

TO: Dr. E. J. Engberg, M.D.

REGARDING:

*File
School
Program*

REPORT OF THE COMMITTEE, COMPRISING THE HEADS OF THE SCHOOL, SOCIAL SERVICE, PATIENT PROGRAM SERVICES, AND PSYCHOLOGY DEPARTMENTS, APPOINTED TO STUDY AND RE-ORGANIZE THE SCHOOL PROGRAM AT THE MINNESOTA SCHOOL AND COLONY.

I. Objectives

- A. To delimit and define the separate functions of the school and patient program services departments in carrying out their assigned functions within the institution.
 1. The committee has attempted to organize the school department in such a way as to emphasize its training functions in both academic and non-academic curricula. It has been felt that instruction in the basic skills for which mentally retarded individuals are suited is properly the function of the school department.
 2. As viewed by this committee, the function of the patient program services department will be, in contradistinction to training per se, to provide recreational, avocational, and occupational activities for the institution's charges.
- B. Within the school department, to so organize classes and curricula that the following objectives may be accomplished:
 1. Eliminate from the school program those children (and adults) who have not or will not be benefited by further training, academic or non-academic. Heretofore the school department has carried on its class rosters individuals who had attained a high degree of skill in their work and were largely occupied as production details. As noted above (I,A,2), the newly organized patient program services department is deemed the proper inheritor of the production aspects of the school department's earlier program. Similarly, for those individuals who, after suitable evaluation, are considered unlikely to progress under any instruction within the school program, the patient program services department should be charged with providing suitable activities.
 2. Provide a training program for individuals who, because of the previous retardment of individuals described in I,B,1, were unable to advance into school activities in the past. While the school program during the next year may not include many patients in this category, it is foreseen that constant evaluation of the institution's patients will uncover a large number who could benefit from training offered by the school department.

3. Provide an expanded educational program, particularly in the nursery-kindergarten, manual skills, and pre-vocational areas, in order to help the institution's patients develop to their maximum their ability to maintain themselves, either within the institution or within the community at large. The committee has studied, for example, the problem of opening up classes for instruction in several industrial shops which are a part of the institution. Accomplishment of this general goal cannot be achieved at once, but it is believed that the school program outlined below takes a first step in the direction of providing more varied training opportunities.
4. Set up criteria by which a patient's training in a particular activity may be terminated, at least insofar as that training requires school department administration. Thus the committee deems it wise that the teaching of basic skills be entrusted to the school department, but that further training incidentally involved in a patient's recreational, avocational, or occupational program be a part of the services extended by the patient program services department. The purpose of this general objective is to weed out the obvious misfits in any particular training area, and also to make available to as many as possible the training that is available. The means by which the committee believes such terminations may be achieved is through the promulgation and teaching of specific curricula which have both starting and terminal points.

II. Patients to whom the school program is applicable

- A. While the committee recognizes that the Owatonna State School is primarily responsible for training the educable mentally retarded, it foresees the need for an educational program at the Minnesota School and Colony to meet the needs of the following types of patients:
 1. Young, immature children who could benefit from a period of nursery-kindergarten training prior to entering a regular school program either at Faribault or at Owatonna.
 2. Children of low ability for whom education is a marginal possibility, as judged by intelligence test scores. A trial period of training for such children would seem desirable in order to arrive at a more complete evaluation of their capabilities. For those who could adjust satisfactorily and achieve sufficiently, a trial in the regular school program would then be warranted.

3. Mentally retarded patients with multiple physical and/or sensory handicaps whose disabilities prevent their attending the Owatonna State School.
4. Children with special problems who, on the basis of their case histories, should undergo a period of observation and training at Faribault before being considered for schooling at Owatonna.
5. Educable teen-age children among new admissions who have too meager an educational background to send to Owatonna, but who can still profit from short periods of training here.
6. Special problem children whose behavior, attitudes, or marginal ability has caused them to be returned from Owatonna.
7. Young, educable adults who are educationally retarded beyond the extent of their mental retardation. This group includes both physically and sensorily handicapped people, as well as others.

III. Important changes in the contemplated school program from the program carried out in the past.

- A. Introduces nursery-kindergarten training for young children who might progress into the academic school program.
- B. Provides a limited program for selected children of apparently low ability in order to assess their suitability for further training.
- C. Extends the academic program for those patients enrolled in academic classes without any concomitant decrease in time spent in non-academic training activities.
- D. Reorganizes the miscellaneous handicraft activities into curricular courses requiring progressively greater skill. As the various basic skills are achieved patients are channeled into vocational training of a more specialized nature.
- E. Removes from the school program those patients who are no longer capable of progressing in academic or non-academic work.
- F. Removes from the school program those patients who formerly attended school in order to carry on vocational or avocational activities.

