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Developing a Curriculum for the Trainable Student Enrolled in the Boy's Apprentice Training Program at Rainier School

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DEVELOPING A CURRICULUM FOR THE TRAINABLE STUDENT
ENROLLED IN THE BOY'S APPRENTICE TRAINING
PROGRAM AT RAINIER SCHOOL

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Frank F. Serviss
August 1963

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APPROVED FOR THE GRADUATE FACULTY

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Dedicated To
Faye E. Miller

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Until recent years very little has been known concerning the educational capabilities of the trainable mentally retarded student. A brief look at any curriculum offerings for the mentally retarded in the 1940's would validate this statement. It was not until the 1950's that educators throughout our country started to develop the hidden potential of the trainable mentally retarded student.

If we are to close the gap between our present educational offerings and the potentials of the trainable mentally retarded student it is time we focus our attention on the educational offerings for this student while keeping in mind his immediate and future needs. The trainable students displays the same needs of all students and these needs can, and must, be met in the classroom.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to develop a curriculum for the trainable mentally retarded student that will be developmental in nature and will help meet the needs of the students enrolled in the boy's apprentice training program at Rainier School, and (2) to provide each student with personal and social skills that with work skills will enable him to establish a positive

relationship with employees and residents with whom he will be working and living.

Importance of the study. Great strides have been made, in the past four years, in developing the educational offerings for the trainable mentally retarded student enrolled in the boy's apprentice training program. By no means is this the end of the task. It is time these offerings are recorded so that programs are provided to assist instructors at Rainier to meet the needs of students. With continuous evaluation of the curriculum, the student is assured of better chances of receiving appropriate experiences inside and outside of the classroom.

This study is needed to fill a gap in the curriculum offerings of Rainier School. All of the offerings that will be listed below have been tried in the classroom and many have been successful in meeting the objectives of the apprentice training program.

The trainable mentally retarded student in the boy's apprentice training classes have displayed great potential for certain learnings, and with the proper content and procedures this potential can be developed.

One of the primary functions of Rainier School is to educate and train the residents enrolled in the school program. A large professional staff is required to train

the six hundred and fifty students: and many of the instructors come directly from the classrooms of colleges and universities. These instructors need a guide in order to plan for the classes and so assure a greater degree of success in meeting individual needs.

II. DEFINITIONS OF TERMS USED

Educable mentally retarded. The educable mentally retarded are unable to profit from the environment of the regular classroom. At Rainier School such students are enrolled in the educable academic program. Many of them will reach third or fourth grade level in the traditional tool subjects. Some of them, with appropriate training, will become independent citizens in a community outside of Rainier. The educable student has an intelligence quotient between fifty and seventy-five. The mental growth of this student is from one-half to three-fourths as rapid as that of the average student. He is capable of overcoming personal and social problems that might arise throughout his daily life.

Trainable mentally retarded. In contrast to the educable retarded, the trainable mentally retarded has an intelligence quotient of thirty to fifty; he is sometimes referred to as the "middle grade" and as the "moderately retarded." The trainable student is unable to profit from

the academic tool subjects as they are presented in the average classroom environment. It is improbable that any of these students will ever develop to the point where they are able to lead independent lives in outside communities, as such communities are now organized. The trainable display a potential that will allow them to live a wholesome responsible life within a sheltered environment, such as is maintained at Rainier School. This student is capable of acquiring good habits towards care of self and personal cleanliness. They are capable of acquiring personal and social skills necessary for working and living with others. The mental growth of this student is from one-quarter to one-half as rapid as the average student.

Dependent mentally retarded. In the third category of mentally retarded students is the individual who is referred to as the "dependent mentally retarded." Under present community conditions this person will remain in the care of an institution for the duration of his life. The intelligence quotient will fall under thirty. A frequently used term to describe the condition displayed by the dependent mentally retarded is "severely mentally retarded." It is improbable that the dependent mentally retarded could survive in any environment without constant supervision. The mental growth of this student will be less than one-

quarter as rapid as that of the average student.

Apprentice training. The boy's apprentice training program is designed to fit the individual needs of the late adolescent trainable student of Rainier. The program is the terminal formal educational program for trainable students. The program is designed to present students with appropriate work, personal, and social skills that will help them carry on a responsible apprentice assignment within the institution. The program tries to adjust the work experiences to the student and not the student to the work experiences. After a student has developed skills necessary to adjust to an apprentice assignment within Rainier, he is introduced to the vocational counselor for proper job placement.

Vocational training. Vocational training for approximately six hundred and fifty residents is carried out under the supervision of the director of education. The residents are assigned to on-the-job training positions throughout Rainier. Among resource and training areas would be the laundry, main kitchen, maintenance shops, and residential halls. The program provides vocational training for the more capable residents who will eventually be returned to an outside community.

A clear understanding of the differences between the boy's apprentice training program and the vocational

training program is important. The boy's apprentice training program is a structured program of formal classroom training for the trainable student. After the student in the program has developed to the degree where he can assume the responsibilities of an apprentice assignment he is transferred to the vocational training program to await a job placement within Rainier.

On-the-job training. Both the apprentice training program and the vocational training program utilize on-the-job experiences. The boy's apprentice training program locates work areas throughout Rainier that will help develop work skills as well as familiarize the students with the physical plant and personnel. The vocational training program assigns residents to on-the-job training to develop skills that may eventually enable placement for the resident in an outside community. The vocational training program also utilizes on-the-job training for less capable residents who will remain at Rainier.

Job placement. Job placement is the vocational job assigned the trainable student after he has completed his formal classroom training in the boy's apprentice training program. This is accomplished through cooperative planning between the classroom instructor and the vocational counselor.

III. PRESENT STATUS OF THE PROBLEM

Little has been done to organize the educational offerings for the trainable retarded student. With the proper educational program many students can succeed on an apprentice assignment located in the sheltered environment of Rainier School. In developing a curriculum for this student it is necessary to keep his potential in mind so he can be assigned to an appropriate task. This plan will minimize possible failure on the initial job placement.

IV. CHAPTER I. SUMMARY

If education is to be offered to all youth, a basic principle upon which the educational structure of this country stands, then it is time curriculum offerings were developed and recorded for the trainable mentally retarded student. The need for such recorded offerings for the boy's apprentice training program at Rainier School is shown in chapter one.

To gain a clear understanding of the contents of this paper it is important to acquire an understanding of the terms "educable mentally retarded," "trainable mentally retarded," "dependent mentally retarded," "boy's apprentice training program," "vocational training," "on-the-job training," and "job placement."

V. OVERVIEW OF REMAINING CHAPTERS

The boy's apprentice training program is just one program in the total educational structure of Rainier. To give a clear picture of the program a description is needed of the total educational structure that is offered under the guidance of the director of education.

Chapter two will focus its attention on the vocational training program. This description is included because of the confusion that exists between the boy's apprentice training program and the program carried out by the vocational training department.

A brief look at the total educational program of Rainier will be contained in chapter three. This will be the program that is presented by the White River School District.

Characteristics of the trainable student will be presented in chapter four. Comments will be made on procedures in presenting experiences in the classroom and on the learning potentials that can be developed in the trainable student.

A detailed development of the boy's apprentice training program will be the focus of chapter five. A schedule of the daily program along with a description of the program facilities and students enrolled will be included.

Chapter six will outline the suggested content of

the apprentice program. Included will be content (1) offered in the academic portion of the program, (2) offerings of the monthly experience units, and (3) several sample functional units centered around janitorial training skills.

Chapter seven will include the summary of the paper along with a conclusion and recommendations for improving the boy's apprentice training program.

CHAPTER II

THE VOCATIONAL TRAINING PROGRAM

AT RAINIER

This department is under the supervision of the director of education. Two full time counselors, one for the women and one for the men, make up the staff of the vocational training department. The counselors channel approximately six hundred and fifty residents to an apprentice assignment. This means, for the more capable, training for the ultimate goal of gainful employment in an outside community. For the less capable this apprentice assignment represents a job and a new role of responsibility within the environment of Rainier.

Many candidates for apprentice positions have received training in the setting of a formal classroom organized by the school department of Rainier. Apprentice candidates have been enrolled in classes designed to offer experience and training in such areas as home economics, vocational agriculture or janitorial training to name just a few. Apprentice candidates may spend three years and even more in a formal classroom program prior to an apprentice assignment.

Irv Steinberg and Kenneth Browning point out:

The entire staff of Rainier School are members of the treatment and training team who will have the common goal of assisting the apprentices to develop skills and aptitudes necessary to achieve competitive external employment or terminal employment within the institution community. The training staff consists of all employees of the school who work directly or indirectly with the residents. In addition to competence in their particular

job employees are responsible for the training and supervision of the residents assigned them for on-the-job training; and whether or not an employee has direct skill training responsibility for a student he provides an example of normal proper employee behavior and attitudes towards work (10:27).

Specific work-skill development is only one of many objectives that the vocational training program stresses. Emphasis is placed on the development of the individual and his social adjustment.

Appreciation for his job and for the added responsibility that it involves should be developed in each apprentice. With proper adjustment to the job and the work area the apprentice will be able to live a more independent life at Rainier. In many cases the apprentice will be entitled to utilize the new student canteen on the grounds and will be able to earn an amount of money that can be spent in the manner he desires.

I. AREAS OF TRAINING

In a school as large as Rainier there are a great variety of areas that are utilized as training grounds for the residents. There are over twenty resident halls that serve as homes for approximately seventeen hundred residents. On these halls alone there are many areas that are utilized as on-the-job training resource centers. After training, residents will be given vocational positions in these resource centers.

Table I, page 13, displays the schedule of one resident hall throughout one twenty-four hour period. This particular schedule is carried out on a hall that houses adolescent boys. Table I clarifies the fact that many of the daily hall tasks are carried out by resident apprentices under the supervision of qualified hall attendant counselors. The hall attendants perform a major role in training the residents for work throughout the school. The schedule displayed in Table I points out some of the jobs where resident help can be of assistance. Again it is the attendant counselors who are responsible for these jobs being carried out. Help is obtained from residents and at the same time the resident is trained for future vocational positions.

Table II, page 14, displays the areas of Rainier where residents can be provided on-the-job training. This training can be for future placement in a competitive outside community vocational position or for a vocational position within Rainier.

II. APPRENTICE PAY PROGRAM

The apprentice pay program was initiated in February of 1962. The trial program involved approximately one hundred residents. Those apprentices and residents who worked a full shift six days a week received fifty cents a month. The apprentice pay program is directed and carried

TABLE I

RESIDENTIAL HALL SCHEDULE FOR ONE TWENTY-FOUR HOUR PERIOD

Time	Hall Area	Specific Work Skill
6:15 AM	Residents out of bed	Beds are made--sleeping quarter cleanup
6:30	Kitchen boys downstairs Apprentices off for other hall work areas	Making toast, setting out jam Preparation for breakfast
7:00	Boys washed and readied for meal	
7:15	Pick up cart from main kitchen	Food dished out and served
7:30	Breakfast	
8:00	Kitchen cleaned	Soaking silver--pre-rinse dishes-- Wash and dry dishes, scrubbing of tables Cleaning of food cart and utensils
9:00	General hall cleanup	Dusting--straighten and rearrange furniture--pick up magazines
9:00	Clothes changed and readied for school	
11:00	Setting up kitchen for noon meal	Same routine as followed at breakfast
12:25 PM	Eat lunch	Kitchen crew cleans up immediately after lunch is finished
1:10	Preparation for school or summer farm jobs	
5:00	Kitchen readied for dinner	
6:00	Cleanup of kitchen area	Same routine as for breakfast and lunch
7:00	Recreation (on or off)hall	
8:00	Bath night on Monday, Wednesday' and Friday	
9:15	Boys retire for the evening	
Saturday		All hall area cleanup

TABLE II

ON-THE-JOB TRAINING AREAS AND VOCATIONAL
TRAINING POSITIONS AT RAINIER

1. Cannery helper	10. Laundry helper
2. Coffee shop helper	11. Main kitchen helper
3. Commissary helper	a) Bakery
4. Farm area	b) Peeling room
a) Dairy helper	12. Maintenance helper
b) Garden helper	a) Carpenter shop
c) Orchard helper	b) Disposal plant
d) Poultry helper	c) Garage
e) Swine maintenance helper	d) Paint shop
5. Farm machinery helper	e) Power house
6. Hospital helper	f) Welding shop
a) Hospital kitchen	13. Office janitor crew
b) Hospital janitor	14. Occupational therapy aid
7. Housekeeping helper	15. Upholstery helper
8. Laboratory helper	16. Resident hall helper
9. Lawn area helper	17. School area janitor
a) Green house	18. Sewing room helper

out through the vocational training department. Since the successful initial beginning, the program has grown until over six hundred resident apprentices are receiving a monthly salary.

There has been a great change in the attitudes that the apprentices have toward their jobs. They take much more pride in their work and look forward to the added responsibility of signing the payroll and using their money in ways that will benefit them. The pay program has been instrumental in (1) increasing pride and interest in work assignments, (2) motivating a desire to learn more details concerning the work, (3) closer relationships with the staff supervisors, and (4) developing better work habits.

Evaluation forms have been developed and work records are kept. By using the Merit System for rating it is possible, through regularly scheduled increases, for an apprentice to work up to the maximum pay of three dollars per month.

CHAPTER II. SUMMARY

Chapter two has described the role of the vocational training program at Rainier. It is important to obtain a clear picture of the vocational training program because this department has the responsibility of training and terminal vocational placement for the boys in the apprentice training program.

Chapter two has pointed out (1) the areas and resources that are available for the on-the-job training and vocational apprentice assignments, (2) the responsibility of all employees to help train and supervise residents at Rainier, and (3) the apprentice pay program and how it has stimulated the vocational training program.

A brief look at the educational program of Rainier School as it is carried out by the White River School District will be contained in chapter three. The chapter will list the educational objectives for both the educable and trainable students.

CHAPTER III

A BRIEF LOOK AT THE EDUCATIONAL PROGRAM AT RAINIER

Approximately six hundred and fifty students were enrolled in the school program at Rainier during the 1962-63 school year. Both educable and trainable students were involved. The students are residents of Rainier with the exception of fewer than ten students who commute from areas located within the geographical boundaries of the White River School District.

Responsibility of the program and staff for school-aged residents of Rainier rests with the White River School District No. 416 of Pierce County. A minimum mental age of three is required before residents are admitted to the program. With the exception of three instructors, all of the personnel of the school department at Rainier are hired through the White River School District. Three additional instructors called "continuation instructors" are hired through the State Department of Institutions and thereby provisions are made for educational offerings for approximately one hundred and fifty students who are over the maximum legal school age.

Rainier School provides classroom facilities, heat and light, and the permanent classroom equipment. The White River School District provides the majority of the staff, supplies and resources, and supervises the curriculum.

I. STAFF FOR INSTRUCTION

With the exception of the director of education and three continuation instructors all personnel are hired through the school district. The instructor aids are hired through a cooperative agreement by both the White River School District and the Department of Institutions.

The staff of the school department is made up of the following people: (1) a director of education, who coordinates the program, (2) a principal of the school department, (3) one full time supervisor, (4) one full time school psychologist, (5) two speech therapists, (6) three continuation, or institution instructors, (7) seven instructors' aides, and (8) twenty-nine classroom instructors.

II. SPECIAL AREAS

The staff for the educable student includes nine and one-half instructors, who are referred to as 'special area instructors' because their classes are scheduled on an hourly basis. These instructors have five instructional periods daily and one additional for planning. These special area fields are listed below.

- | | |
|-----------------------|--------------------|
| 1. music | (1)* |
| 2. arts and crafts | (1 $\frac{1}{4}$) |
| 3. physical education | (2) |

- | | |
|--------------------|-----|
| 4. woodshop | (1) |
| 5. speech therapy | (2) |
| 6. continuation | (1) |
| 7. home economics | (1) |
| 8. pre-placement | (1) |
| 9. work experience | (1) |

*Number of instructors

III. DESCRIPTION OF THE HOME-ROOM CLASSES FOR THE EDUCABLE MENTALLY RETARDED

Throughout the 1962-63 school year there were nine home-room classes for the educable mentally retarded. Two periods are scheduled daily, each scheduled for two and one-half hours. The morning period begins at nine-fifteen and dismisses at eleven forty-five. Because of hall duty during the dinner hour, the afternoon class does not begin until one-fifteen, and is dismissed at three forty-five.

Each student is enrolled in the home-room class for one period and the remainder of the school day is spent in the special areas. Special areas are selected for each student on the basis of ability, interest, and present and future needs.

It should be emphasized that the educable student develops mentally from one-half to three-fourths as rapidly as the average student. The educable student has an intelligence

quotient that would fall between fifty and seventy-five.

Objectives for the educable student. General objectives for the educable students are: (1) emotional and social competency, (2) skills necessary to be an independent and contributing member of the community in which he is placed whether at Rainier or in an outside community, (3) skills for the use of leisure hours, (4) adequate health and grooming habits, (5) individual competency in the tool subjects, (6) civic responsibility so the individual will be aware of his rights and obligations as a member of his community, (7) skills necessary for successful group living, (8) consumer guidance, and (9) appreciation of the fine arts.

IV. DESCRIPTION OF THE HOME-ROOM CLASSES

FOR THE TRAINABLE MENTALLY RETARDED

Eleven home-room classes provided a setting for the trainable student throughout the 1962-63 school year. These classes are referred to as 'developmental.' Two periods are scheduled daily, each scheduled for two and one-half hours. These home-room classes are self contained. Because there are no special areas available for the trainable, their school day usually consists of one home-room period. The instructor tries to schedule time for activities in physical education, art, and music that will be carried on within the home-room class.

There are instructors of art and music that work on a half day basis. Both instructors schedule one home-room visit weekly that runs for one-half hour. The speech therapy program is also available for the trainable student.

It should be emphasized that the trainable student develops mentally from one-quarter to one-half as rapidly as the average student. The trainable student has an intelligence quotient that would fall between thirty and fifty.

