information. I shall enclose a postcard which I should like you to return to me, if I am to visit your class. Because I have a limited number of visiting days, I will have to plan my visiting schedule soon. I should like to know the dates of your winter and spring vacations so that I can plan accordingly.

If you have any preference as to when I should come, please feel free to state it. If not, I shall use my own judgment and notify you as soon as possible.

Thank you.

Very sincerely,

Natalie Silvia

2. Letter to Institutions

184 Anthony Street
Fall River, Massachusetts
December 14, 1956

Superintendent
Institution
City, State

Dear :

For the past two years, I have been teaching the trainable mentally retarded class in Fall River. I am presently beginning work on my thesis at Boston University in the School of Education. My problem is to visit trainable classes in order to compile a source list of helpful materials and aids used in the curricula for these classes.

I would be most appreciative if I might be granted permission to visit your trainable classes in the near future to gather helpful information. I would appreciate it if you would let me know if I have received permission

to visit. Also, I should like to know the dates of your Christmas, winter, and spring vacations so that I can plan accordingly. I should like to know, also, if I would be able to visit on a Saturday or during a vacation week. If you have any suggestions as to when I should come, please feel free to state it. If not, I shall use my own judgment and notify you as soon as possible.

Thank you.

Very sincerely,

Natalie Silvia

APPENDIX B

Sources for Materials Listed in Chapter IV

Archer Plastics, Inc., Child Guidance Toys
Elmhurst 73
New York, New York

Boston Music Company
116 Boylston Street
Boston, Massachusetts

Boston School Department
15 Beacon Street
Boston, Massachusetts
att. - Dr. Helen Cummings, Director of Special Classes

Childcraft Equipment Company
155 East 23rd Street
New York 10, New York

Children's Record Guild Library
27 Thompson Street
New York 13, New York

Community Playthings
Rifton, New York

Creative Playthings
5 University Place
New York 3, New York

Encyclopaedia Britannica Films, Inc.
Wilmette, Illinois

Eye Gaet House, Inc.
330 West 42nd Street
New York 18, New York

Follett Publishing Company
1010 West Washington Boulevard
Chicago 7, Illinois

General Mills, Inc.
Minneapolis 15, Minnesota

Gilcrist Department Store
Washington Street
Boston, Massachusetts

Ginn and Company
Boston, Massachusetts

Grosset and Dunlap, Inc.
1107 Broadway
New York 10, New York

Holgate Toys, Inc.
Statesville, North Carolina

J. L. Hammett Company
Kendall Square
Cambridge 42, Massachusetts

Jacronda Manufacturing Company
5449 Hunter Street
Philadelphia 31, Pennsylvania

Judy Company, The
310 North Second Street
Minneapolis 1, Minnesota

Keystone Wood Toys Company
Boston, Massachusetts

Macmillan Company
New York, New York

Milton Bradley Company
Springfield 2, Massachusetts

Platt and Munk Company Inc., Publishers
200 Fifth Avenue
New York 10, New York

Play Art Educational Equipment Company
116 South 20th Street
Philadelphia 3, Pennsylvania

Playskool Manufacturing Company
Suite 426-428, 200 Fifth Avenue
New York 10, New York

Schwarz, F.A.O.
Fifth Avenue at 58th Street
New York 22, New York

Scott, Foresman and Company
New York, New York

Sifo Educational Toys
353 Rosabel Street
Saint Paul 1, Minnesota

Stanley Bowmar Company, Inc.
Aids to Visual Education
Valhalla, New York

Strombeck-Becker Manufacturing Company
Department 55
Moline, Illinois

Vogel Manufacturing Company
Bridgeport 1, Connecticut

Watchmakers of Switzerland Information Center, Inc.
Educational Service Department
730 Fifth Avenue
New York 19, New York

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