- G. Centers the educational program around school age groups who will be taught selected skills in proper sequence. It is a program which is in keeping with accepted special education curricula.

IV: Evaluation of the program

- A. The program envisioned by the committee is not a self-perpetuating one, but foresees at least semi-annual study and evaluation of curricula, teaching procedures, and patient participation, in order to:
 1. Meet the continuing need of the greatest possible number of educable patients.
 2. Limit the time spent in training any individual to a period commensurate with his or her capacities and development.
 3. Limit school administration to those who are in fact undergoing training or are capable of being trained.

PROGRAM I: CHILD DEVELOPMENT TRAINING

This program is aimed at developing the social and creative capacities of children of nursery or pre-kindergarten abilities who might conceivably progress into the academic school program.

GENERAL GROUP CRITERIA

1. Chronological ages of from 6 to 9 years
2. I.Q.'s of from 40 and up
3. Ambulatory, see and hear
4. Have enough speech to make wants known
5. Reasonably stable
6. React to learning situations or stimuli

Note: Other patients having similar characteristics, but handicapped, might be added at the recommendation of the psychologist.

CURRICULUM INCLUDES:

1. Daily training activities
2. Language development activities
3. Social and creative activities

Note: Detailed areas of training will be developed from the CURRICULUM FOR THE TRAINABLE CHILD, Southern Wisconsin Colony and Training School. This training will be supplemented by nursery activities suggested by Arnold Gesell, *THE GUIDANCE OF DEVELOPMENT IN THE HOME AND NURSERY SCHOOL*. Toys, play material, equipment for these mental age levels are listed by Gesell. REFERENCE: Gesell, Arnold and Ilg, Francis L., *THE INFANT AND THE CHILD IN THE CULTURE OF TODAY*.

LIST OF PATIENTS SELECTED FOR TRAINING, 1951-1952

Name	C. Age 9-01-51	I. Q.	Date
By	7-4	47	1950
F1	7-6	49	1950
G1	6-3	56	1951
K1	6-0	46	1950
N1	7-6	40	1949
S1	6-9	44	1950
W1	7-11	41	1950
C1	9-0	30	1950
M1	8-6	34	1950
N1	8-10	31	1950

Note: All of the above patients are in hospital annexes I and III. Transfers will be effected so that they may be taught in a group in Hospital Annex I.

*Patients starred do not meet the criteria of I.Q. of 40 and up but due to their similar location and mental ages are included in the group.

DESIRABLE TEACHER QUALIFICATIONS FOR PROGRAM I:

Experience in working with mentally deficient children and training on a nursery-kindergarten level.

TIME ALLOTMENT DESIRED:

Three hours, from 8:30 a.m. to 11:30 a.m.

NUMBER OF TEACHERS:

One nursery-kindergarten teacher for three hours

Note: An hour of music to be coordinated with the nursery program will be furnished by the recreation department.

PROGRAM II: FOR GROUPS OF "TRAINABLE" BUT PRESUMABLY NOT "EDUCABLE" ABILITY.

OBJECTIVES: To provide a period of training in very simple skills for a selected group of patients of "trainable" abilities, the program terminating at the end of six months by the patients either advancing into the regular academic program or reverting to the general activities program of Patients Program Services.

CRITERIA:

1. Chronological ages of from 10 to 14 years. Over 14 years must have some special qualification.
2. I.Q.'s of from 25 to 40, average about 30.
3. Ambulatory, toilet trained, see and hear
4. Have enough speech to make wants known
5. Reasonably stable
6. Respond to group situations
7. React to learning situations or stimuli

Note: Non-ambulatory patients may be included on the recommendation of the psychologist and through the use of a visiting teacher.

CURRICULUM SOURCE:

A CURRICULUM FOR THE TRAINABLE CHILD, Southern Wisconsin School and Colony, supplemented by material from the Mansfield Training School, TEACHER'S MANUAL and the New York City GMSD program.