Objectives for the trainable student. General objectives for the developmental class trainable students are: (1) limited functional academic skills, (2) social, personal, and work skills necessary to become a contributing member of Rainier, (3) activities to help make full use of their leisure hours, (4) appreciation for individual capacities and how these capacities can be used, (5) good habits of personal health and grooming, (6) consideration for others, and an understanding of the rights and property of others, (7) communication skills, and (8) appreciation of the fine arts.

There are five administrative levels (Table III) of the developmental classes for the trainable student. Students are assigned to these five levels, the criteria of mental ability and chronological age being the most important. Table III, page 22, indicates age level and the suggested core around which the classroom experiences are centered. Trainable

TABLE III
 DEVELOPMENTAL CLASS LEVELS WITH SUGGESTED
 CORES FOR THE TRAINABLE STUDENT

Level	Chronological Age Range	Suggested Core
Trainable I.	6-10	Self
Trainable II.	10-12	Hall and Family
Trainable III.	12-14	School and Institution
Trainable IV.	14-16	Local Community
Apprentice Training	16-18 (of 21)	Work skills for vocational position at Rainier

students are assigned apprentice training at the approximate chronological age of sixteen. Terminal education for the trainable student is the role of the apprentice training program. A semi-independent life with a vocational position within Rainier is the ultimate objective of the apprentice training program.

V. PHILOSOPHY FOR SPECIAL EDUCATION

One mark of a good curriculum is its flexibility. It must be flexible to meet the constantly changing needs of the youth of our society. Like a good curriculum, the philosophy of education must be written so it can be adjusted depending upon the needs of our society and what we know concerning the development of youth.

The following is the philosophy of special education for Rainier School. The statement was developed by the philosophy committee this past year.

- I. Education is the process of development of the human being toward his optimal capabilities; social, mental, physical, emotional, and spiritual.
- II. Teaching is the art, that in cooperation with other disciplines concerned with human welfare and guided by the best scientific knowledge of the time, aids and directs development.
- III. Education should prepare the individual to adjust to as many current demands and responsibilities of society as he is able to assume.
- IV. With emphasis on growth and training the individual

should be allowed as much freedom for discovery, expression, and adventure as circumstances permit.

- V. The school should serve as a source for new ideas, programs, inquiries; for it should be a place of intellectual growth for both student and teacher.

CHAPTER III SUMMARY

Chapter three has briefly described the role of the school department at Rainier School. Described were the (1) staff employed to carry out the program, (2) special areas of instruction for the educable student, (3) description and broad objectives for the educable mentally retarded and for the trainable mentally retarded, and (4) philosophy of special education adopted by the school department of Rainier.

Chapter three has pointed out that the boy's apprentice training program is the terminal formal educational program provided for the trainable student. The goal of the apprentice training program is to develop each student to the degree that he can maintain a semi-independent position at Rainier.

The objectives for both the educable and trainable students are similar. In contrast to the ultimate objective for the trainable student of semi-independence within the community of Rainier, the ultimate objective for the educable student is future placement within an outside community. The special areas offered the educable helps to reach this ultimate objective by providing more life like experiences through a

more diversified program.

Chapter four will be centered around the learning characteristics of the trainable mentally retarded student. Emphasis will be placed upon selected characteristics that an instructor needs to understand in order to do realistic planning.

CHAPTER IV

LEARNING CHARACTERISTICS OF THE TRAINABLE MENTALLY RETARDED

In developing any curriculum, whether for the educable mentally retarded or trainable mentally retarded both the nature of the student and the total environment in which he lives must be considered. 'Nature of the student' would cover (1) what research and observation tells us concerning the learning potential of the student, (2) physical and psychological characteristics that the student possesses, and (3) procedures that can best be utilized in presenting experiences to the student.

A study of the environment is necessary to determine how it can be utilized to train the student in the skills that he is capable of learning. In studying the environment needs will be disclosed that can be fulfilled by the trainable student; thus benefiting both the trainable student and his environment.

I. LEARNING CHARACTERISTICS

Following is a list of characteristics displayed by the trainable mentally retarded student. In the majority of cases no one student will display all of these characteristics. It is possible that a student may only display one or two of these characteristics. In preparing a program for trainable

students the instructor will be able to make method and content more meaningful if these following characteristics are kept in mind. The trainable student:

1. does not profit by following the traditionally accepted academic program,
2. learns by doing,
3. develops much faster with on-the-job training,
4. profits little by continuous verbal instructions,
5. displays an attention span that is shorter than that of the normal student,
6. profits from a definite classroom routine,
7. is capable of following directions but directions should come in a one-and two-step logical order,
8. displays difficulty in generalizing and in transfer,
9. finds it difficult to profit from abstractions, and experiences should be real and concrete,
10. often does not complete one project or assignment before starting an additional one,
11. is distracted more easily than normal students,
12. usually displays a limited vocabulary and cannot express himself adequately,
13. often is also impaired by physical handicap,
14. often lacks self confidence,
15. is prone to become emotionally upset.

II. PROCEDURES IN TEACHING THE TRAINABLE STUDENT

Careful consideration must be given to the characteristics of trainable students in planning realistic experiences for classroom presentation. The procedures that follow have been tried and have met with success in the boy's apprentice training program at Rainier. The procedures have been based upon the following characteristics: (1) limited academic ability, (2) limited vocabulary, (3) short attention span, (4) limited ability to generalize and transfer, and (5) added physical impairment.

The summary, following the suggested procedures, will include comments on how to present experiences that will help the student remain more emotionally stable. The summary will offer suggestions on the utilization of supplies and materials.

Presenting academic content. Name recognition is one of the few academic activities involving the entire class. The instructor holds up the name of each student and as soon as a student recognizes his name he responds either verbally or by means of a gesture. Before the class the student may spell his name, if he desires and is capable, and then he places it in the pocket chart that is on the wall. Initial responses are made to their names in the printed form. For

some students recognizing their name in the written form will develop late in the school year. For a variation in procedure, the entire list of names is placed upon a table and students are called one at a time to the table to pick their names from the group of names. This is done after all can recognize their names when they are held up singly by the instructor.

The new apprentice pay program has provided a real stimulus to learning to sign their names. Practice is given in the classroom, tracing over their printed names, printing their names in letters six inches high, (so they can trace over the printed form with their fingers) or using the blackboard. Students who are not able to take part in this activity should be channeled into another activity. If a student can decide upon an activity that will not disturb others, (such as dusting the room) he should be allowed this choice.

Naming the current date is another academic exercise that involves the entire class. Each day a different student is called up to the front of the class to tell the class the current day of the week, month and day of the month, and the year. Records of success are kept. If the student cannot verbally express the correct response he then points to the correct figure at the request of the instructor. Another member of the class is called up by the student if he feels he needs help. The student receives recognition, such as

applause from the class.

Other academic activities such as counting and terminal reading are done in smaller groups of students from possibly three or four up to fifteen. A large group is involved in the terminal reading program where students point out printed words that represent various janitorial supplies used by the class in their development of work skills. These words are placed on the bulletin board, and in front of the board is a display of products that the words represent. Bright yarn connects the printed word to the product. After the students can recognize the word the yarn is removed.

In planning a program for the trainable there must be little stress upon the three R's as they are traditionally taught. The three R's are important but only to the extent that they are presented with the students' ability and learning characteristics in mind. If the three R's are to play a fundamental role in the educational program for the trainable student then one would better label them "relatedness," "realisticness," and "responsibility."

In working with one-place numbers it is well to remember that the trainable learn best by doing, by using their hands and fingers to manipulate concrete objects. In counting up to ten, the instructor prepares a group of ten objects such as pens or pencils. He calls upon students to demonstrate counting of a specific number of objects and again

rewards the students for their work. They are eager to perform before the class if they understand what is expected of them. In the apprentice training program one example of functional numbers is asking a student to pick up two mops or eight sponges. Academic work is referred to as functional because it involves fundamental content that will help the student meet his immediate and future needs within the environment of Rainier School.

Increasing communication and vocabulary. Talk-time and sharing should be scheduled daily. Because of limited vocabularies, the instructor and class must be very patient in listening to students who share their experiences before the class. Encouragement is given by the instructor by suggesting words for the student to use, but the student should take the lead without many interruptions from the instructor. If the class finds it difficult to understand the student, then the instructor should interpret the conversation to the class after the student is finished. Often students can understand verbal contributions of fellow students better than can the instructor, and then it is necessary for the class to inform the instructor on what a student shared.

Sharing and talk-time can center around (1) the Saturday movie, (2) menus in the resident halls, (3) events

that occurred in the hall, (4) television programs, (5) school programs, and (6) vacations. Instructors are encouraged to attend school activities so that instructor and class will have a common ground for sharing and talk-time. Rainier activities are posted and are often a fine media of education and entertainment.

Some students do not talk before the class but love to sing either by themselves or in a small group. This activity is encouraged. Some students love to act out scenes they have observed on television and time should be allowed for this. Acting out in the classroom familiar television scenes or variety programs serves as a good media in encouraging expression through talking, singing or role playing.

Rules of good listening can be developed by the instructor and students. Making the students aware of proper courtesy on the part of the audience is one objective in the sharing and talk-time period. Trainable students learn by imitation, so the instructor should serve as an example for students to follow.

Considering the attention span. Trainable students display short attention spans. The length will vary depending upon the procedures being used and upon the interest of the students. If the lecture method is being used by the instructor then the attention span is usually quite short.

If the class is physically involved, perhaps practicing janitorial work skills, then many students can concentrate for a full two and one-half hours.

Verbal instruction is probably the procedure most often used. It is more meaningful if the vocabulary is at the student's level. Instructors are encouraged to introduce new vocabulary terms, but the students certainly must be able to understand these new terms before they can adopt them. Words must be placed into context that the students understand and used in experiences that they have had. In the discussion method, ask questions they understand and can answer. Again reward the students for correct responses. The trainable are eager to participate and little stimulation is needed. If a student comes up with a wrong answer he then may ask help from his classmates. Often his participation in the discussion is more important than a correct response.

If a unit or activity is introduced so a student can see the importance of it in his daily life, then attention is high. If attention is low then discontinue the activity and reintroduce it under different circumstances. Repetition is important, but only if the concept or skill is presented to the class in a variety of ways. Repetition in itself is very important for this level of student, but more important is how repetition is presented and utilized. The core of the apprentice training program is janitorial work skills,

but a work skill can be introduced during a unit centered around the hall and home. Perhaps it will be more meaningful and the interest and attention will be increased. The more the sense organs are involved and the more materials are utilized, the more meaning the experience will have for the student. One does not just talk about the correct procedures involved in mopping a floor, but demonstrates them and if possible reinforces them by means of pictures or sound films. If introduced properly and if selected according to the ability level of a class, a film will hold the attention of a class when other methods might fail.

Providing for limited ability to generalize and transfer.

One of the characteristics of the trainable students is their difficulty in generalizing and transferring behavior from one experience to related experiences. In the sheltered environment of an institution there are necessary routines and schedules to be followed, and students have little opportunity to make their own decisions. This condition of not being able to make decisions should be reduced while in the classroom. An instructor should present students with the opportunity of making decisions such as letting them choose their own activity during the free activity period. In the apprentice training program the students may select their desired janitorial skill when there is a general

classroom cleanup scheduled. There are many times when the students should be allowed and encouraged to carry on without step-by-step instructions from the instructor.

There are many occasions when the students can make choices and help in the planning of the program. The older students can help make classroom rules that must be followed, such as good listening habits and determining when a student can and cannot leave the classroom. Students should be allowed to choose their partners in such activities as walking when on a field trip. They should choose their partners for work skills such as window washing. Instructors should allow students to discuss matters of individual progress in the class and in planning the weekly class activities. Responsibility for carrying out room routines, such as turning off lights and closing windows at the end of the class, should be given to students. Little time should be spent by the instructor on activities that could be carried out by the students. These are duties the students can complete and at the same time they will increase personal satisfaction by being able to complete a task and being a classroom helper. All students must receive an opportunity to take part in these duties and a schedule should be constructed for the following duties inside and outside the classroom: (1) closing windows, turning lights off and checking bathroom when a fire drill occurs, (2) checking to determine if all wraps are in their

proper place, (3) passing out and picking up supplies for art periods or other seat work, (4) monitoring conduct of students to and from school, (5) emptying the waste paper basket, (6) taking comb and brush to the bathroom and returning them after the bathroom break, (7) closing windows and turning off lights before dismissal of class, (8) supervising bathroom area during bathroom break, (9) assisting when a less responsible student is called out of the classroom to the clinic or the hall, and (10) cleaning up the room after art and other activities.

These routine duties carried out by the students will free the instructor so he can do more work with students either individually or in small groups. These room duties give the trainable student an opportunity to complete a project. Again immediate reward is necessary and this is accomplished by a verbal response from the instructor or students.

One characteristic of trainable students is that they often will go on to another task before completion of the task at hand. This is less likely to occur if simple instructions are given and enough time is allowed for the students to finish an activity. For instance, in art work some students will need more than the scheduled time to finish a painting. They will lose interest in future activities if their work is taken from them before they have

had an opportunity to express themselves. If the trainable students know the importance of their jobs and how the completion will help them, they will usually continue until it is completed.

Meeting added physical impairment. Often the trainable student is doubly handicapped because of severe physical impairment. This physical impairment should not handicap his program in the classroom. The instructor's job is to meet the student where he is and take him as far as possible in his development. This physical handicap may prevent the student from entering into vigorous physical activities, but it will not prevent him from obtaining those skills necessary for a semi-independent life at Rainier. The fact that he cannot be the star of athletic contests does not prevent him from being a class leader. Often a student handicapped physically will profit from individual and small group work in functional academic subjects. A student with this impairment may be handicapped in the work skill of mopping floors but he may still be able to pass out equipment and supplies. Despite a physical handicap he must gain a sense of security by being a success in at least one area. If he is to take part in the group and help contribute to the success of the group, he must experience success in his participation in the classroom.

Summary of procedure. An instructor in planning any activity for the trainable student must consider the resources that will help obtain desired goals. Experiences must be centered around real life experiences and involve concrete objects. When talking about vegetables the class should view the farm area and samples of these vegetables must be available for viewing, touching, tasting, and smelling. If the unit is centered around the farm, then a field trip should be taken to the farm so students can observe the animals first hand and not just talk about them in the classroom.

If these students are to learn by doing, then every opportunity should be given them to do, instead of just talking about how and what to do. Instructors must show them the areas where on-the-job training will take place instead of talking about them. Resources for teaching are available to instructors and all that needs be done is to utilize them in a planned and realistic procedure.

The author feels that many of the characteristics that have been attributed to the trainable student can be partially minimized if the proper procedures are developed. The trainable students are upset easily. This is true, but until they entered the classroom many have not had an opportunity to participate in a group setting. Some have attended public schools before coming to Rainier and have experienced repeated failure. Experiences should be presented so they can succeed.

They will not be upset as easily if they do not experience failure. They learn by doing, so instead of telling them, show them how and where to empty the waste paper basket; help them develop skills needed in combing their hair; help them dust the floor and guide them instead of telling them.

III. LEARNING POTENTIALS OF THE TRAINABLE STUDENT

A fact now being recognized is that the trainable student does have a learning potential that should be developed in an organized school program. Programs have been started in some school districts, and for the past ten to fifteen years programs have existed in institutions designed for the mentally retarded. Although the idea of establishing programs to develop the potential of trainable students has taken many years to gain momentum, it has done so with the support of leaders in the field of education and research, and by the encouragement and drive of organized parent groups.

To develop this potential a very close look at the student must be taken. The trainable student has the same basic needs and drives that all children possess. The trainable student has to feel that he belongs in a group before he can take part in an acceptable manner. If the student feels he is a member of the group then he is able to develop in the areas of self-help and communication. Self-

help would include those skills that will allow him to (1) take care of his basic needs as eating, grooming, and toileting, (2) development of motor skills that will allow him to participate in organized activities, (3) proper health habits, and (4) an awareness and respect towards external dangers in his environment.

Vocational competency is an area of development for which trainable students shows potential. In most instances these students can be trained to a degree where they can live a more independent life within Rainier and make a contribution to their community. Also he will gain a sense of achievement which will foster personal adjustment.

Personal and social growth must be developed in each trainable student before his potential level of living can be reached. Self confidence is increased by the fact that he is able to attend a class designed for him with other students that possess similar assets. The trainable student must be aware of his abilities so they can utilize those that will help him live wisely in his present and future life. The trainable student is handicapped only to the degree that his handicap is forced upon him. If the community of Rainier School will continue to make provisions that will allow the trainable student to utilize his potentials by being a contributing member then we have decreased the impairment that mental retardation has placed upon the student. He has

considerable potential. It is the job of Rainier School to develop it so that both resident and community will benefit.

The trainable students cannot profit from the traditional curriculum that is usually divided by grade lines. Their academic potential is much lower than that of the average educable student, but their social potential can be developed to the degree that if social quotients were used to diagnose mental retardation then in some students it would be difficult to classify the trainable students as mentally retarded. Social development must be one major area of emphasis for the trainable students in the classroom.

Academic subjects are not ignored, but they should not be emphasized to the degree that they become an avenue of constant frustration and failure. There will be limited experiences in reading, writing, and numbers, but only to the degree that the individual is capable of success, and only to the degree of being of an asset to the student in his environment. This environment will likely be at Rainier or in a very sheltered workshop with provisions being made for supervision throughout the day.

Another potential that must be developed is language and oral expression. Language and expression not only includes communication through verbal speech and gestures but included is the development of interest and expression in music and dramatics.

Acquiring skills in social studies and becoming aware of the resources that are available at Rainier is another area of potential growth. This growth in social studies should be a part of the daily classroom curriculum.

If the student is to be trained for a vocational position at Rainier, he must be helped to develop those skills necessary to work cooperatively in small groups. In any role at Rainier the resident will never lead an isolated life. The student must be aware of how to participate in a group in a positive manner. He must be aware of his rights and responsibilities in leading his life at Rainier School.

CHAPTER IV. SUMMARY

In considering any curriculum for the trainable student it is necessary first to consider the nature of the student and his environment. Needs of the environment must be determined that will be of mutual benefit to both the student and Rainier when these needs are met.

Learning characteristics were pointed out that must be recognized by the instructor when presenting realistic experiences to the trainable students in the classroom. No one student will display all of these characteristics.

After reading the procedures for teaching the trainable student it should be clear that definite methods are necessary in working with the trainable student and that this student

cannot profit as much as the educable student in the traditional academic subjects.

A curriculum for the trainable student will be developed upon the many potentials of the student. There is room for academics but only as they will benefit the student in his daily life at Rainier. The developing student should acquire (1) adequate self-help skills, (2) skills in expression and communication, (3) skills and attitudes that will lead to better personal and social adjustment, and (4) skills that will enable him to handle a vocational position with competence and respect at Rainier.

Chapter five will focus upon the boy's apprentice training program and its aims and objectives. Emphasis will be placed upon (1) objectives of the program, (2) program schedule, (3) chronological and mental age of the students, (4) number of students enrolled, (5) criteria for selection of students, (6) home living assignments of students, and (7) physical facilities of the classroom.

CHAPTER V

THE BOY'S APPRENTICE TRAINING PROGRAM

As the vocational agriculture or the work experience classes are to the educable student at Rainier, so is the boy's apprentice training program to the trainable student. This is the last formal classroom training the student will receive. Primary emphasis is upon vocational training without losing sight of other skills such as personal and social growth. The program tries to provide its students with a smooth transition from the school program to the adult world at Rainier.

I. OBJECTIVES OF THE PROGRAM

Because the boy's apprentice training program is the last formal school program, the emphasis is placed upon developing each student to the degree where he can assume a role of semi-responsibility within the environment of Rainier. One important aspect is the preparation for a vocational apprentice position. To meet this objective, development of janitorial work skills comprise a major portion of the schedule for the classroom. Although a portion of the class time is devoted to work skills it is equally as important to structure the schedule of the class to allow for the development of positive social and personal habits. By the time the students are ready for job assignments they should

have received considerable job experience as well as personal and social competence. Development of the total individual is stressed. One practice used in this regard is the combining each week of both the boys and girls apprentice training classes for a social hour. Here the primary emphasis is upon the development of acceptable social manners when meeting with those of the opposite sex, and students stress proper manners while serving their partners snacks and refreshments. Practice is given here in developing better utilization of leisure time. During the social hour opportunities are presented for folk and modern dancing as well as individual and group singing. This social hour also presents the instructors with an opportunity to evaluate students on skills that were introduced in their respective classrooms.

The students are given many opportunities to become familiar with the physical facilities and resources of Rainier. Many hall and school areas serve as resource areas or centers for the development of janitorial skills. This familiarity is part of the social studies program that is constantly stressed. Students will have had opportunities for working in many resource areas before they have completed their training and are ready for an apprentice assignment. In addition to becoming familiar with the physical facilities in which they will work they have had many opportunities of meeting people who will supervise them.

The objectives of the boy's apprentice training program are outlined below:

- I. Develop in each student sound emotional adjustment and stability; included would be the development of:
 - A. A mature attitude toward his work,
 - B. Acceptance of one's limitations and the limitations of others,
 - C. A feeling of responsibility for the future apprentice assignment,
 - D. Necessary skills needed to work successfully with others,
 - E. An appreciation for the responsibility that an apprentice assignment will involve.

- II. Develop in each student necessary social skills that will help him to:
 - A. Prepare for the immediate and future social life,
 - B. Develop an understanding of those skills and knowledges that will help the student make worthy use of his leisure,
 - C. Develop an attitude of self acceptance and a feeling of worthiness,
 - D. Develop a respect for authority.

- III. Develop in each student self-help skills of personal hygiene and personal grooming that will result in:
 - A. Appreciation for good personal health and grooming habits,
 - B. Awareness towards external dangers and a means of protection against such dangers.

- IV. Develop in each student skills and understandings that will help him to accept:
 - A. Janitorial work skills,
 - B. Proper work habits and attitudes,
 1. Neatness in work
 2. Punctuality
 3. Ability to complete tasks
 4. Appreciation towards tools and equipment
 5. Respect towards property of others
 6. Ability to follow directions.

- V. Develop in each student skills that will help him in expression by means of:
 - A. Verbal communication,

- B. Signs and gestures,
 - C. Expression through the many avenues of the fine arts.
- VI. Develop in each student the functional academic skills that will enable him to:
- A. Recognize important words that will help him in his vocational and social life,
 - B. Select specific numbers of supplies and articles of equipment while on the job,
 - C. Recognize the value of small coins and how he can purchase desired goods,
 - D. Meet the simple requirements he will have for writing,
 - E. Understand the simple scientific concepts and how they affect his daily life.

II. DAILY PROGRAM SCHEDULE

The daily class schedule displayed in Table IV, page 48, is planned to allow for flexibility. This flexibility is determined by the current units under study, interest, and needs of the student.

A major emphasis in the opening portion of the class schedule is on expression. Emphasis is placed upon proper speech and listening habits. The student must remember that in a group all must have an equal opportunity to take part.

In the short academic period there will be times when reading, writing and numbers will not be introduced. Keen observation concerning the daily weather and how it affects our daily lives is usually developed in the academic period. Terminal reading is that portion of the program that is devoted to those students who have enough ability to recognize

TABLE IV
DAILY CLASS SCHEDULE FOR BOY'S APPRENTICE
TRAINING PROGRAM

Hour	Scheduled Activity
9:15 - 9:33 AM	Opening Exercises 1. Roll Call 2. Flag Salute 3. Singing 4. Sharing
9:35 - 9:45	Academic Program 1. Date 2. Weather 3. Terminal Reading* 4. Numbers 5. Writing
9:45 - 10:15	Monthly Experience Unit
10:15 - 10:30	Bathroom and Break
10:30 - 11:40	On-The-Job Training
11:40 - 11:45	Evaluation and Dismissal

* Terminal reading is developed around basic words students will come into contact with in their environment of Rainier. Emphasis is developed around words that represent janitorial supplies that students will use while on their jobs.

important words that they will come across. It is desirable that those students who can, should take part in this activity centered around recognizing words that represent various janitorial supplies such as soap, sponge, and cleanser. One word that is displayed and discussed most frequently is the word "poison," the reason being that many of the janitorial supplies that are used contain poisonous ingredients. It is also desirable that the students learn to read and write at least their first name.

The academic program might in some instances be excluded from the daily schedule because the class may be developing work skills in an on-the-job training resource area outside the classroom. This on-the-job training is one reason why the boy's apprentice training program must be conducted by a schedule that allows for flexibility.

In addition to on-the-job training where work skills are developed, time is allowed in the schedule for the monthly experience units. The list of monthly experience units follows in the order that they are scheduled throughout the year.

September	Health and Hygiene
October	The Family--Our Hall and Our Home
November	Food and Nutrition
December	Clothing
January	Safety on the Hall and in the Environment of Rainier

February	Manners and Courtesy
March	Our Community--Rainier School and Buckley
April	Transportation
May	Recreation
June	Review

Some monthly experience units will run longer than a month, depending upon the content and the needs and interests of the students. Content in the unit on personal health and hygiene will be stressed all year so the students can establish acceptable patterns of good health and grooming habits.

Integration allows for repetition stemming from a variety of subject matter areas. For instance, the unit on the hall and home can stress many of the janitorial skills that will be covered in class. When the students are talking about the duties that have to be completed they can discuss such skills as mopping floors and this may serve as a good time to introduce a work skill to those members of the class that show the needed abilities required by such a task. Integration of content might take place in the spring when the unit on recreation is introduced, for many activities take place out of doors and this is a fine time to introduce or reinforce the skills involved in washing windows. While window washing is taking place those students who do not possess the necessary abilities should be introduced to skills

involved in policing the grounds of Rainier.

The monthly experience units are functional because they give the instructor an opportunity to introduce the students to the total program of Rainier and how this program is carried out. Students will be presented with opportunities to familiarize themselves with all areas and departments of Rainier School.

The bathroom break is important in meeting objectives because in addition to giving the student an opportunity to take care of toilet needs he has an opportunity to put into practice good habits of grooming such as tucking in his shirt and combing his hair. Sometimes this will run beyond its allotted time and become an instructional period, provided there is no pressing on-the-job training needing to be started or completed.

As the schedule indicates, on-the-job training encompasses the largest amount of time in the program. Following is a list of janitorial work skills that are presented in and developed in class.

1. Waste Paper Pickup
2. Washing Chalk-board
3. Moving Furniture
4. Sweeping Covered Walk Areas
5. Washing Table Tops and Furniture
6. Dormitory Helpers

7. Washing Chairs
8. Maintaining Floors
9. Maintaining Walls
10. Washing Windows
11. Washing Mopboards

Some of these janitorial work skills are obviously more difficult than others. A less capable student may only possess the ability to accomplish the skills involved in waste paper pickup or washing tables, whereas other students will be able to perform such complex tasks as maintaining floors that would include waxing and running the floor polisher.

The basic instruction for these work skills will be in the classroom. After some progress is shown by the students the group will move outside of the classroom for further training and practice on one or possibly two work skills. This area of training outside the classroom is known as a resource area. In addition to developing specific work skills the student is helping to maintain an area of Rainier School. The residential hall lends itself well to this method of on-the-job training. Here the class members help to clean up a specific area of the hall and are developing work skills that will later enable them to obtain a vocational assignment. The resource area is chosen basically because the work skill is being introduced and developed by the class and not because some area of the school needs to be cleaned. Both the student

and the resource area benefit by this program, but it is designed with the student in mind.

The small evaluation session at the end is used to discuss and demonstrate better work habits and the discussion might be centered around the work just completed. This evaluation period is usually in the form of an oral discussion or demonstration.

On-the-job training does not take place on Fridays, and on this day approximately ninety minutes is devoted to expression in some form of art media. Friday is also the day for scheduling combined classes of the boy's and girl's apprentice training classes.

The afternoon schedule is similar, but with a different group of pupils. For some of the morning students it means a time for work because many have part time jobs within the school.

Physical education is not regularly scheduled but when time permits physical exercises are carried on. When there is no scheduled on-the-job training then time is available for group games that will develop physical skills that can be utilized in organized recreation. In carrying out janitorial work skills the students receive adequate body exercise and development of muscle coordination.

Appointments for the speech therapist are made once a week for those students who can profit from such a program.

These are made on a scheduled basis at a time that is convenient for both therapist and instructor.

Once a week there is a music instructor and an art instructor who come into the morning class on a scheduled basis. Those art and music activities are introduced to both the morning class and the afternoon class.

III. CRITERIA FOR SELECTING STUDENTS

Criteria for admitting students, must be set up for the program will soon be expanded and this demands a realistic selection of students. The instructor in selecting criteria for admittance must keep in mind that the purpose of the program is to train students so that a wholesome role in the environment of Rainier School is developed around janitorial work skills.

The name of the program indicates that physical work skills will be involved. Physical development and muscular coordination is a must on the list of criteria. A great deal of energy is involved in such tasks of mopping floors and moving furniture.

Group activities will on many occasions be in progress, so some sort of cooperative attitude towards working with others must be displayed by the student. Group standards of behavior must be set up and conforming to these standards is one skill that must be developed.

Activities will be carried out in areas that could be a potential danger. One criteria then would be that the student must be aware of external dangers both to himself and to others. A student who has not developed any defense towards these external dangers could be a liability to both himself and his class. Poisonous liquids in many of the janitor supplies is one example.

Respect for the property of others is another essential criterion. On-the-job training occurs in many areas throughout Rainier and a respect for the property of others must be observed.

The program being the last formal school program for the trainable student should have in its enrollment those students who have been able to develop adequate self-help skills. Included in these skills would be that of caring for personal needs.

In selecting criteria for admittance the above points are just a few that must be kept in mind. With these in mind it is possible to set up a tentative list for the selection of students. The students should have developed (1) skills to take care of personal needs or be able to make these needs known, (2) skills in communication either verbal or gestures, (3) adequate physical coordination so he can handle equipment, (4) limited orientation to the grounds, (5) a respect and appreciation towards the property of others, (6) ability to

follow one-and two-step directions, (7) an awareness of potential dangers in his environment, (8) a respect towards authority, and (9) an attitude of acceptance of his personal capacities and how these can be utilized in his environment.

Excluding a resident from the program should not be done on the grounds of any one criterion. If an instructor is concerned over a specific candidate then he should consult other professional personnel. Talking with the attendants on the residential halls would disclose many characteristics a prospective student displays. The school psychologist should be available to render assistance. Observing the resident in group activity outside the classroom would add to this knowledge concerning a resident. Institution and school department records are available to instructors.

Opportunities should be given those students who may have a chance for success in the program. When there are doubts then a trial period of from six to ten weeks should be adopted.

IV. CHRONOLOGICAL AND MENTAL AGE OF THE STUDENTS

The intelligent quotient of the students enrolled in the program range from a minimum of thirty to a maximum of fifty, but because IQ's are not an absolute means of measurement there may be one or two that will be over fifty and

occasionally there will be one or two students that will be under the minimum of thirty. The mental age of the students range from a minimum of three to a maximum of eight years. The physical or chronological ages range between seventeen and one-half to eighteen years.

V. ENROLLMENT AND HOME LIVING ASSIGNMENTS

The entire enrollment of these classes come from the grounds of Rainier School. Rainier residential halls provide a home away from home for residents and because the students spend at least nine months out of the year at Rainier, emphasis in the curriculum is placed upon their hall life rather than upon their home life.

A resident is assigned a hall according to his chronological and mental age, and also considered are his patterns of behavior and medical status. On the sixty-five boys enrolled, the majority of whom come from Devenish and Olsen halls.

Rapport between the instructor and those responsible for home living areas is important because there must be a two way avenue of communication so that each department can reinforce and strengthen desired goals. If an adequate curriculum is to be developed then instructors must be aware of the routines and needs of the halls for one major goal

of the school program is to help the student adjust to the home living program he is assigned to. If these hall areas are to be used as on-the-job training resource centers then cooperation and coordination of the program is necessary.

VI. THE CLASSROOM AND OTHER TRAINING FACILITIES

Haddon hall, which is used as a home living area for preadolescent girls, contains the two classrooms for the boy's apprentice training program. Although both classrooms are located in a basement area, the lighting, heating, and ventilation are adequate.

In addition to the janitorial units developed in the classroom, subject matter areas as well as monthly experience units are developed. Because of the large amount of content covered in the curriculum, a problem in providing adequate storage spaces arises. Twice as much storage space is needed as is provided in the average classroom. Large storage areas are required for janitorial equipment and supplies, such as mops and mop buckets.

Facilities for the cleaning of the janitorial supplies constitute another needed area in or adjacent to the classroom. At present the area that provides for the cleaning of equipment and water for the various work skills provides a bathroom area. Because of the sanitary standards that should

be followed in a bathroom area this is not recommended procedure.

Demonstrations of procedures, a major method of teaching in the program, requires an area large enough so that others can view as well as imitate the demonstration. Furniture arrangements should be flexible to provide readily available space for the purpose of carrying out demonstrations. Display areas are necessary so that resources can be observed and used by the students.

In a self contained classroom adequate table space is needed for art activities and other creative expression. Table space is needed also to carry on individual seat work.

On occasions it is possible to use the gymnasium for group activities, but adequate space for group activities is still desirable in the classroom. Facilities must be large enough to accommodate the viewing of films that are ordered to reinforce the content of the monthly experience units.

The classroom facilities available are adequate in all respects but one. For carrying on practice in developing work skills it was found inadequate. In one of the classes with twenty students, an instructor could not have one-half the group mopping and one-half washing walls and in addition there was no logical reason for cleaning an area already spotless. Expansion of facilities was considered a must, but there were no other classrooms or instructors available.

When residential hall personnel were consulted concerning the need, a cooperative on-the-job training plan was put into action that now enables the class to utilize many facilities of Rainier. The program as it serves the boy's apprentice training program has proven to be very successful. When speaking of physical facilities available to the program one must now think in broader terms than just the classroom. One must think in terms of all the resource areas that have opened up their doors to permit on-the-job training to be carried out.

CHAPTER V. SUMMARY

Chapter five contains a description of the boy's apprentice training program at Rainier. The objectives listed indicated a strong emphasis placed upon work skill training and orienting the student towards immediate and future living conditions at Rainier. Monthly experience units are centered around experiences that will help the student make an easier adjustment into community life once his formal education is completed. The program schedule is a flexible one and will allow for the extended interests of the students. In selecting students, no student will be withheld from the program if he shows interest and has the physical ability to take part in the work skills that are presented. A trial period should be set up for those students who are new and unknown to the staff. A mental age range of approximately

five years will be found between the students in the classroom. Because of this mental and physical age range all students will not be assigned the same home living area. Cooperation in planning on the part of the home living and school departments is important if the school is to realize progress in meeting realistic goals. Cooperation is needed because of the facilities that are made available to on-the-job training.

Content offered in the program will be presented in chapter six. Specific janitorial units will be listed and steps noted on how to approach these units in a way that will be meaningful to the students. The content covered in both the academic program and monthly experience units will be detailed.

CHAPTER VI

UNITS OF STUDY IN THE BOY'S APPRENTICE TRAINING PROGRAM

How does one determine the content to be developed in a new program? Three years ago the instructors in the boy's apprentice training program found themselves in this position. The procedures found to be the most valid means of determining what to offer in the new program are covered in the following section.

I. SURVEYING THE NEEDS

Before a curriculum can be developed at least two needs must be known. First, needs of the students enrolled in the program must be known. These needs can be obtained from school records, interviews, and observation of the students in a variety of activities. Secondly, demands of the student's environment must be known. The demands of the environment of Rainier were found to coincide with the capabilities of the trainable students thus providing a starting point for the development of a realistic curriculum.

Janitorial work skills are the core of the program. Vocational training in preparation for apprentice assignments within Rainier School is the goal. Before janitorial skills could be presented in the boy's apprentice training program, it had to be determined just what were the janitorial demands

of Rainier School. The instructors had to determine to which areas the students would be assigned for apprentice positions upon completion of their formal classroom training.