CURRICULUM INCLUDES:

- | | |
|---|--|
| <p>1. DAILY TRAINING ACTIVITIES</p> <p>Health
Personal Grooming
Work Habits and Skills
Attitudes
Safety</p> | <p>2. LANGUAGE DEVELOPMENT ACTIVITIES</p> <p>Relating experiences
Telling stories
Dramatic play
Oral Reading (listening)
Special vocabulary
Reciting rhymes
Singing games
Name, birthday dates, signs</p> |
| <p>3. NUMBER DEVELOPMENT ACTIVITIES</p> <p>Age
Counting: 1-5
Number recognition
Recognizing coins: penny, nickel
Quantitative concepts:
Size, quantity, position</p> | <p>4. DIVERSIONAL ACTIVITIES</p> <p>Arts
Crafts
Music
Recreation</p> |

PROGRAM II

PATIENTS SELECTED FOR CLASSES FOR THE "TRAINABLE", 1951-1952. These classes are fluid. Pupils may drop back into purely activity groups or progress into lower academic groups.

Names of Patients	C.A. 9-01-51	I.Q.	Date
Group 1 (11 Patients)			
Anderson, Doreen	13-11	37	1950
B	9-9	30	1950
B	11-11	34	1950
K	11-7	40	1946
M	14-9	34	1945
L	11-7	30	1951
R	11-8	39	1948
W	14-8	7	
G	12-2	41	1949
J	10-1	42	1950
N	8-10	48	1951
Group 2 (13 Patients)			
B	12-2	36	1951
E	11-5	39	1950
H	10-3	34	1951
L	9-7	33	1951
M	11-10	31	1951
M	11-9	41	1951
N	12-10	38	1945
P	13-3	37	1950
R	13-1	39	1946
B	14-7	36	1951
S	12-0	36	1951
T	12-3	36	1950
W	14-0	38	1950

TIME ALLOTMENT DESIRED:

One and one-half hours program per group.
Total: 3 hours for two groups.

DESIRABLE TEACHER QUALIFICATIONS:

1. Training and experience in the kindergarten-primary field
2. Knowledge of institutional child training
3. Varied experience in occupational or crafts training

NUMBER OF TEACHERS:

One teacher for three teaching hours.

PROGRAM III: FOR SCHOOL GROUPS OF FEASIBLE ACADEMIC ABILITY

GENERAL OBJECTIVES:

1. To teach groups of feasible academic ability relatively simple skills to the point where they can maintain themselves in society under supervision, or if unsuccessful, for useful institutional life under sheltered supervision.
2. To screen out young, educable patients for training at Owatonna.
3. To train handicapped, educable patients for better social adjustment, broadened human interests, and some possible vocational usefulness.

GENERAL GROUP CRITERIA:

1. Chronological ages under 21
2. I.Q.'s of from 40 to 70
3. Includes both the physically normal and those with multiple handicaps.

CURRICULUM:

The curriculum for children and patients of feasible academic ability will be based on the New York City program of special education for children with retarded mental development. Other curricular material is available such as the Manfield Training School Program, but it is felt the New York City Program defining specific, realizable skills and minutely developing them in sequences adapted to the mentally retarded is especially suitable.

BRIEF DESCRIPTION OF THE CURRICULUM (centered around three groups of skill sequences on three different ability levels)

1. THE SOCIAL SKILL SEQUENCES (Volume 6, Number 1 and 2, 1948)

Teaching cores around which units are developed on three ability levels.

1. People--Human Relations
2. Food
3. Clothing
4. Shelter
5. Buildings
6. Health and Hygiene
7. Safety
8. Recreation

PROGRAM III: THE CURRICULUM

II. THE LANGUAGE ~~AND~~ SKILLS (Volume 6, Number 4, 1949) These Skills are developed on three ability levels from reading readiness to the fifth grade level.

1. Personal-Social Development Skills
2. Oral Communication--speaking skills
3. Oral Communication--listening skills
4. Written Communication
 - a. Reading Mechanics and techniques
 - b. The two way language reciprocal process: reading and writing letters, notes, invitations, reports, orders, etc.
5. Written Communication: Writing
 - a. Learning how to improve the mechanics of written expression, including usage and penmanship
6. Selection and use of resources for communication
 - a. Locating and using the materials of instruction
 - b. Human resources
 - c. Centers of interest
 - d. Printed material; visual aids; auditory aids; exhibition material, etc.

III. THE ARITHMETIC SKILL SEQUENCES (Volume 6, Number 5, 1949) These skills are developed for specific mental age levels.

1. For mental ages under 7, 113 readiness skills
2. For mental ages 7-8, 101 skills
3. For mental ages 8-9, 223 skills
4. For mental ages 9-10, 100 skills
5. For mental ages 10-11, 97 skills.

Example: in teaching the child the use of a nickel as a monetary unit unit the following preparatory sequences are necessary:

1. Ability to count articles or objects to five
2. The concept of one cent
3. Ability to do rote counting to five
4. Concept of money through five pennies
5. Ability to understand money values through five cents
6. Concept of a nickel
7. Ability to add and subtract with objects; 2 and 2; 2 from 4
8. Concept of take away from
9. Ability to add and subtract with objects: 2 and 1; 2 from 3; 1 and 2; 1 from 3
10. Concept of none
11. Ability to add and subtract with objects: 1 and 1; 1 from 2
12. Ability to add and subtract with objects: 3 from 1; 3 from 4; 1 and 3, 1 from 4
13. Ability to add and subtract with objects: 4 and 1; 4 from 5; 1 and 4; 1 from 5
14. Understanding of the value of a nickel or its equivalent
15. Relation of a nickel to five pennies
16. Ability to make change of a nickel when a purchase of 1, 2, 3, or 4 cents are made.

PROGRAM III--THE CURRICULUM

PRIMARY AND INTERMEDIATE MUSIC

1. One half hour of music instruction is to be provided for groups in the academic classes
2. An additional half hour is to be provided for special musical groups, chorus, choir, etc.

PHYSICAL EDUCATION: The following is listed as a recommendation. Such a person as suggested is not at present available.

1. A physical educational--industrial training teacher combination, providing for a man teaching boys physical education and boys industrial education courses and setting up a physical education program for the girls.

HANDICRAFT AND PREVOGATIONAL COURSES: These are 40 week courses geared to the accumulation of simple skills and their application to simple projects suited to mental deficients of approximately 50 I.Q.

Elementary Handicraft I

Spool Knitting (6 weeks); Rug Braiding (8 weeks); Rope Braiding (8 weeks)
Carp Braiding (8 weeks); and Rug Hooking Skills (10 weeks.).

Elementary Handicraft II:

Net Weaving Skills (16 weeks); Brush Making Skills (12 weeks); Chair
Caning and Weaving (12 weeks)

Elementary Handicraft III

Embroidery Skills (6 weeks); Crocheting Skills (12 weeks); Knitting Skills (10 weeks); Hook Bag, Needle Point, Petit Point Skills (12 weeks)

SEWING ARTS I (Girls)

Hand Sewing Skills (8 weeks); Simple Project Construction (12 weeks)
Introduction to Machine Sewing (8 weeks); Application of Hand Sewing and Machine Sewing Skills to More Difficult Projects (20 weeks)

INDUSTRIAL ARTS I (Boys)

Notes: Not Available, but recommended

Simple Hand Woodwork Skills (14 weeks); Simple Assembly and Disassembly Skills and Application in Home Mechanics (14 weeks); Simple Metal Work Skills (12 weeks)

NOTE: All of the above courses are limited to the acquiring of general skills. Longer, avocational courses are available in the Patients Program Services Program. A course in Weaving Arts is listed below as a possible addition to the above courses.

WEAVING ARTS I

Small handlooms (6 weeks); Simple Floor Looms (12 weeks); Special Hand Loom Projects: Waffle Weave and Weave It Skills (6 weeks); Pattern Loom Skills-floor looms (16 weeks)

NOTE: With the exception of Sewing Arts I, local curricula will be used for the above courses. Sewing Arts I will be an adaptation of a New York City CEMD curriculum for sewing classes.

PROGRAM III--continued

PUPILS SELECTED FOR PROGRAM III, 1951-1952

Academic Program: Social Studies,
Language Arts, Arithmetic and
Music plus Handicraft Classes
as listed below:

<u>Group I--11 pupils:</u>		Grade level, Grade 1 to beginning 2			
I	10-4	51	1950	Elementary Handicraft I	
H	13-1	43	1950	Elementary Handicraft I	
B	11-4	53	1949	Elementary Handicraft I	
G	11-6	51	1949	Elementary Handicraft I	
J	13-7	41	1950	Elementary Handicraft I	
K	10-11	60	1950	Elementary Handicraft I	
S ₂	10-10	56	1950	Elementary Handicraft I	
S ₁	9-11	45	1950	Elementary Handicraft I	
S ₄	12-9	46	1950	Elementary Handicraft I	
*S ₁	7-10	65	1948	Elementary Handicraft I	
W ₂	12-10	41	1951	Elementary Handicraft I	