The interview proved to be the desirable method in determining the needs of the school. The vocational training department was the scene of the first interview. The interview was held between the instructor and both vocational counselors. The interview brought out that (1) residential halls displayed the greatest need for janitorial services, (2) there would be available vocational assignments after classroom training was completed, and (3) that hall personnel had been successful in developing janitorial work skills with trainable students assigned to their care.

Interviews with residential hall attendants revealed what skills should be emphasized in the classroom. Attendants on halls that housed the students enrolled in the boy's apprentice training program were interviewed first. Attendants in other halls that could be utilized for future apprentice assignments were also interviewed. Table V, page 64, lists the areas in the halls that need more assigned apprentices and also the specific jobs that need more attention.

Data from the interviews disclosed that (1) the halls that house the more capable residents take care of their own cleaning needs, (2) in those halls where they were supplying their own help, it was felt that additional supervision for

TABLE V
HALL AREAS WHERE ADDITIONAL APPRENTICE
HELP WAS DESIRED

Hall Area	Specific Task
I. Dormitory	bed maker dusting the floors, walls and ceilings mopping floors
II. Kitchen and dining area	washing dishes washing tables serving food mopping floors washing chairs
III. Bathroom areas	cleaning toilet area cleaning basins washing mirrors
IV. Clothes room	folding linen preparing linen for laundry sorting clothes
V. Linen room	folding linen stacking linen preparing for laundry unpacking linen
VI. Janitor helpers for general hall area	mopping floors sweeping floors washing walls washing mopboards washing windows* dusting

* Window washing was reported as a primary need by the majority of halls contacted.

working apprentices was needed, (3) all areas either needed additional apprentices or additional training for residents, (4) apprentices should develop better personal habits and present a neater personal appearance, and (5) apprentices should show more respect for their supervisors while on an apprentice assignment.

II. SAMPLE JANITORIAL UNITS

The janitorial units that follow were designed with the needs of both the student and residential areas of Rainier in mind. To an adult many of these tasks appear to be very elementary in nature, but to the trainable student enrolled in the apprentice training class they are very functional and realistic and will help him develop the needed work skills for an apprentice position.

All equipment used in the units to follow is operated without electricity, with the exception of the electric floor polisher. Electric industrial equipment such as a water vacuum is used in the hospital and some other areas. A student upon completing his classroom training may be introduced to such equipment if he is assigned a vocational position in an area where such equipment is operated. The decision to introduce an apprentice to such equipment is up to the supervisor of the janitorial crew of that area. Several trainable students have demonstrated that they do possess the

necessary ability to operate the various types of power equipment.

Quality of work and acquisition of correct procedures are the objectives that are emphasized when a work unit is introduced to the class. Quantity and speed are introduced only after students have acquired correct procedures in carrying out and completing a work skill. Only after students have acquired the skill and are working in small groups in a residential hall or other resource areas where schedules have to be maintained are quantity and speed stressed.

The sample janitorial units have been developed with as few steps as possible because of the lack of retention and ability of the trainable student to remember a many-step process. The units are realistic in that they have been developed with the learning potential of the trainable student in mind.

Floor maintenance unit. The floor maintenance unit is an extensive unit because it consists of several smaller janitorial skills required in maintaining floors. In the unit on floor maintenance the following work skills are developed: (1) furniture moving, (2) removing black marks, (3) dusting the floor, (4) stripping or removing accumulated deposits of wax, (5) wet-mopping or rinsing the floor, (6) resurfacing the area with one or two coats of wax, and (7) buffing the floor.

From two to three class days are required for learning this unit. It is desirable that the student be familiar with the individual skills in maintaining floors before they try to complete the entire unit of work.

No more than six students will be included in completing most of the steps involved in the floor maintenance unit. Other areas must be utilized outside the classroom area for the remainder of the students not involved in the unit. If weather permits, the remaining members of the class can be outside washing windows or policing the grounds.

All students who show a potential for developing the abilities needed in maintaining floors will have an opportunity to practice such skills, because the unit will be repeated several times throughout the school year.

Introduction of the floor maintenance unit can take place before the entire class so that all can see the importance of the unit. Introduction may be done by (1) viewing flat pictures of both clean and unsanitary floor areas so the class can point out differences between such areas, (2) field trips through various areas of the school to point out the different types of floor coverings and how these floors are maintained, (3) discussions that center around the reasons for maintaining clean floors, and (4) dust mopping the classroom area and displaying the collected dirt and other foreign matter.

In the discussion centered around the need for maintaining clean floors, it is important that the entire class understand the reasons that follow: (1) to maintain an aesthetic value or a pleasing appearance, (2) protect the surface of the floor, (3) remove foreign objects and matter such as grass and dust from the floor, (4) maintain sanitary standards in the classroom or other areas, (5) keeping maintenance of the floor at a minimum, and (6) increased margin of safety because a well buffed floor decreases the chance of slipping and causing possible injury.

A. Moving furniture from cleaning area

1. Safety precautions:

- a) assign heavy pieces of furniture to students who have the necessary physical strength and coordination,
- b) students who suffer from continued seizures should be assigned light objects such as chairs,
- c) team work must be stressed, when two students are carrying a table one student can guide the other student who will be walking backwards,
- d) in stacking tables and chairs a height that will create a hazardous condition should not be attained,
- e) keen observation on the part of a student is necessary to avoid running into other students when moving furniture,

- f) lifting of heavy objects should be done with the entire body,
- g) furniture must be stored in an area that will permit rapid exit from the classroom in case of an emergency, such as a fire drill.

2. Specific Skills and Concepts

Recommended Procedure and Instruction Tips

a) Students must have an understanding of the desired area for storing.

a) Space, for storing furniture, may be obtained from adjoining classroom or hall area. Arrangements must be made in advance with other instructor to determine if storage in his area will interfere with his class schedule.

b) Light furniture such as chairs should be moved first so they can be carried further without so much effort.

b) Students should be aware of the desired areas where chairs and small tables are to be piled. Large tables and heavy pieces of equipment will be moved last.

c) Some furniture, because of weight, may remain in the classroom.

c) The instructor's personal cabinet along with large storage cabinets should remain in the classroom.

d) Students must know the proper way of lifting furniture and that for large pieces of equipment it requires cooperation on the part of two or more students.

d) The instructor should demonstrate the proper art of picking up furniture utilizing leg muscles and not just the muscles of the back and shoulders.

It is helpful to divide the class up into teams of two students each before moving the furniture from an area.

Moving furniture may involve the entire class, but it is recommended that no more than six students take part.

Students should be instructed not to handle any furniture or supplies and equipment while it is out of the classroom area.

B. Removing black marks

1. Safety precautions:

- a) when several students are working in too small an area they are liable to interfere with one another's work,
- b) if using a liquid or paste wax in removing marks, students must be aware of slippery condition the floor will be in until thoroughly dried,
- c) steel wool should be kept away from the area of the face,
- d) steel wool should not be thrown.

2. Supplies

- a) steel wool
- b) liquid paste wax
- c) dry dust mop
- d) counter brush
- e) dust-pan

3. Specific Skills and Concepts

Recommended Procedure and Instruction Tips

- a) All black marks in the classroom area must be removed.
- a) If the classroom or work area contains many black marks then the entire class may be involved.

If the entire floor maintenance unit is not going to be completed, then removing black marks may be completed and developed as the need arises.

If removing black marks is to be an isolated activity, not developed in the complete unit on maintaining floors then the furniture may remain in the classroom and this may be moved to one side of the classroom and when one half of the room is completed the furniture may be moved back to that portion of the room.

Removing black marks is a recommended activity for students who cannot find other activity to complete during the free activity period.

b) Students must know there are certain body positions not recommended for removing black marks.

b) Sitting on the floor or on knees is permitted, but no "parallel" to the floor positions are allowed, i.e., there should be no resting while on the job.

c) In removing black marks small circular hand motions are adequate.

c) Instructor or students should demonstrate the proper strokes to be followed by all students. Guiding the hands of some students by the instructor will help in developing proper patterns of hand strokes.

d) Only black marks are to be removed.

d) Often a student, without being aware of what he is doing, will sit for a long period of time and rub in an area where no black marks are located. To prevent permanent damage to the floor, the instructor should be aware of these students, and they should be shown where black marks are. If this same action persists then those students should be removed from the activity.

e) Some black marks are more difficult to remove and require additional attention.

e) For black marks that are difficult to remove add a paste wax to the steel wool. This is

a desirable procedure when removing black marks is taught as a separate work skill and the entire floor maintenance unit is not to be developed. The addition of the wax will allow for all areas of the floor, where black marks were, to be covered with a protective wax. This process leaves a pleasing appearance to the floor after it is buffed.

f) Upon completion of the activity the supplies should be placed in the proper storage area.

f) The badly worn steel wool should be discarded and the reusable placed in a metal container. The lid should be secured on the wax and returned to proper storage area.

g) To remove all foreign particles from the floor it is necessary to sweep or dust the area.

g) The steel wool and other foreign particles must at once be removed from the floor to prevent a man-made mechanical erosion from taking place.

C. Dry dust mopping the floor

1. Safety precautions:

- a) to avoid the spreading of dust throughout the classrooms, students should walk slowly when dry dust mopping the floor,
- b) each student should be aware of the proper way to carry a dust mop so that hitting others with the extended portion of the handle may be avoided.

2. Supplies and equipment

- a) dry dust mop
- b) counter brush
- c) dust-pan

3. Specific Skills and Concepts

Recommended Procedure and Instruction Tips

a) Students must practice safety precautions while carrying equipment.

a) Dust mop must be carried in the same manner a hunter carries a rifle. Both hands should be on the mop and the mop head should extend approximately one foot above the floor. This procedure should be demonstrated by the instructor or a student.

b) The first strip of the floor to be dusted should be along the mopboard.

b) Not more than two students should be involved at this task. This will avoid confusion and the possibility of missing areas of the floor.

Due to the size of the classroom there will be a short period of time involved in completing the task and others will have an opportunity to observe.

c) If two students are involved in dust mopping the floor then teamwork is necessary.

c) The first student should start parallel to the mopboard and the second student should overlap the strip made by the first dust mop. The first student should be approximately three to five feet in front of the second student.

Those students dust mopping must continually be aware of the dangers due to the extended portion of the dust mop handle.

d) Removing dust and foreign particles from the mop is done by gently shaking the mop in a predesignated area of the classroom.

d) Shaking the dust mop should be a gentle process and to avoid the spreading of dust the mop should be held close to the surface of the floor.

Students should avoid cleaning the dust mop by hand because there may be sharp objects lodged in the head of the mop.

e) Students must remove all dust by sweeping dust into a dust-pan and removing and emptying the dust-pan into the proper receptacle.

f) There is a specific area where dust and contents are to be dumped.

g) Upon completion of the job equipment should be replaced in proper storage area.

h) If clean mop-head is needed then this should be installed before dust mop is removed to proper area.

e) Use of a counter brush is preferred over a straw brush or broom in sweeping dust into the dust-pan. The counter brush will allow a student to kneel and get closer to his work. Keep sliding the pan away from the direction of the travel of the brush until all dust has been picked up.

f) Place dust into the waste paper basket that will be emptied into the garbage can outside the classroom.

g) Equipment must always be returned to the storage area. This procedure is important in developing any of the work skills presented in the class.

h) Install a new dry mop-head to avoid dust being scattered throughout the storage area. When mop is again used it will not require replacement of the mop-head before the activity can begin. Demonstration by the instructor is required before the students will develop the ability to replace mop-heads.

For beginning students a twenty-four inch mop-head is recommended.

D. Stripping the area for wet mopping

1. Safety precautions:

- a) the stripping compound and many of the floor cleaning chemicals are highly poisonous and must be kept away from mouth and other body areas such as hands, face and arms,

- b) physical development and coordination is important in carrying mop buckets and other equipment,
- c) to eliminate possible burns caution against the use of too hot water,
- d) in using or carrying equipment students must have good control to avoid hitting others with a bucket or the long extended mop handle,
- e) a wet floor is slippery, and traffic must be diverted to another route until floor has completely dried,
- f) to avoid danger of being cut a student should never handle the mop strands with his hands,
- g) in keeping sanitary standards at a maximum the equipment should be thoroughly cleaned after use and placed in the proper storage area.

2. Supplies and equipment

- a) four wet mops
- b) two mop buckets
- c) liquid stripper or floor detergent
- d) powder cleanser
- e) if available, tennis shoes or sneakers for students
- f) measuring cup

3. Specific Skills and Concepts

Recommended Procedure and Instruction Tips

a) Equipment should be properly selected that will complete the job before the actual task begins.

a) A thorough check of all equipment will be made before the task is begun. At this time the equipment may be assigned to students working on this phase of the unit. No more than six students should be involved in this phase of the unit.

b) Only a prescribed amount of stripper or floor cleaner is used.

b) For areas that contain large deposits of wax as much as two ounces of stripper per gallon of water may be needed. This is highly poisonous and under most circumstances should be handled by the instructor.

If area is to be mopped only, one ounce of liquid detergent is needed because removal of the old wax is not required.

c) Strict order must be kept in moving quickly to the job area.

c) Usually the job location is close to the supply and water resource room. Because of the safety factor involved order must be kept while moving from one area to another.

Students must be cautioned on how to carry equipment and supplies.

d) When four students are mopping together, teamwork is required.

d) Place students in an area that will allow for them to work side by side and each should have a strip of floor approximately four feet wide.

e) Mop buckets should be divided so that each two students will share one bucket.

e) The process of stripping requires an extreme amount of water. This water should not be allowed to stand in an area for more than twenty minutes. Stripping is one skill that must be completed in a minimum amount of time. Students will walk backwards, so their mop bucket should be placed in back and to one side, and caution must be taken to avoid unnecessary contact with the bucket.

f) In stripping an area more water is needed than is required in the process of plain wet mopping.

f) Submerge mop-head completely in the mop bucket and allow sufficient time for the mop to soak up the entire surface of the strands. Without wringing,

allow water to fall to the surface of the floor. It may even be necessary to pour out the entire contents of both buckets on the floor, and maybe additional water will be desirable.

In plain mopping less water is required and the mop is wrung out.

g) In stripping or mopping the first stroke should be made parallel to the mopboard.

g) To prevent splashing the wall the first stroke is made along the mopboard. There is less traffic along the walls and less wax should be accumulated. The stroke along the mopboard should run the entire length of the wall. This same procedure is continued along the base of furniture that may have been left in the room.

After the first stroke is made the students are lined up side by side and the emphasis is on working together and going at the same rate of speed so that no area of the floor is missed.

h) The stroke of the mop should be made directly in front of the students.

h) Both hands should be placed upon the mop handle and the mop should be extended as far as three feet directly in front of the students and brought back towards their body, which allows for more body weight upon the head of the mop.

i) Good posture is important in mopping.

i) Students should place their feet from six to ten inches apart and one foot should be extended in front of the other. Students should place their hands on the mop handle approximately a foot apart from each other. This position while

mopping will permit a straighter back and allow for a more relaxed position.

When the four foot strip has been completed, students should move over to a new floor area and repeat the process. Remember, it is less embarrassing to work towards the classroom exit.

This same procedure is recommended for wet mopping, except that less water is needed and the use of a stripper or dewaxer is uncalled for.

j) When stripping the floor the water and chemicals must not remain on the floor for more than twenty minutes.

j) After the entire area has been mopped the water must be mopped up and returned to the buckets. The same procedure is used as in mopping except the mops are wrung out and this will give the mop-heads more holding power.

It is important that the mops be gently shaken to free the strands. This is done over the bucket to allow for a minimum of water spilling on the floor.

In stripping or wet mopping the mop should be turned over gently every six to eight strokes.

One remaining exception between stripping the floor and wet mopping the floor is that in plain mopping the dirt may accumulate in a corner or there may be a heavy deposit on a small area of the floor. The heel of the mop will usually remove such deposits, but if this does not work then it is necessary to sprinkle cleanser

over the soiled area and then continue to mop with the heel of the mop.

k) Rinsing the floor removes any film that may be left from stripping or wet mopping.

k) Before rinsing can take place all equipment must be thoroughly cleaned.

E. Rinsing the floor

1. Safety precautions:

- a) same as those involved in mopping or stripping the floor, with emphasis being placed upon cautions that must be followed in order to prevent falls from taking place when working on wet floors.

2. Supplies and equipment

- a) four wet mops
 b) two mop buckets with wringers attached
 c) bleach

3. Specific Skills and Concepts

Recommended Procedure and Instruction Tips

a) To remove all films from the floor one and sometimes two rinsings are necessary.

a) If the floor has been wet mopped and not stripped then one rinse will be appropriate. If the floor has been stripped then two rinsings are recommended to remove the harmful film left by the stripper. Bleach in the first rinse water will help cut the film and leave a fresh odor.

b) The same procedure as was followed in stripping the floor is followed in rinsing with the exception that the mop is wrung out to avoid the use of too much water.

b) The stripping procedure is followed with the students working side by side while rinsing. Again the first stroke is made against the mopboards.

Frequent rinsing and wringing of the mop is necessary.

To utilize the entire surface of the mop-head it should be turned over with a gentle motion to avoid splashing.

c) For rinsing the surface the second time, clear warm water is used.

c) The same procedure that was followed for the first rinse is followed in completing the second rinse.

It is recommended that only six students complete the skill of rinsing the floor.

After the second rinsing all equipment must be properly cleaned and stored in the proper storage area.

F. Waxing the floor

1. Safety precautions:

a) same as those followed in wet mopping and rinsing of the floor.

2. Supplies and equipment

- a) four wet mops
- b) one mop bucket
- c) liquid floor wax

3. Specific Skills and Concepts

a) In developing skills involved in waxing the equipment and supplies must be thoroughly cleaned.

Recommended Procedure and Instruction Tips

a) If equipment is dirty then the dirt will attach itself to the wax solution. The same procedure is followed in waxing as was followed in rinsing the floor.