*Beginner in Grade 1, readiness level

<u>Group 2--11 pupils:</u>		Grade range: Grade 1 to 2			
B	14-8	48	1950	Elementary Handicraft I	
C	12-0	52	1950	Elementary Handicraft I	
D	13-7	40	1950	Elementary Handicraft I	
F	15-5	54	1951	Elementary Handicraft III	
G	14-1	45	1950	Elementary Handicraft II	
H	13-10	55	1947	Elementary Handicraft I	
E	13-10	48	1945	Elementary Handicraft III	
K	14-8	49	1949	Elementary Handicraft I	
L	14-9	50	1949	Elementary Handicraft II	
M	14-9	43	1949	Elementary Handicraft I	
N	13-9	46	1948	Elementary Handicraft I	

<u>Group 2--11 pupils:</u>		Grade range: Grades 1-2 (Marginal group, probably last year)			
A	17-4	47	1949	Elementary Handicraft III	
F	16-7	44	1951	Elementary Handicraft II	
G	16-9	43	1951	Elementary Handicraft III	
H	16-4	43	1949	Elementary Handicraft III	
K	16-1	49	1950	Elementary Handicraft II	
K	17-0	43	1951	Elementary Handicraft III	
N	16-0	44	1950	Elementary Handicraft II	
*S	15-11	49	1951	Elementary Handicraft II	
S	17-3	45	1950	Elementary Handicraft II	
S	18-11	44	1951	Elementary Handicraft III	
C	17-0	61	1945	Elementary Handicraft II	

*May be eligible for class for deaf

PROGRAM III--Continued

Name of Patient	9-01-51			Academic Program, Social Studies Language Arts, Arithmetic and Music plus Handicraft and Art Classes as listed below:	
	G.A.	I.Q.	Date		
<u>Group 4--10 pupils</u> Grade level: Grades 2,3, and 4 range					
B		17-1	62	1951	El. Hand. III, Sew. Arts I
F		18-5	55	1950	El. Hand. III, Sew. Arts I
K		16-6	76	1950	El. Hand III, Sew. Arts I
L		18-9	47	1951	El. Hand. III, Sew. Arts I
P	Lou	*24-2	66	1950	El. Hand III, Sew. Arts I
R		17-1	55	1949	El. Hand. III, Sew. Arts I
R		17-8	54	1946	El. Hand. III, Sew. Arts I
S		16-7	55	1948	El. Hand. III, Sew. Arts I
T		18-2	59	1947	El. Hand. III, Sew. Arts I
T		19-3	55	1949	El. Hand. III, Sew. Arts I

*Spastic, Special Training for one more year

<u>GROUP 5--11 pupils</u> Grade Level: Grades 2,3, and 4 range					
B		16-5	54	1949	El. Hand. III; Sew. Arts I
B		19-2	51	1951	El. Hand. III, Sew. Arts I
C		19-10	62	1950	*Work Detail
F		22-1	58	1949	El. Hand. III, Sewing Arts I
F		16-7	47	1949	El. Hand. III, Sew. Arts I
F		17-1	49	1949	*Work Detail
J		16-6	51	1951	El. Hand. III, Sew. Arts I
K		17-1	57	1946	*Work Detail
K		18-10	71	1951	*Work Detail
M		16-2	65	1943	*Work Detail
P		17-7	45	1950	El. Handicraft II

*Work detail necessary until industrial arts program made available for brighter boys.

Group 6--Wheel chair or other multiple handicapped patients requiring a visiting teacher who will adapt program to each individual's needs.

L		14-6	56	1950	Sunnyside# 1 hour daily
T		20-9	86	1950	Sunnyside: 1 hour daily
G		17-8	59	1945	Main (Blind): 1 hour daily
D		18-10	54	1944	Main (Blind): 1 hour daily
A		20-9	46	1950	Hosp. Annex II: 1 hour daily
L		22-5	53	1950	Hosp. Annex II: 1 hour daily
R		15-6	52	1950	Hosp. Annex II: 1 hour daily
*D		5-	53	1950	Hosp. Annex II: 1 hour daily
*H		7-8	33	1950	Hosp. Annex II: 1 hour daily

*Murs ry-School level, not handicapped, but age and location isolates from any other organized program.