To avoid wasting wax only two students are allowed to wax at one time and only one mop bucket is needed.

b) In waxing floors a thin coat of wax is required.

b) In waxing floors a thin coat is easier to apply and obtains the best results.

If wax displays a blue tinge it should be thinned immediately. Too much wax in one area will leave a yellowish stain on the floor.

The bucket containing the wax should be moved frequently and drips from wringing out the mop should be wiped up.

If two coats of wax are to be applied, approximately six hundred square feet of area will require five quarts of wax.

c) Only one coat of wax is required along the mopboard.

c) Less foot traffic occurs along the base of walls, and only one coat of wax is required for this area.

The initial stroke will be parallel with the mopboard to avoid splashing wax upon the wall, due to bumping into the wall with the mop.

d) Time must be allowed for wax to thoroughly dry.

d) If one coat is to be applied then at least one-half hour is required before buffing can take place. If a second coat is to be applied then a half hour is needed for drying between applications.

The same procedure is followed in applying the second coat of wax as was followed in applying the first, except that the second coat does not need to be placed against the walls or mopboards. The initial strip is made approximately a foot from the wall.

e) After waxing the equipment must be thoroughly cleaned and placed in the proper storage area.

e) The lid should be replaced upon the container of unused wax.

Several rinses will be required in cleaning the mops. The bucket should be cleaned out with a light, all purpose detergent. All equipment must be properly secured in designated areas.

G. Buffing the floor

1. Safety precautions:

- a) caution must be observed when plugging cord into wall receptacle,
- b) the immediate area of the machine should be occupied by only the instructor and one student,
- c) only machines that are equipped with automatic shut off switches should be employed for beginning students.

2. Supplies and equipment

- a) floor buffer
- b) felt pad (optional)

3. Specific Skills and Concepts

a) Basic parts of the floor buffer that students should be aware of are as follows:

- (1) handle grips,
- (2) start and stop switch,
- (3) cord,
- (4) plug,
- (5) motor,

Recommended Procedure and Instruction Tips

a) This is an excellent opportunity to introduce the buffer and its many parts to the entire class.

All students should have an opportunity to operate the machine.

Except for the instructor

- (6) wheels,
- (7) bumper,
- (8) brush.

and one student, the class should be a safe distance from the operating and working area.

A light machine is recommended for beginners, one that utilizes a thirteen inch brush.

b) The floor buffer must be unplugged while the brush is being attached.

b) All students should have an opportunity to connect the brush to the bottom of the buffer. The brush must be turned in a specific direction and locked into position.

c) The first strip with the buffer should take place along the mopboards.

c) To avoid an uneven border the first buffed strip should be against the wall or mopboard.

d) Students should start buffing in the location furthest away from the wall receptacle.

d) A left to right and back to left movement is desirable. This stroke should be approximately five feet in length. This would allow an area of two feet on each side of the body to be buffed and eliminate a great amount of walking sideways until the feel of the machine is developed.

Students slowly move backwards making sure the cord is clear of the revolving brush and keeping both hands upon the machine.

At the end of each left to right movement of the machine the operator will step back approximately nine inches or the width of one tile of the floor.

When the first five-foot strip has been completed the operator will move the machine again to the furthest point away from the wall receptacle and

begin an additional five-foot strip. The possibility of missing an area is eliminated by overlapping the ends of the strip.

To prevent brush marks a felt pad may be placed under the brush.

e) Plug should be disconnected from the wall by pulling directly on the plug and not on the cord.

e) This procedure should be demonstrated by the instructor and all the students should be permitted to practice this correct procedure.

f) Proper handling of brush and machine will keep replacements at a minimum.

f) In storing the machine never allow the weight of the machine to rest upon the brush.

After using, the machine should be dusted off and the cord should be wrapped around the holders on the handle.

Return the buffer to the proper storage area after the floor buffing has been completed.

To complete the unit on floor maintenance all that is required is to replace the furniture in its original position in the classroom. The same practice and procedures will be followed as were used in the initial movement of the furniture from the classroom.

Between the many steps involved in presenting this unit, time should be allowed for the entire class to discuss and evaluate their progress. By allowing this time, students will take a greater interest in the unit and those who have not had the opportunity to complete the entire unit will have

a knowledge of some of the correct procedure when they do have an opportunity to complete the entire sequence.

Unit on window washing. More emphasis is placed upon the work skill of washing windows than upon any other. More time is devoted to this skill for two reasons: first, it is one of the most technical skills presented in the classroom; second, there is a continuous request for window washers.

Window washing demands coordination between the small muscles in the hand and fingers. Eye-hand coordination is of great importance. Left to right movement is important not only working in small windows, but in washing entire sections of windows. Teamwork and knowing what your partner is doing is very important.

The time involved in this unit will depend upon the abilities of the students. The unit should be scheduled for introduction in the early fall of the year. The classroom windows will display a lack of cleanliness and this will show the students the immediate need they have for clean windows. Fall and spring provide a time when the class can be working outdoors as well as indoors and practicing this skill in the many resource areas of Rainier.

All capable students may be involved in this unit. Haddon hall provides ample space for immediate practice after the unit has been introduced in the classroom. Some students

will not display the capabilities needed in this skill, and they may police the grounds or sweep the covered walk.

Several questions must be answered by the instructor before introducing the unit:

1. Do we have the necessary supplies and equipment on hand?
2. What class progress has been made on other janitorial skills and by whom?
3. How many students are physically and mentally capable of washing windows?
4. Will the season of the year permit this activity to be carried on in a large scale?
5. What resource centers are available for practicing and developing the skill?
6. Will the unit on washing windows interfere with the current monthly experience unit?

Major objectives for the unit on window washing include the development of: (1) skills involved in washing windows, (2) skills involved in using necessary supplies needed in window washing, (3) understanding of how to work with others, (4) an attitude that helps the student feel that at the end of the job he has done something for others, and (5) an understanding that clean windows contribute to a healthier life.

Introduction of the unit will take place before the

entire class so that all will see the importance of the skill. Introduction may be done by (1) taking a field trip through Rainier so that the importance of windows can be seen, (2) a walk through a dark basement so the students can see the need for maintaining clean windows, (3) placing dirt on the practice window in the classroom so the students will realize how difficult it is to see through a dirty glass, (4) viewing the windows in the classroom and pointing out the dirty areas, and (5) leading the class in a discussion on the importance of cleaning windows.

In the discussion centered around the need for washing windows it is important that the entire class understand the reasons. These reasons are as follows: (1) allow for the maximum amount of light and heat to travel through the glass, (2) maintain a pleasing appearance, (3) increase observation of the outside environment, and (4) to maintain high health and sanitary standards by removing dirt and other foreign objects from the glass.

A. Washing windows

1. Safety precautions:

- a) students should not drink any of the clear solution used in washing windows,
- b) cleaning solutions must not be spilled on floors because of possible injury caused by falling and the damage a strong solution can do to the

- protective surface of the floor,
- c) keep sponge and rags away from face,
 - d) extreme caution must be taken when working in residential halls for those residents to avoid coming into contact with equipment and supplies,
 - e) students must be alert in ascending and descending from tables and ladders that are required in washing windows out of reach from the floor,
 - f) students who are impaired by seizures should not be permitted on high objects,
 - g) equipment and supplies used while working in a high area must not be dropped.

2. Supplies and equipment

- a) tables and ladders for higher than ground level areas
- b) sponges
- c) soft rags or sheet rags
- d) ammonia
- e) copper scraper for paint particles
- f) gallon cans or similar sized containers

3. Specific Skills and Concepts

Recommended Procedure and Instruction Tips

a) Students must obtain supplies and equipment before the job of washing windows can begin.

a) All students will need a rag and a sponge.

Class is divided up into two-man teams and each team will need a container for water and ammonia.

One member of the team should be capable of helping out the other if help is needed.

If a student desires a specific partner, in most cases this desire should be granted.

b) Supplies and equipment must be checked in advance to determine if it is clean.

c) Ammonia and other solutions for cleaning windows are poisonous.

d) Warm water is recommended for getting the job done faster and easier.

e) Teams of two students are responsible for specific windows.

f) Hand movement while washing windows is from left to right.

b) Students must examine the inside of the can, and check the sponge and rag for cleanliness.

c) Instructor should measure desired amounts of ammonia to be placed in each team container. For heavily soiled windows one ounce to the half-gallon of water is adequate. Less ammonia should be used when the class is being introduced to the skill because more emphasis is upon the development of proper procedure and the end result is not the important goal. The initial contacts with windows will take place within the classroom.

d) It is necessary for the instructor to supervise the filling of the containers to assure the use of warm water. To prevent burns, warm water, not hot, should be used.

Care must be taken to show students the proper way of carrying containers so the contents are not spilled.

e) Each member of the team is assigned one specific window to wash. As practice increases and improvement occurs then more windows may be assigned.

f) Regardless of how many windows a student is assigned, the hand movement is from left to right.

g) Sponges or pads are placed under containers to absorb any solution that may spill.

h) There is a definite procedure to follow in washing windows.

g) To avoid splashing of solution slow hand movements are necessary. The excess cleaning solution should be wrung out. This is done by holding the sponge over the can and not over the floor.

h) Place sponge in upper left corner of window and move sponge in a vertical or up and down direction.

Students must be aware of their left hand so they can determine the upper left corner of the window. They must be familiar with the terms "up" and "down."

Move sponge along the top of the window, horizontal motion, and remove dirt and other matter from right corner.

Students must know upper right corner, lower right corner and the location of the lower left corner.

Move sponge in an up and down direction along the right hand side of the window and finish up in the right lower corner. Make sure lower right corner is clean.

Move sponge along bottom of window to the lower left corner. All dirt must be removed from the lower left corner.

Using the up and down motion or vertical motion continue up the left hand side of the window to the original starting point.

Using the up and down motion wash the window from left to

right. This time the entire area of the window will be completed.

i) The hardest areas to remove dirt from are the corners.

i) This point can be covered by pointing to any corner of a window that has not been washed for a long length of time and so that students may examine the dirt and dust.

Continuous rinsing of the sponge is necessary and the students should realize that the more water they put on a window the more they will have to remove with their rags.

Sponge should be placed flat against the window.

The last step in drying the window is completed with a dry rag using the same motions that involved the washing of the windows with a sponge.

j) Students should be critical of their work.

j) After completing a window students should recheck to determine if any dirt has been missed. There may be paint particles lodged on the window and these can be removed with a copper scraper.

If the inside as well as the outside window surfaces are to be washed then the students can remove all dirt by helping each other in determining dirt that is left and what side it is located on. They should always work on the same window, that is, the person on the outside will be on the same window as the person on the inside.

If a window remains dirty

- it will be necessary to repeat the process.
- k) After a window is completed the student should continue to the window at the right of the one just completed.
- l) When students complete one row of windows then they carry on to the row directly under the row just completed.
- m) If the entire job of washing windows in one area cannot be completed then the class must remember where they left off.
- n) The job is not completed until the resource area or the classroom has been thoroughly cleaned up.
- k) Students must be cautioned about missing windows. Use the practice board in the classroom to determine which students miss windows and do not carry on to the window to the immediate right of the window just completed. This carrying on to the window to the immediate right is one of the hardest patterns to develop but it is one of the most important.
- l) Caution must be taken to prevent an entire row of windows from being missed.
- m) It is usually better to finish an entire job before leaving an area. If this is not possible then it is important to remember where the group left off. The job, unless it is in the classroom, should be completed at the earliest date possible.
- n) All supplies and equipment must be removed from the working area. If tables and ladders are borrowed to complete the job then they must be returned.

Old rags may be discarded and cans and sponges must be thoroughly cleaned.

All supplies and equipment should be returned to the proper storage area within the classroom.

The students must be rewarded for a job well done.

"Well done" should be considered from their level of ability. Regardless of the type of reward, whether it be a piece of candy or a pat on the back, it should come immediately after the satisfactory completion of the job.

Dormitory helpers. Bed making and dusting are the primary work skills involved in maintaining the sleeping quarters of the residential halls. Bed making will be the only skill covered in the current unit, because introduction to the proper dusting techniques was covered in the unit on floor maintenance.

Bed making is a major task in an institution with approximately seventeen hundred residents. Many halls, where residents have the ability, take care of their own dormitory work. Halls that house the dependent retarded and younger residents are of primary concern to the apprentice training class. These less capable and younger residents require their needs to be taken care of for them and they would be unable to change and make their beds.

There is no recommended time to introduce this unit. However winter brings weather that requires class activities to be carried on in the classroom and perhaps this would be an appropriate time to introduce the unit. Because of hall schedules most beds are made in the early morning hours, thus making it difficult to find resource areas within the

school to practice this skill. Bed making, then, is a unit that is presented to the entire class but developed in small groups on the practice bed that is located in the classroom.

It is desirable that instructors contact the halls to determine which students cannot make beds. By setting up demonstrations in the classroom carried on by students who can make beds the instructor and other students are introduced to the procedure that is prescribed by a particular hall. Instructors should observe this skill in operation on the halls so further understanding may be acquired on correct procedure.

Linen change occurs once a week on all halls, except when soiled conditions of particular beds require changing oftener. The unit is based upon a complete change of sheets.

Major objectives include the development of (1) skills involved in making beds, (2) skills necessary for taking proper care of bed clothes, (3) attitude of cooperation in working with others, and (4) appreciation of a bright and cheerful environment for others in their sleeping quarters.

Introduction of the unit will take place before the entire class so that all students will see the importance of the skill of bed making. Introducing the unit may be done by (1) taking a field trip through areas where beds have been made and where beds have not been made, (2) discussion centered around the importance of having well kept beds, and (3)

creating interest and concern in the students by letting them observe the bed in the classroom with blankets and sheets piled in the center of the bed. More interest is developed when the students observe the unmade bed in the classroom. By resting on the bed they can observe that resting is very difficult when they lie across a pile of blankets and sheets.

In the discussion centered around the reasons for making beds, it is important that the entire class understand these reasons. Suggested reasons that should be brought up are as follows: (1) to help obtain maximum amount of rest, (2) to maintain a pleasing and pleasant atmosphere in one's sleeping quarters, (3) to help others who are unable to make their own beds, (4) to develop a skill that can be performed while at home on vacation, and (5) to help maintain high health and sanitary standards in the dormitory.

A. Making beds

1. Safety precautions:

- a) a blanket that is thrown on the floor creates a hazardous condition,
- b) caution students about throwing blankets and pillows,
- c) never place a blanket over the head of another student,
- d) in carrying piles of linen and blankets the route of travel must not be obscured.

2. Supplies and equipment

- a) one single bed
- b) mattress
- c) pillow
- d) several changes of sheets
- e) a minimum of two blankets
- f) pillow cases
- g) bed spread

3. Specific Skills and Concepts

Recommended Procedure and Instruction Tips

a) The first step is to remove the pillow from the bed.

a) The pillow is placed upon the adjoining unmade bed, or if in the classroom upon a table. The pillow cases are placed in a laundry bag.

b) Blankets and sheets are moved, one at a time, from the bed.

b) Blankets are placed upon the adjoining unmade bed. The same procedure is followed for sheets as was for pillow cases.

The students must be cautioned concerning the hazards involved in throwing bed clothes.

If any students need practice in folding blankets he may do so at any time. A team of two is recommended for this activity.

c) The bottom sheet is carefully unfolded and centered upon the bed.

c) The first sheet should be placed on the bed so that equal areas overlap on all sides of the bed.

All four sides of the bottom sheet are folded under the mattress. The foot of the sheet is folded first then the two sides and the top. This allows for square corners.

d) Only three sides of the top sheet are folded under the mattress.

d) The top sheet is centered upon the bed so that equal parts hang over on the two sides of the bed.

Standing at the foot of the bed the top sheet is pulled towards the student so that there is a foot of space between the edge of the sheet and the head of the bed.

The foot of the sheet is tucked under the mattress and then the two sides.

e) The blankets are placed so they just cover the top sheet on the bed.

e) The bottom blanket is centered on the bed. Equal parts should hang parallel to the floor on both sides.

Standing at the foot of the bed the bottom blanket is pulled towards the student so that the edge closest to the head of the bed just covers the top sheet.

The edge of the blanket next to the foot of the bed is folded under the mattress and then the two sides.

The same procedure is followed for the second or remaining blankets.

f) The bedspread is the last blanket to be placed upon the bed.

f) Center the bedspread upon the bed. Make sure equal parts hang parallel to the floor on both sides of the bed.

The hem of the bedspread should be facing the top blanket and should not be observed.

Tuck in just enough of the bedspread at the foot of the bed to secure it properly.

Standing at the head of the bed, the bedspread should be stretched enough to remove all wrinkles. Again check the spread to determine that each

side is equal and that the portion hanging down runs in a parallel line with the floor.

Students should not tuck the two sides of the bedspread under the mattress.

When wrinkles are out, pull back the head of the bedspread approximately fourteen inches. The top sheet should not be exposed.

Place the pillow case on the pillow. The pillow may have to be folded lengthways but this will depend upon its volume.

Place the pillow at the head of the bed with a small portion overlapping the top fold of the bedspread.

Student while standing at the head of the bed and while using both hands should raise the bedspread and cover the pillow.

If the spread is long enough fold it in under the mattress at the head of the bed so that sheets will not be exposed.

Students should square the two corners of the bedspread at the foot of the bed.

g) If there are remaining wrinkles these should be removed.

g) Students should remove any wrinkles that might be at the head of the bed and around the pillow.

h) The bed should be placed back against the wall or back into its original position.

h) Before replacing the bed, lift each leg and check for lodged lint. This task is much easier if students are working in teams.

A faster job can be done if the class is divided up into two-men teams. It is important to have a student who is capable of making beds working with a less capable student. The more capable student should assist and not do all the work.

1) All bed clothes should be accounted for and readied for the return trip to the laundry.

1) Students should check throughout the dorm to determine if any bed clothes have been misplaced under a bed.

Bed clothes should be placed in bags. Sheets should be together and the pillow cases should be placed into a separate bag.

Students should carry the bags to the laundry room and pile neatly.