PROGRAM III--Continued

TIME ALLOTMENT DESIRED:

Three hours academic program per group
Total: 18 hours for 6 groups

DESIRABLE TEACHER QUALIFICATIONS:

1. Training and experience in the elementary education field.
2. Knowledge of institutional child training.

NUMBER OF TEACHERS:

Three academic teachers for 18 hours.
One and one-half teachers for 11 hours of handicraft instruction.
One-quarter teacher for music instruction.

NOTE: Handicraft and music instruction will be given by personnel furnished by the patient program services department.

PROGRAM IV--ADULT EDUCATION

GENERAL OBJECTIVES:

1. To teach young adults of feasible academic ability skills which they have not already attained but which they are capable of assimilating, in order to better equip them for maintaining themselves in society.
2. To train handicapped educable adult patients for better social adjustment.

GENERAL GROUP CRITERIA:

1. Chronological ages over 21 and under 30. (making allowance for exception in worthy instances)
2. I.Q.'s of from 50 to 75.
3. Includes both physically normal and handicapped patients.
4. Maximum possible educational attainment has not been reached.

CURRICULUM:

The curriculum is similar to that of Program III, with the following exceptions:

1. Greater stress on skills and knowledge related to job placement, practical life situations, self-maintenance.
2. Supervised on-the-job training experience as a fore-runner to community placement should be a part of the educational program. This remains, however, a program to effectuate in the future.

PUPILS SELECTED FOR PROGRAM IV, 1951-1952:

Up to this time no specific individuals have been selected for this program, although there are a great many such patients who would qualify for it. It is expected that the school principal would be the logical person to organize classes and perhaps devote part of his time to the instructional activity involved in this projected program.

PROGRAM V--TRAINING OF THE DEAF AND HARD OF HEARING

GENERAL OBJECTIVES:

1. To teach patients with hearing handicaps how to communicate with others, as an aide to better social adjustment.
2. To provide such patients with knowledge and skills suited to their abilities.

GENERAL GROUP CRITERIA:

1. (a) Chronological ages under 21.
(b) Chronological ages over 21 and under 30. (Making allowance for exception in worthy instances)
2. Completely deaf or hearing loss of approximately 40 decibels or more in both ears.
3. I.Q.'s of from 30 to 75.
4. Includes both those handicapped and not handicapped in motor performance.

CURRICULUM:

1. Lip reading instruction
2. Auditory training
3. Speech education
4. Education in other forms of communication
5. Instruction in academic and manual skills similar to that of the foregoing programs.

PATIENTS TENTATIVELY SELECTED FOR CLASSES FOR THE DEAF AND HARD OF HEARING, 1951-1952
These class groupings are exploratory only, there being many heterogeneous factors present in many of the patients which will affect their final placement.

Names of Patients	C.A. 9-01-51	I.Q.	Date	Program Level
<u>Group I--School Age</u>				
H	10-2	30	1950	I
N	8-7	30-40	1951	I
C	16-0	?		II
B	15-9	55	1950	III
F	17-2	49	1949	III
K	10-10	59	1947	III
O	18-6	60	1951	III
S	14-11	49	1951	III
W	12-10	41	1951	III

PROGRAM 7--Continued

NOTE: The following students attending the State School for the Deaf are mentally retarded and would be eligible to enter this program if a transfer from that institution were made.

<u>Name of Patient</u>	<u>G.A. (9-01-51)</u>
B	14-2
F	15-3
G	16-0
H	14-11
M	15-9
P	16-0
P	7-8
R	10-11
S	17-6
S	16-9
W	13-11

Group 2--Adults

A	25-5	58	1940
B	34-0	46	1942
H	25-6	55	1951
H	26-8	54	1948
M	39-3	?	
N	33-11	?	
P	26-4	58	1938
R	29-3	44	1932
R	27-9	78	1951
S	34-8	?	
S	28-8	63	1950
T	30-9	86	1950

TIME ALLOTMENT DESIRED:

One hour for nursery-kindergarten level group.

Two hours for regular academic group.

One and one-half hours each for two groups of adults.

One hour for exploratory work with individuals who are known to be deaf or hard of hearing but who do not on the surface appear to be scholastically educable.

Total: 7 hours.

DESIRABLE TEACHER QUALIFICATIONS:

1. Training and experience in elementary education.
2. Training and experience in teaching the deaf and hard of hearing, including skills in the instruction of lip reading, auditory training, speech correction, and understanding of remedial techniques of reading, and language.

NUMBER OF TEACHERS:

One teacher for seven teaching hours.