Unit on washing tables. All areas of Rainier School, including residential halls, display a primary need for maintaining clean tables. The day hall, the area within the residential hall where residents spend much of their leisure hours, and the dining area of the residential halls are two areas where tables must constantly be maintained. In halls that house educable and trainable students the task of washing tables is completed by residents living in the hall. Halls that house the younger and more dependent residents should be helped by older, more capable residents in maintaining clean tables.

Hall resource areas for developing the skill of washing

tables are plentiful. A convenient schedule can be planned by the instructor and the hall attendants for using hall areas for developing table washing skills. Because of the number of resource areas available and the relatively elementary skills involved in washing tables as compared to more technical skills involved in maintaining floors, the entire class may be involved in the development of skills necessary for washing tables.

Many residents have acquired the necessary skills involved in washing tables before enrolling in the boy's apprentice training program at Rainier School. The more capable students will be an asset to the instructor by helping students who are not familiar with washing tables. The students who help others develop this work skill will also gain personal satisfaction by being able to contribute to the needs of the group.

There is no specific recommended date to introduce the unit of washing tables. However, the fall of the year may be a desirable time because the entire class can be involved, and so give many students an excellent opportunity to work with other members of the class. Because tables and other equipment in the classroom have been stored and have sat idle for three months there will be a definite need for washing tables at this time.

Introducing the unit should take place before the

entire class so all students will see the importance of developing the skills involved in washing tables. Introducing the unit may be carried out by: (1) presenting a film that will show the important needs that tables fulfill, (2) a field trip through areas of Rainier so students can see the importance of tables in carrying out many functions, and the number of tables needed, and (3) a class discussion centered around the needs people have for tables. Often after an art period tables will be marked up with art media and this may serve as a meaningful way to develop the attitude that tables should be kept clean at all times. It is important that students see the importance of tables in their daily lives whether in the classroom of Rainier or at home on a vacation.

Major objectives for this unit are to develop: (1) skills involved in washing tables, (2) skills and appreciation involved in small group work, (3) skills in maintaining tables will be developed in many resource areas, and so students will become more familiar with many areas and personnel of Rainier School, (4) an appreciation of a cleaner environment for both the classroom students and residents who are unable to take care of the job of washing tables, and (5) skills in preparing and using cleaning solutions and in taking proper care of equipment and supplies.

In class discussion centered around the needs for washing tables it is important that the entire class under-

stand these reasons so that greater interest is developed in each student to participate in the activity. Suggested reasons that should be brought out for this unit are as follows: (1) develop and maintain maximum health and sanitary standards in the areas in the halls where food is served, (2) provide for a pleasing appearance in the dining area, day hall, and other areas where tables are utilized, (3) to develop skills that the student can carry out while at home on a vacation, and (4) maintain classroom cleanliness so students will enjoy their individual or group seat work when carrying on activities that require the use of a table.

A. Washing Tables

1. Safety precautions:

- a) to prevent slippery floor surfaces that could endanger students, and to prevent damage to the protective floor covering by the cleaning solutions the students must see the importance of keeping the cleaning solution in cans and not on the floor,
- b) cleaning solution should be kept away from the area of the face,
- c) if the class is working in residential halls where dependent residents are housed the cleaning solutions and supplies and equipment must be kept out of their reach,
- d) students should not crowd into the area where

- containers will be filled with cleaning solution,
- e) students should not throw sponges; they are for work and not play.

2. Supplies and equipment

- a) gallon cans or similar sized containers
- b) felt pads or rags to be placed under the container
- c) sponge
- d) all purpose liquid cleanser
- e) powder cleanser

3. Specific Skills and Concepts

Recommended Procedure and Instruction Tips

a) If supplies are available each student should have two sponges to work with.

a) If washing tables will take place in a kitchen or serving area, two sponges with two containers should be provided to all students. If these supplies are not available then sponges and containers must be thoroughly rinsed between the jobs of washing and rinsing tables.

b) Students should be aware of the proper mixture to be used in washing tables.

b) If one gallon cans are used they should be filled three-quarters full with warm water.

If tables are in an area where they are cleaned regularly then two ounces of cleaner to each container is desired. More cleaner may be added if tables are highly soiled.

c) Before students can begin washing tables they must first remove all objects.

c) Students should remember the approximate location of the objects so they can be returned to their approximate position upon completing the job.

d) When carrying containers filled with cleaning solution care must be taken to avoid spilling the solution.

e) When wringing out the sponge it should be held directly over the container.

f) The more excess water that is placed upon the table, the more will have to be removed.

g) There is a desired hand movement pattern that the students should follow when washing tables.

d) The container should be placed directly in front of the student who will be washing tables.

To absorb the solution the sponge should be placed gently into the container.

e) Emphasize the need of holding the sponge directly over the container to avoid dripping water upon the table, floor, and adjoining furniture.

f) Too much solution is not desirable, but enough is needed to mix with all of the soiled areas of the table.

g) Students should start washing the table in the upper left corner.

The upper left corner is emphasized as the starting point as it is in the skills of washing windows, walls and other furniture. Consistency helps to develop good work habits.

Students should use short left-to-right movements of the hand.

While the students are using these movements they should bring the hand towards their body. These short strokes should be approximately two feet in length.

Students should continue this process until one complete section of the table has been washed.

After washing the first portion of the table the students move directly to the top of the table edge, farthest from the body, and there they start at the right of the area that has just been completed.

Students should continue this process until the entire surface of the table has been completed.

h) If tables are extremely soiled then sponges will need to be rinsed out often.

h) This is when it is desirable to have more than one container per student. One container will contain warm water just for the purpose of rinsing the sponge. If two containers are utilized then students must be aware of container that holds the cleaning solution.

i) Some soiled areas will require additional steps in cleaning.

i) A powder cleanser may be sprinkled upon the table and rubbed into the soiled area and then removed and rinsed.

j) Tables must be rinsed to remove excess film left by the cleaning solution.

j) Sponges and containers must be thoroughly cleaned before rinsing can take place.

The same procedure is followed in rinsing a table as was followed in washing, and only warm water is used.

k) Students should not neglect the washing of table legs.

k) Students should start directly under the top of the table and wash the entire surface of the legs.

Precaution again is needed in preventing solution from running down the legs and collecting on the floor where a hazardous condition could be developed.

l) All solution and rinse water must be removed from the surface of the table.

m) After the job is finished all supplies and equipment must be cleaned and returned to the proper classroom storage area.

l) Standing water will damage the surface of tables and it should be sponged off.

m) Sponges and cans must be washed out. Only a few students should be involved in the bathroom during this process because of the tendency to crowd, causing water to be spilled upon the floor.

Sponges should be placed in a waterproof container.

Cleaning solutions and cleansers should be returned to the proper storage area.

Containers must be thoroughly cleaned and placed in their proper storage area and these areas should be frequently cleaned.

n) After washing tables and cleaning of the equipment has been completed, time must be allowed for students to take care of their personal cleaning needs.

n) After all work skill jobs are completed students must have ample time to wash their hands and rid themselves of any chemical or germ they may have come into contact while working on the job.

III. CONTENT COVERED IN THE BOY'S APPRENTICE TRAINING PROGRAM

Chapter five pointed out that the schedule for the boy's apprentice training program is flexible, but at the same time still follows a routine, which is important in working with the trainable student. The following section will list the content areas covered in the program. A brief

list of objectives will be presented along with recommended content to be covered.

Part III will present the areas of (1) numbers, (2) reading, (3) writing, (4) language and communication, (5) social studies, (6) science, (7) personal grooming, (8) social manners, (9) health and safety, (10) work skills and habits, (11) physical education, (12) classroom art, and (13) classroom music. All of these areas are covered in the home-room and except for the weekly visits by the art and music instructors there are no special area classes for the trainable student.

The long list of areas discussed here is obviously too lengthy for daily planning in all areas. Some areas such as art are scheduled only once a week. Physical education is emphasized but a daily period is not planned. The academic subjects are covered within the limitations of the trainable students but they cannot all be planned in the daily schedule.

"Planning" is used to describe the preparation involving the instructor in preparing for a specific experience in one or more areas. Planning involves formal classroom preparation on the part of the instructor and includes all students or a group of students in the classroom.

Incidental instruction differs from planned instruction in that no formal preparation has been made by the instructor preceding instruction. Often incidental experiences are more meaningful than are planned experiences because the

experiences are developed upon the interests of students.

The areas and content listed below call for planned instruction. Academic areas involving numbers, reading, and writing will be the first covered. The listed content must be planned for and brought to the attention of the class on several occasions throughout the school year. Again it is important to keep in mind that class time does not permit the covering of all academic and other areas daily.

Academic subjects. Functional academic subjects include those concepts that will help the trainable student live a fuller life in his semi-independent position at Rainier. To lead this semi-independent life highly abstract experiences are not required. Academic subjects are covered in the boy's apprentice training program but only those that the trainable student is capable of comprehending and only those that will benefit the student in his personal, social, and work life at Rainier. Academic skills will be functional in nature if the instructor keeps the mental age of the student in mind and does not base work upon his chronological age.

The average student will often acquire academic concepts through incidental learning. The trainable student must have these same concepts presented to them in the classroom. They must be presented in a fashion that will assure that they will be meaningful, are presented these concepts in the light

of familiar experiences. Interest will be greater if for instance in counting money; large amounts do not need to be counted because the students will never possess a large amount of money. Some students presently may be earning fifty cents a month, so certainly there is no need to have them counting up to ten dollars. They need to be familiar with the value of money and what that fifty can obtain for them at the Rainier School coffee shop or the student canteen.

There is no need in social studies to cover the population of China because this means nothing to a person who will never travel to China or cannot understand such a number symbol. Students should have an understanding of the number of residents at Rainier especially those residents and employees they will come into contact with while living and working on the grounds.

The trainable student often is capable of developing higher levels in numbers or reading than those presented in the boy's apprentice training program but they can profit more by learning how to get along with others while on the job. The students will not fail on a job because of inability to read from a book. This is not required of them. Where they are more likely to fail is in the area of personal appearance, or human relations and here is where the emphasis should fall. Academic areas are stressed only to the degree that they help obtain this goal of personal and vocational adjustment.

Numbers. The objectives of the number program should include the development of:

1. understanding of the sequence and value of one place numbers,
2. skills in rote counting from one through nine and for some students, two-place numbers,
3. an understanding of elementary quantitative terms,
4. skills in matching numbers and groups of objects,
5. understanding of the importance of telling time and for some students telling time by the hour,
6. appreciation for schedules in daily life,
7. understanding of the value of money and the purchasing power money possesses,
8. skills in identifying coins and counting small amounts of money.

Few trainable students will have a need for understanding more than one-place number concepts. In developing concepts of numbers from one through nine, concrete objects should be used. Objects students may carry on their person may prove more meaningful in determining the value of one-place numbers.

In addition to being able to count and determine value of numbers the student should be familiar with elementary quantitative terms. Following are a few examples of such quantitative terms.

1. first last
2. large small
3. high low
4. gallon quart

For practice and development of counting and attaching meaning to small numbers the students may count the halls or resource areas. The number of janitorial jobs completed throughout the week may be counted. The number of supplies and pieces of equipment needed in a job may be counted. Number value is understood easier if numbers are connected with classroom associated activities and not treated as a separate subject. The students may wish to count the number of girls present at the weekly social hour or determine how many boys are absent from class each day.

There must be an understanding of the specific sequence followed in counting numbers. The trainable student may develop this understanding by (1) writing one-place numbers on the board, (2) tracing over numbers with fingers and pointing numbers out while attaching their correct title, (4) printing numbers at their tables, (5) copying numbers written on the blackboard, (6) copying numbers of the calendar, and (7) placing felt numbers in the proper sequence on the flannel board.

Trainable students should be aware of schedules that are followed both inside and outside the classroom that

determines when (1) their class starts and dismisses, (2) meals are served in their residential halls, (3) work and play is scheduled on their residential halls, (4) programs and assemblies are scheduled, (5) apprentice assignments have been scheduled, and (6) holidays fall.

Telling time by the minute is a skill that few trainable students will develop. Telling time by the hour can be developed by more students as long as the differences between the large and small, long and short, hands on the clock can be seen. If some students cannot recognize the numbers on the clock then they may be able to associate the time of day with the position of the small hand. Visual discrimination between the long and short hand of the clock is important in telling time by the hour.

Functional numbers would include a basic understanding of money and the value of money. The recently developed apprentice pay program has stimulated interest in knowing more about coins and how coins can benefit a student. Trainable students must be aware that money has buying power and that if used rightly may be a source of pleasure. The main point to be stressed is that it is for their own use and until they are able to spend it at the coffee shop or student canteen they should keep it in a safe place. Unless the awareness of its value is understood it is likely to be given away or traded to other students for objects of little or no

value.

Students in the boy's apprentice training program do not carry paper currency. The students who work are paid from fifty cents to one dollar per month and they are paid in silver. An understanding should be developed of the following coins:

1. penny, or one cent,
2. nickel, or five cents,
3. dime, or ten cents,
4. quarter, or twenty-five cents,
5. half dollar, or fifty cents.

It is desirable for students to be aware of a silver dollar and a paper dollar. Combinations of coins such as a nickel and five pennies and the amount of money their combinations make should be developed in class.

Students should know what they can purchase with each coin. It would be an acceptable idea to set up a small store in the classroom so students could determine just what they can buy with their coins. Students should know they can buy a package of gum or an eraser for five cents or a comb for ten cents. If there is a more valuable object they desire they should be able to save their money until they can purchase it. Banking of money should be possible for residents and a functional plan should be worked out with the local bank. Students are encouraged to buy useful merchandise and not

merchandise that is continually given or furnished them. It is their money and is for their use as the students see fit.

Reading. The objectives of the reading program should include the development of:

1. skills needed to recognize elementary words that will be a benefit to the student in his work and life at Rainier,
2. skills necessary in reading and understanding the calendar,
3. the ability to recognize his first and possibly second name in the printed and perhaps the written form,
4. visual discrimination to recognize patterns and letter groups that compose words.

The reading program for the student enrolled in the boy's apprentice training program consists primarily of those skills involved in the terminal reading program. The terminal reading program continually presents the student with words that when recognized will benefit the student in carrying on a vocational position within Rainier. In addition to coming into contact with these words while on the job the student will find life less complicated if he can recognize functional words that will confront him in living, whether this be at Rainier or in an outside community during a summer vacation.

Following is a brief list of words that would be helpful to a student:

- | | |
|---------------------|--------------------|
| 1. poison | 12. steel-wool |
| 2. soap | 13. men |
| 3. cleanser | 14. boys |
| 4. sponge | 15. women |
| 5. mop | 16. ladies |
| 6. furniture polish | 17. hall |
| 7. water | 18. stop |
| 8. danger | 19. go |
| 9. wet floors | 20. no running |
| 10. ammonia | 21. wait |
| 11. wax | 22. Rainier School |

The above list of words is far from complete, but for some students it is too extensive in its present form. The terminal reading program is easier for the student who recognizes the composition of letters that make up a word and the sounds of the individual letters. Usually students will recognize a word by memorizing its order of letters and the shape of the entire word. Reading is a mechanical process for the trainable students and not a highly complex thought process. Little discrimination is made between the sounds of individual letters.

In introducing the students to new words the instructor should have laid the ground work by using the word several

times in the classroom even days before the written word is introduced. The work should be printed in large letters so that all can view the card when it is held up. It is necessary that the class be allowed to view the word for several days and pronounce the word individually. Some who are able may desire to copy the word or trace over the pattern of letters with their fingers. Students should be asked to use the word in context so they will gain a better understanding of meaning and pronunciation. Even after students can recognize a word it must be displayed before the class on several occasions throughout the year to assure that students will retain the word in both their reading and speaking vocabulary. If the word introduced represents an object, then the initial viewing by the class should be accompanied by the real object. To help students recognize words that represent janitorial supplies the printed word is placed upon the bulletin board and a bright colored yarn is attached between the word, such as soap, and the concrete object. After association between the object and word is gained the string is removed but the object still remains on the table in front of the bulletin board in case the word needs to be re-attached to the concrete object. After the students can recognize the word, the object is removed and only the abstract symbol remains.

All students can develop skills in recognizing at

least their first names in print. Some may develop to the point where they can recognize both names in the written form. In developing skills needed in name recognition the instructor should (1) hold up names of individual students and go over all names with the class pronouncing the names and spelling the names, (2) pass out names so students may trace them with their fingers and have an opportunity to observe them more closely, (3) after approximately a week of step one and two, hold up names one at a time to determine how many can recognize their names, and (4) when all students can select their names then place all printed name cards on a table and allow individual students to select his name and place it in the pocket chart on the wall. The same procedure may be developed in helping students recognize their last names. All students will not complete this sequence at the same rate of growth so those that finish early should be allowed to carry on in an activity that will not disturb the class. If all but a few are able to recognize their names then individual instruction should be given those students who still need help.

Writing. The objectives of the writing program will include the development of:

1. skills involved in writing one's name,
2. small muscle coordination,

3. eye-hand coordination,
4. an understanding of the letters that make up the alphabet,
5. skills for writing one-and two-place numbers.

All students who possess the necessary physical and mental development should acquire the skill of writing at least their first names. Writing is a highly complex skill developing one step upon the other and eye-hand coordination must be developed. In the procedure involved in writing names the instructor must (1) allow enough time so students can become familiar with writing instruments that they are capable of manipulating, (2) provide opportunities for students to trace with their fingers the letter configurations of their names either at the blackboard or at their desks using a sheet of paper with letters reproduced large enough so tracing is possible, (3) provide tracing paper so that the students can place the tracing paper over the base copy that contains the large black letters and print their names on the tracing paper with a pencil, (4) let the students copy names without the aid of tracing paper, and (5) for advanced students write their first and last names and let these students repeat the procedure involved in printing their names.

The students who have the ability to write their names should develop this skill because the apprentice pay program

requires that all students in a vocational position be able to sign the pay voucher before their money is released. If students cannot print their first or last names they then should develop a symbol that may be substituted for their signature. Those who can write their names may do so on papers for seat work assignments and in art work that will be handed in. Students should be able to sign their letters that are written home to their parents.

Students are encouraged during their free time to copy the words that are posted in the classroom, including those words that represent janitorial supplies or words that will help them in their lives at Rainier such as "danger," "walk," and "wait." For most students it will be impossible to write these words without having a printed copy in front of them.

For trainable students it is not necessary that they know the exact order of the letters of the alphabet, but they should be familiar with the letters that make up the alphabet. Printing the alphabet, one letter at a time, should be done by the instructor on the blackboard. Enough time must be allowed between each letter for the instructor to check the progress of students in printing the letters. Time should be allowed for students to contribute words with an initial letter that corresponds with the letter just printed. Words volunteered by the students may be those that are displayed

in the classroom, names of students, or even titles of television programs viewed in their halls. By students volunteering words, the instructor can determine if they are aware of the initial sounds of the words.

The students may also copy numbers from the blackboard, or the instructor can hold up a small group of objects that all can see and the students may write the correct response on their papers. If the entire class is involved in writing numbers then only one-place numbers will be emphasized.

Practice in writing numbers is further developed by the instructor passing out mimeographed forms that have spaces for filling in the day of the month, the current year and the name of the month. This is a favorite activity of the students because they can construct their own monthly calendar and these may be posted in the classroom if students so desire.

There are those students who will be unable to take part in the writing period because they do not possess developed sensory organs that will permit their hands to write what is visually perceived. Others may have inadequate muscular coordination.

The instructor should provide supplies that match the physical coordination of all students. Paper for some should contain lines wide enough to accommodate large writing and some students will require larger writing instruments.

Language and communication. The objectives of the language and communication program will include the development of:

1. self confidence through acceptable avenues of expression,
2. appreciation for good listening habits to be followed by all students,
3. auditory discrimination of sounds,
4. a speaking and understanding vocabulary, adequate for his needs.

The boy's apprentice training program constantly tries to provide an atmosphere within the classroom that will encourage students to express themselves either verbally or by means of gestures that can be understood by all. This permissive classroom atmosphere does not allow students to speak up at any time they desire, but the instructor and class decide upon a schedule that will best facilitate verbal expression. The students and instructor also draw up rules that are to be followed by all when either the instructor or another student is contributing to the class by means of a verbal response.

The majority of activities scheduled in the daily program provide a means for oral responses. A few activities that promote language and communication are as follows: (1) a sharing period where students share experiences and news

with others, (2) terminal reading, (3) telling stories about television or movies that have recently been viewed, (4) telling all that is seen by students in pictures from magazines or from other sources, (5) discussing demonstrations carried on by the instructor and students, and (7) roll call, with students answering by giving their names and names of the residential halls they are housed in.

Development of speech and an understanding of the student's environment is obtained when discussing and visiting areas of Rainier School. Preparation in the form of class discussion is carried out in advance of a trip to a school area. Preparation and followup activities that encourage speech and expression are carried out for field trips off the grounds of Rainier School.

Awareness of proper gestures is developed by the class acting out parts of songs and introducing the proper gestures involved in the song. Role playing is encouraged and students may act out the role of the instructor or other adults and residents in their environment.

Discriminating between different auditory sounds is important and one means of practicing this activity is with the aid of a tape recorder. Students should pick out different sounds that are pre-recorded, and differences in pitch can be observed by recording different sounds from a musical instrument. Pitch discrimination may be developed

by the class singing a song and then, after listening, pointing out the different pitches of their voices. An additional role of the recorder is that of checking and evaluating the listening habits of the students. In completing this activity, class discussion is recorded and when played back there may be suggestions on how listening habits may be improved. By recording the students speech the instructor and class can point out individual speech habits and if necessary, constructive criticism may be given.

Speech and communication is more abundant in classes where good rapport between students and the instructor has been established. If a new student enrolls then there is a need for proper introductions by all students and instructor. In promoting a positive social atmosphere in the room, guests are occasionally introduced to the class. The instructor must constantly be aware of his own speech habits because trainable students imitate speech habits of adults, with whom they are very friendly.

Social studies. The objectives of the social studies program should include the development of:

1. understandings of the geographical arrangement of residential halls and other facilities,
2. an understanding of the many departments that promote a good living and working environment,

3. appreciation towards the many community helpers that contribute to a better life,
4. awareness of student resources that have been developed for his leisure hours,
5. an awareness of the surrounding areas adjacent to Rainier School and the interdependence of these areas.

Students must be aware of their immediate environment if they are to be emotionally adjusted and able to contribute to their role. Before students can contribute to richer lives for themselves and others they must feel secure in their environment. To feel secure they must have a thorough knowledge of all resources and departments and how these resources and departments can benefit them. Students should be familiar with the roles of the departments and programs of (1) school program, (2) medical and hospital, (3) religious services, (4) home living, (5) social service, (6) psychology, (7) vocational training, (8) recreation, (9) farm department, and (10) food service.

The boy's apprentice training program provides opportunities either through field trips or on-the-job training for the students to become familiar with all departments and services provided the residents of Rainier School. Students are introduced to personnel while developing work skills in resource areas or when visiting areas of

Rainier. For some students, the personnel they meet while on the job will be their supervisors while working in a vocational position. Through discussion and interviews, students are made familiar with rules that must be followed while in certain areas, such as the hospital. If students are to respect these rules, they must be aware of the need for rules and to see how they are benefited.

Areas that the students can utilize for their enjoyment during a specified time are introduced to the class. The coffee shop and the new student canteen are just two such areas.

Throughout the year, field trips will be taken to surrounding areas outside Rainier School such as Point Defiance park in Tacoma. Here students can see how these areas are developed for living and enjoyment of all. Students are eager to become familiar with the surrounding areas of Buckley and Enumclaw and they should be helped to realize that many employees and residents live in such communities. Rainier School is a community in itself with many departments contributing to the welfare of its residents but students should see the close relationship between Rainier and surrounding areas. Students will notice the trucks that bring their food and clothing from other areas, they enjoy performers who present programs. In the fall of the year students will travel to Puyallup for the Western Washington

Fair, and they can see how other people and other geographical areas contribute to their enjoyment and education.

Science. The objectives of the science program will include the development of:

1. keen powers of observation,
2. interest in one's physical environment,
3. a knowledge of necessary elements needed to sustain life,
4. an interest in keeping his environment sanitary,
5. an understanding of the importance of a clean environment.

Through observation students should be aware of the seasons of the year, and how these seasons control the variations of weather conditions and how this changing weather scene dictates to the students proper health and safety measures. There need be no deep study into why weather changes, but students must know that coats should be worn in the rain and snow. Through observation students will become aware of dangers in their environment.

No science period is scheduled daily, but time is allowed if curiosity, on the part of students, is detected by the instructor. Television arouses curiosity. Students will ask questions concerning space travel and these should be answered at their level. There will be times when it will be

beneficial to bring a television set into the classroom so they may observe space flights and other scientific activities. Concepts developed by television should be reinforced by classroom discussion and resources such as flat pictures and films that are available to the instructor.

Nature study is developed while on a field trip. Students are encouraged to observe plants and animals on their way to school. Plant life may be studied in the classroom to determine just what elements are necessary to support the life of plants. Simple experiments may be carried out so students are aware that it takes elements such as air, heat, light, soil, food, and water before a plant will grow. If these elementary experiments cannot be completed in the classroom then a visit to the farm area is desirable. The personnel of the farm are always happy to have a class visit, and observe the growth of plants and animals in various stages of development.

In the spring, the monthly experience unit on recreation will introduce the class to the many state and national parks such as Mount Rainier. Conservation of resources is studied and good practices to follow while on a camping trip are discussed. Conservation and camping principles should be discussed and demonstrated because the majority of the students will have an opportunity to go camping, either through the arrangements at Rainier or at home

with parents or sponsors during the summer vacation.

If a student can develop his powers of observation he will appreciate a cleaner environment and will take a greater interest in his janitorial work skills. Upon the completion of his job he can see the results of his contribution and how he is helping to maintain his environment. Through keen powers of observation, and utilizing his sense organs, he will know when his environment needs cleaning up. A student will perform best if he feels secure, and he will feel much more secure if he understands his environment and can observe that his contributions are important to him as well as to others.

Personal grooming. The objectives of the personal grooming program include the development on:

1. the understanding that personal appearance is important,
2. the understanding that good personal grooming habits leads to better health habits,
3. an interest in helping others with their personal grooming habits.

Social interactions of the students are highly dependent upon their personal grooming habits. If students are to take part in the weekly social hour with the girl's apprentice training class, then they must display their best grooming.

The activity that has been the most successful in promoting good grooming is the personal inspection of students by the instructor at unannounced times. This inspection is carried on after the bathroom break, so all students have had an opportunity to take care of toilet and grooming needs. Records are kept and those students who receive the highest score every month receive a reward. In this inspection the instructor may pick two students to serve as judges and these judges, who are also inspected, observe the students to see if (1) hair is combed, (2) ears are clean, (3) face and neck are clean, (4) teeth have been brushed, (5) hands (both sides) and elbows are clean, (6) shirt is tucked in and buttoned properly, (7) belt through all of its loops, (8) pants fastened, (9) socks are pulled up at the tops, and (10) shoes are on the proper feet and laces tied. If a student comes to school in a short tailed shirt that cannot be tucked in, or without a button on his shirt or a belt he is unable to fasten, he should not be marked down, because many times these conditions are out of his hands.

The more capable students who display good personal grooming habits are encouraged to help others in fastening a belt or tying shoes. These students are eager to help others acquire sound grooming habits.

Students must realize that their appearance on the job is just as important in keeping a job as knowing how to

complete the job skills. The class should have an opportunity to observe other employees, so they can see how neat and clean others are at all times.

Familiarity of all body areas should be developed in students so these areas will be washed during bath nights in the residential halls. All students should be able to point out and describe the various areas of the body.

Students are not required to purchase their clothing, but they should realize that clothing is very expensive and that extreme care must be taken in keeping clothing in good shape and if through an accident clothing is damaged then this damage should be made known either to the instructor or the hall attendants. Students must know that there is a proper area in the classroom to hang coats and that there is a correct procedure involved in carrying out this duty. Prices of clothing should be compared with objects such as a bicycle or a favorite toy so students can understand the value of clothing. A visit to the laundry to observe the employees working and caring for clothing will increase their appreciation of the value of clothes.

Social manners. The objectives for developing social manners should include the development of:

1. respect and consideration for others,
2. respect and approval of authority,

3. awareness and consideration for the property of others,
4. skills that will help the student contribute to the welfare of others,
5. ability to work in small groups with limited supervision,
6. high moral and character values,
7. acceptable patterns of speech and expression.

Social manners and personal grooming are two closely related subject areas. Without social manners good grooming has little value and without good grooming habits the residents will find it difficult to develop proper social manners because opportunities will not be made available.

Rules are developed that will assure a smoother pattern of living. Students must realize that these rules are for their protection as well as for the promotion of their rights and responsibilities. The trainable students should have opportunities to help develop classroom rules in order to better see their importance.

Students should have the opportunity of working in small groups. They should in most cases be allowed to select students they would like to work with. If trouble arises students should have an opportunity to state the facts, and all sides must be heard before action is taken. When working in a small group the students soon realize that if they are

to be heard then they talk only when others are not talking and if their contributions are to be respected by others, they must respect contributions made by others.

Honesty must be developed in the trainable students. They can be given opportunities to demonstrate honesty. Students may be sent on errands to other classrooms. They can straighten out supply cabinets. If students realize that the property of the classroom is for the benefit of all and if they can see the importance of such property then this property will not be removed from the classroom.

Respect towards authority must be developed in all students. Trainable students must realize that to establish proper rapport between themselves and the authority figure, they must follow the well-planned directions of adults and communicate with them in an acceptable manner. Students see the importance of work done by employees with whom they will be working when on their vocational job. If students realize that employees are at Rainier for the purpose of developing and maintaining a warm and practical environment for all residents then they will see the importance of cooperating and carrying out their responsibilities in helping to reach desired goals. To develop the concept that authority is necessary in performing any group task, the students might view a sports contest, such as the world series of baseball. Discussions would be centered around the importance of umpires

who enforce rules that have been developed for the benefit of all.

Students are given opportunities to develop and practice the manners which opportunities for practice in cooperating with others and sharing property and equipment can be given students in their free activity period. The weekly social hour is an excellent avenue for practicing manners and at the same time new social manners may be introduced.

Because of frequent visitors in the classroom and the many contacts students have with adults outside the classroom they must be familiar with the fine points of introductions. Students, on occasions, should have an opportunity to introduce themselves to guests and visitors in the classroom.

To reduce outward signs of mental retardation, good social manners must be known and practiced by the trainable students. If social manners are to be developed and retained then they must become mechanical responses in these students. If students meet someone new they must automatically use proper patterns of behavior and introduce themselves and carry on in an acceptable and pleasing style. Many trainable students lived a highly sheltered life before entering Rainier School, and their contacts with people outside of their immediate family have been few. To overcome this previous lack of opportunity to develop socially the classroom

must furnish an environment which provides an abundant amount of activities so students will have an opportunity to make decisions, work, play with others, and use good manners.

Health and safety. The objectives of health and safety should include the development of:

1. knowledge of basic health habits,
2. knowledge needed for development of proper posture,
3. skills in preparing snacks and light lunches for field trips and the weekly social,
4. understanding and following good habits of nutrition,
5. skills for safe handling of equipment and supplies in the classroom,
6. knowledge of hazardous conditions within the environment of Rainier School,
7. skills in handling electrical equipment and in plugging and removing plugs from wall electric receptacles,
8. an appreciation of a class environment and the habits of keeping his environment clean.

Health and safety principles are continually stressed. Students soon realize that there are individual differences as far as medical status is concerned. These students display a wide variety of medical problems and health habits. Awareness

of these differences will decrease alarm if some student deviates from the normal because of medical problems. An example of the deviation would be a student suffering from a severe seizure. Seizures for some students are quite common occurrences and, on occasion, will take place in the classroom. By being aware of the possibility of these occurring, students will not be alarmed and moved into a state of confusion when seizures occur. On the contrary, if the class is aware of steps to be taken in helping students suffering from a sudden attack of illness they can be a great help instead of interfering with proper action that must be taken. Students must realize that such an attack is just another form of illness and although assistance is required, if treated properly there will usually be a rapid recovery.

Elementary health habits such as covering the face when coughing and blowing one's nose properly must be continually stressed. Tissue must be provided for those students who are not provided with a handkerchief. Instructors must continually observe proper health habits, because they are imitated in all their actions by the trainable students. The more capable students help less capable students develop sound health habits. These students have an opportunity to contribute to the welfare of their group.

Proper posture habits will be developed if students know that following proper health habits will lead to a

comfortable body. Proper posture habits should be followed when (1) students are occupied at seat work, (2) lifting and carrying heavy equipment, (3) walking, climbing, and running, (4) mopping, or performing other janitorial work skills, (5) on the play field and in using body-building apparatus, and (6) involved in activities such as dancing at the weekly social hour.

Proper eating and diet habits are taught to the students and they should see that at different meals, different food is prepared to meet their body energy requirements. Pictures of foods may be cut out of magazines and attached to the bulletin board under the headings of "breakfast," "lunch," and "supper." The instructor should observe students to see that they arrange pictures under the proper meal. This activity provides an excellent means of evaluating students on their eating and diet habits.

Preparation of simple snacks and treats should be carried out in the classroom. Students should see that the hands and body, when preparing simple dishes, are clean. Picnic lunches will need to be prepared for the trip to Point Defiance Park and for the social hour and these are excellent opportunities to develop proper diet and food-handling habits. A field trip through the main kitchen, where all food is prepared, develops the concepts that sanitary standards must be at their maximum in areas where food is prepared.

Treats consisting of candy and cookies are plentiful for the students and they should be aware of the damage done to the teeth by the refined sugar, and how these treats may upset their appetites at meal hours. An opportunity would present itself here for a field trip through the dentist offices. Many excellent films are available on the proper care of teeth and good health and diet habits, that would reinforce concepts developed in the classroom.

In discussing health habits the students should be aware of the areas of Rainier that continually work toward better health standards for all residents. The dentist office, hospital, and main kitchen are just three such areas. Students should follow directions received from these areas concerning better care of teeth, and keeping their bodies in good sound shape.

Safety principles are stressed at all times. It is the responsibility of all employees to provide a safe environment for the residents of Rainier.

Terminal reading equips some students with the ability to recognize the following words that will insure greater opportunities for safer living while on the job or during other activities at Rainier:

- | | |
|--------------------|---------------|
| 1. poison | 5. danger |
| 2. stop | 6. wet floors |
| 3. go | 7. keep out |
| 4. watch your step | 8. exit. |

Students who are not capable of recognizing these words will become aware of potential dangers through classroom discussion.

Discussions and demonstrations concerning safety concepts are centered around the areas of (1) handling sharp instruments, (2) preventing burns by using warm water instead of hot water, (3) precautions in handling mops and other equipment that are constructed with extended handles, (4) carrying heavy objects, (5) how to handle electrical equipment, (6) poisonous chemicals used in janitorial work skills, (7) how to walk on wet surfaces, and (8) proper behavior while working on ladders and other high objects. Specific safety precautions involved in completing work skills are discussed before students start their work. These precautions were covered in the section that contained sample work skill units and will not be listed at this time.

Accidents frequently occur in the play area. To avoid such accidents as falling, or getting hit with the bat, precautions must be taken. Students and instructors should check all play equipment to determine if it is in adequate condition. Students who are waiting to take part in a game should stay out of the immediate playing area until it is their turn to participate. In racing students should not be too closely lined up and proper running skills should be introduced.

Safety must be practiced by all and not by a few.

Instructions and procedures to be followed while drinking from a fountain or carrying out a fire drill must be clear and simple. Again the students must be shown and not just told. Safety on the covered walks and precautions to be followed when walking along the edge of a road or crossing at a corner are taught by taking the walk, and crossing at the corners and not by just talking about the hazards involved. Lack of understanding, often causes accidents, and in practice misunderstandings may be cleared up. Safety is everyone's game.

Work habits and skills. The objectives of developing proper work skills and habits should include the development of:

1. skills for helping to plan the weekly work schedule of the classroom,
2. knowledge concerning supplies and equipment necessary in completing a work skill,
3. a knowledge that a job must be fully completed before another job is started,
4. skills necessary for taking proper care of equipment,
5. appreciation for working with others in small groups,
6. appreciation for rewards received upon completing a job,

7. appreciation for his capacity to develop, and to complete janitorial work skills,
8. ability to follow directions of supervisor,
9. appreciation for being punctual,
10. appreciation for being able to help less capable residents,
11. respect towards his position at Rainier School.

In orienting students to the boy's apprentice training program the instructor explains briefly janitorial skills that will be introduced and developed throughout the school year. Students must be aware of the justification of such needs and realize that what they are doing will be of great value to themselves and fellow residents. Time is allowed in the daily schedule for work skills to be introduced and on-the-job training to be carried on in resource areas, after initial practice and development has been carried out in the classroom. Students have much to contribute in planning the schedule, and their interest will be much higher if they can help plan the work schedule. The short memory span of the trainable student is more adaptable to weekly planning, thus they look forward to the work to be done and the skills to be developed. The instructors are aware of plans for the entire year but these plans will be less confusing if they are discussed with students in weekly segments. It is much easier to keep to a schedule if all are aware of the important

activities for the present and future work, thus all students should be involved in developing the schedule.

Students must be continually evaluated in their work to determine if progress is being made in a work skill, in personal and social behavior and in personal appearance. Both individual and group evaluation is carried out. Awareness of progress is important for all students.

All students must be familiar with all supplies and equipment that will be utilized in carrying out a work skill, before such a work skill can be developed. Demonstrations on equipment are carried on by both students and instructors so all may see how it functions before they use the equipment in actual work. A great amount of time is needed, so all will have an opportunity to complete activities such as replacing a wet mop head or cleaning out a mop bucket. Less confusion on the job will be observed if students know in advance of on-the-job training the needs and purposes of all equipment and supplies.

Good work habits cannot be developed unless students are aware of the proper procedures involved in maintaining equipment and keeping it in top working order. Students must realize that the life of equipment is increased if it is continually maintained and stored in the proper storage areas. All pieces of equipment have a designated storage area and when not in use equipment must remain in the proper

areas. Orderliness is stressed in all work, and care of all equipment helps develop orderliness in the students.

Accidents such as tripping or falling over equipment may be prevented if equipment is kept in proper storage areas.

Students must see how the completion of their work will be of value to them if they are to develop a great interest in completing work skills. Awareness of time limits in completing work skills must be developed so that correct use of time is made possible. Many jobs involving the students are completed easier and faster if small groups are utilized. In such groups students must be familiar with each other so adjustment problems are kept at a minimum. After formal classroom training is completed and vocational positions are obtained by students, in most cases they will be required to work in small groups.

Proper rewards must be given students upon satisfactory development or completion of work skills. These rewards, usually in the form of verbal gratifications or small token rewards such as pieces of candy, will serve to greatly increase the interest of all students in their work. Rewards are given according to the individual ability of the student and although some may not be working up to the level of the class they might be progressing at a high rate based upon their individual capacities for growth.

A student must be able to carry his work to completion

with confidence and in most cases under limited supervision if he is to fully succeed on a vocational job. The working schedule must be known so he may plan just enough work to complete during a specific period of time. He must know his personal limitations so he knows what he is capable of doing. Frustration will occur if the supervisor assigns work that is much too difficult to be completed by the student.

Students should realize that if positions are to be held, then more than success in work skills is necessary. Students must know how to get along with people with whom they work. Practice on good personal grooming and health habits before the job is obtained will help insure job retention. Jobs are usually not lost because students lack ability to complete a work skill, but because they have had insufficient training in proper health habits and human relations.

Opportunities are given students to observe other residents who are carrying on similar work skills in a vocational position. Students can see that others are involved in their work and that they will have an opportunity of meeting new people when job placement occurs. Students must be aware of the goals if they are to see the importance of their job. The instructor should stress a well rounded development of students in the areas of social and personal skills as well as work skills. If this is done there will be

few difficult problems experienced by students in the transition from the school world to the world of a semi-independent adult at Rainier School.

Physical education. The objectives of the physical education program should include the development of:

1. large and small muscle coordination,
2. skills for participating in group games that will promote social development,
3. sportsmanship and fair play,
4. skills for wholesome leisure activities,
5. skills in organizing activities and following directions.

No specific period is set aside for physical education in the boy's apprentice training program. Development of large and small muscles is constantly carried out in many classroom activities even though these activities are not labeled as part of a physical education class. On-the-job training develops and promotes muscle coordination and all work skills involve utilization of both large and small muscles whether it be climbing up a ladder or mopping a floor.

On frequent occasions the class will be involved in body building exercises and group games such as softball and kickgoal. Rules are simplified and procedures are reduced in complexity but basic principles are followed. Whatever game

is being played the principles of fair play and sportsmanship are always followed. When one team loses they are not teased or talked down to by the winning team. If softball is the center of interest, students wait their turns in batting. Softball is a favorite group game because the students, through television, are familiar with the game of baseball and the games of softball and baseball are similar in many respects. Leadup skills such as running or catching a ball with the correct procedures are developed, so that the more capable students may take part in games promoted by the recreation department of Rainier during their leisure hours.

The majority of the activities of the physical education program are centered around the development of the skills of (1) walking, (2) running, (3) dancing, (4) throwing a ball, (5) catching a ball, (6) climbing, (7) skipping, and (8) marching. Folk dancing skills are introduced in the classroom and are developed during the weekly social hour. During this hour students may desire to march or skip to records or develop gestures that will fit in with the music.

Knowledge of how to use play equipment must be developed. Playground rules are developed such as waiting one's turn, or not running in the path of others during a race.

Precautions must be taken by the instructor, if vigorous physical exercises are to make up a major portion

of the physical education program, to be aware that all students are medically cleared for such exercises. Medical data may be obtained from the residential halls or from the medical department.

Art. The objectives of the art program would include the development of:

1. skills for discriminating between colors,
2. large and small muscles,
3. eye-hand coordination,
4. skills in using the many types of art media,
5. activities that will allow a release of possible tension,
6. skills in following directions,
7. skills for completing one art project before starting a new project,
8. sound work habits,
9. cleaning up the classroom area upon completion of the art period,
10. appreciation of creating and expressing feelings through acceptable activities.

Introducing students to the primary colors is one primary objective of the art program. Through observation students should be aware of the many colors that are found in their environment. Before starting to develop color

discrimination all students should receive an eye test to determine if there are students with degrees of color blindness. Classroom activities centered around the discrimination and matching of colors would include the following:

1. pointing out the many colors of construction paper used in the art period,
2. matching colored circles cut from construction paper,
3. pointing out colors located in pictures found in magazines,
4. discussing colors in the physical environment that vary with the changing seasons,
5. pointing out and matching the colors of the liquid janitorial supplies used in developing work skills,
6. matching and pointing out different colors of clothing students are wearing.

Safety is stressed in the art period when students are (1) using sharp instruments such as scissors, (2) handling paint properly and keeping it away from the area of the face, and (3) climbing on chairs and tables in hanging finished products on the wall or in decorating the classroom for a holiday.

Creativity on the part of all students is stressed in selecting medias to use and deciding upon a project. Patterns to trace or cut around are not recommended except during

holiday seasons where there are specific people or objects that students desire to paint, cut out, or construct.

Students are encouraged to use a wide variety of media. Such media would include: (1) tempera, (2) clay, (3) construction paper, (4) colors, and (5) scraps of wood. Colors and construction paper seem to be the most popular media to work with for the trainable students.

Excellent opportunities are available for integrating art with monthly experience units, such as recreation, when scenes may be painted of the outdoors, or the unit on transportation, when students could reproduce various modes of transportation from construction paper or clay. Pictures of food may be painted during the unit on food and nutrition. These are just examples of how to make the art period more meaningful by integrating art activities with other units of study and so reinforce concepts developed in these units.

Friday is usually the day scheduled for art with the art consultant coming in for the morning class and the same program is developed by the instructor in the afternoon class. As much as one hour and one-half may be scheduled for the art period, which will be sufficient time for all students to finish their work and clean up the classroom area.

Specific art activities might include: (1) finger painting, (2) modeling with clay, (3) coloring and drawing, (4) painting with tempera, (5) making decorations for the

classroom during the holiday seasons, (6) cutting and tearing paper, and (7) potato block printing and painting.

Music. The objectives of the music program should include the development of:

1. feelings of success in carrying out activities centered around music,
2. appreciation for joining in with group activities,
3. coordination and development of large and small muscles,
4. skills to be used in leisure hours either with a group or individually,
5. appreciation of being able to perform for others,
6. appreciation of various types of music,
7. skills in identifying instruments and sounds produced by the various instruments of the orchestra,
8. acceptable avenues for the release of tension.

The music program of the boy's apprentice training program involves all students and all can experience feelings of success because activities are varied so all can take part whether it be (1) singing old and new selections, (2) humming or whistling, (3) rhythms developed in activities such as a rhythm band, (4) physical activities of hopping, skipping and marching to music, and (5) role playing and imitating

others to the accompaniment of music. Emphasis is not placed upon quality of the finished product such as singing or dancing to a favorite song: the important purpose is participation and the feeling of success.

Singing, either solo or in a group, is the leading activity of the music program. Either instructors or students may lead the singing. Ability to perform in small groups is developed by singing activities. Students may sing along with the group or they may prefer the record player or the tape recorder. Selection of songs is usually left up to the students and these songs will range from folk songs to religious selections that students have heard. For special occasions, such as during the month of February when several birthdays of our founding fathers are celebrated, the selections will be patriotic. Occasions such as Christmas call for quieter selections usually songs that allow for body movements are selected.

Singing is a leading activity at the weekly social hour with the girl's apprentice training classes. The men may have a particular selection they would like to sing for the ladies and often a single man and his lady will sing a duet. Group approval is always very high.

Singing is enjoyed while walking to and from resource centers. Marching songs may be selected for singing while walking thus keeping up the pace. By singing while on the

way to or from a job there is less chance that some students will clown around with equipment and supplies.

The classroom serves as a rehearsal center for practice on musical programs being produced for the school and public. Selections will depend upon the theme of the program and great interest is taken in the practice involved because all enjoy performing before a large group. The boy's apprentice training classes have taken part in the last two Christmas programs consisting of a series of three performances. A wide variety of singing activities will develop the singing potential in students and this can be utilized during leisure hours, either individually or in small groups.

Development of music appreciation is further carried out by introducing the class to new records ranging in variety from popular to light classical. Evaluation of new selections is done by students and instructor. Determining the instruments used in the selection, quality of the recording, and its possible relationship to other units of study in the classroom are three criteria for record evaluation. Sound films featuring musical plays, or the basic sections of the orchestra, are used in the classroom for both educational value and musical enjoyment. These films may also serve as rewards for jobs well done in other areas of classroom work. Bands that perform at Rainier School assemblies provide for further study of the basic sections and instruments of the

orchestra.

In promoting an appreciation for music and a desire to listen to music during leisure hours, the phonograph is available for all students during free time activity periods. All students have equal opportunity to operate the phonograph and they may introduce to the class records they have acquired from their halls or from home.

Activities involving music serve as an excellent media for developing auditory discrimination. In singing, students are encouraged to start on approximately the same pitch. The instructor or students should introduce a pitch that most students can find before beginning a song. There will be those who are tone deaf, and students with more singing ability should be placed beside those who have a more difficult time in locating the correct pitch. By recording singing activities the class has an opportunity to determine how many started on the correct pitch and at this time good listening habits may be improved.

The weekly social hour gives the class opportunities to develop skills in folk dancing. Dancing skills are usually introduced in the classroom and practiced before the classes of both boys and girls are combined. Performing folk dances before the student body, during a school assembly, is looked forward to by all students who take part in the dancing.

IV. MONTHLY EXPERIENCE UNITS

Janitorial skills are the core of the boy's apprentice training program, but content offerings must continually be focused upon personal and social development. Students who are placed on a vocational job more frequently encounter difficulties that are due to the lack of personal and social development than to the inability to complete specific work skills. Eight monthly experience units have been developed to fill the need of developing the well rounded student, not just developing vocational skills. As the title, "monthly experience units" implies, students are given first hand experiences where attention is focused upon the development of personal and social skills and understandings of the immediate and surrounding environment in which they are placed.

Before students are competent to assume a role of semi-independence, they must have a complete understanding of their environment. This understanding extends beyond just knowing the location of their residential halls, for students must be aware of the goals of Rainier School before they can see the importance of the roles they will play as they contribute to the goals of Rainier School.

The monthly experience unit will require approximately 30 per cent of the planned content presented in the classroom. Integration of the monthly experience units with specific work skills is recommended. Integration will enable the

students to see the importance of acquiring specific janitorial work skills. An example of this integration would be involved in the monthly unit centered around recreation. While discussion is centered around conservation, and keeping recreation areas clean, the students could be developing and practicing the skill of policing the grounds. The list that follows names the monthly experience units in the order they are presented in the classroom.

- | | |
|--------------|---|
| 1. September | Health and Hygiene |
| 2. October | The Family |
| 3. November | Food and Nutrition |
| 4. December | Clothing |
| 5. January | Safety on the Hall and in the Environment of Rainier School |
| 6. February | Manners and Courtesy |
| 7. March | Our Community |
| 8. April | Transportation |
| 9. May | Recreation |
| 10. June | Review |

The specific breakdown of the nine monthly experience units will follow. The monthly experience units together with janitorial work skills make up the major portion of content presented in the boy's apprentice training program. Content listed under the monthly experience units are suggested areas to be presented by classroom instructors.

Continual changes will be required as the needs of the students and their environment change. The specific content was selected because of the high correlation between acquiring concepts in these units and successful living within the environment of Rainier School.

No specific length of time is designated for any of the units. Concepts to be developed in a unit on health and hygiene are stressed throughout the entire school year, making this unit on health and hygiene the initial experience unit covered. To develop an early awareness of the importance of the residential halls and their living arrangements is the goal of the second unit presented, centered around the hall and home. The experience unit centered around clothing is developed in the month of December because of the severe winters and extreme changes in temperature. The unit on recreation is postponed until May to prepare students for the approaching summer months. The following arrangement of units has been adopted because it is felt that this order will facilitate the best possible learning on the part of students.

The monthly experience units, with recommended content, are outlined as follows:

I. September--Health and Hygiene

A. Students should develop good habits of personal appearance.

1. Introduction of good habits of personal appearance

should take place in the classroom and practiced while:

- a) at work and play within the classroom,
 - b) while in the hall,
 - c) when working in an apprentice assignment,
 - d) at the combined weekly social hour with the girl's apprentice training class,
 - e) in communities outside of Rainier School.
2. Proper personal cleanliness habits are continually stressed.
 - a) Students should know how to clean the following body areas:
 - (1) head and hair,
 - (2) neck,
 - (3) shoulders,
 - (4) back,
 - (5) hands and arms,
 - (6) chest,
 - (7) hips,
 - (8) legs,
 - (9) feet.
 - b) All body areas must be completely cleaned during bath nights on residential halls.
 3. Students should develop understandings concerning the proper care of clothing.
 - a) Clothes are kept in the closet room in each residential hall.
 - b) The purpose of the Rainier School laundry is to keep clothes continually clean for all residents.
 - c) Clothes should be hung up while not in use.
 - d) When clothes become soiled they should be placed in the proper storage area and made ready for the laundry.
 4. A variety of clothing is needed by all and the type of clothes students wear will depend upon the occasion.
 5. Clothes are expensive and proper care is desired to increase the life of the garments.
- B. Students should have a knowledge of common illnesses that commonly occur in their environment.
1. Students must realize that proper precautions are necessary in preventing common illnesses such as colds and flu.
 - a) The proper use of the handkerchief is required.
 - b) Students should stay warm and not expose themselves to severe weather conditions.
 - c) Diet recommendations must be followed.

- d) Students should all receive necessary rest.
- e) Students must always follow healing recommendations of their hall doctors and other adults.

- C. To maintain a healthy body a proper balance of daily activities is needed.
 - 1. There is a definite time when students may play.
 - 2. There is a definite time when students go to school.
 - 3. A major portion of the daily schedule must be set aside for the proper balance of work and sleep.
 - a) Students should be made familiar with the recommended sleeping habits.
- D. Students should be aware of the proper diet and eating habits that are recommended for healthier living.

II. October--The Family--Our Hall and Our Home

- A. Residents should be familiar with all the people they live with.
 - 1. Students should be aware of their peers in residential halls and take part in the social life of the halls.
 - 2. Students should be aware of the friendly atmosphere and personal relationship between themselves and their attendants.
 - 3. Students should be familiar with residents they will be working with when assigned an apprentice position.
 - 4. Introductions should be made in the classroom and in residential halls when visitors are touring these areas.
 - 5. Students should maintain communications with their families outside of Rainier School.
- B. Students must be familiar with the duties and responsibilities of those people they live and work with.
 - 1. Students should be familiar with the roles and responsibilities of attendants in their halls.
 - 2. Students should know the responsibilities of apprentices they will be working with.
 - 3. Students must be familiar with their own duties and responsibilities while living and working on residential halls.
 - a) Students must be aware of their assigned

household tasks to be carried out while in their halls.

- b) Students should know how to care for their personal property and respect the property of others.
- 4. Students should know the responsibilities of the members of their immediate families in their own home.

III. November--Food and Nutrition

- A. Students should be aware of the origin of the food consumed at Rainier, and the facilities where food is processed and handled.
 - 1. Students should understand that the main kitchen prepares and distributes all food that is consumed by residents and employees of Rainier.
 - 2. Students should be familiar with the role of the coffee shop and realize that on special occasions they may enjoy small treats and dishes prepared at the coffee shop.
 - 3. Students should be familiar with hall dining room and serving areas used for the handling and serving of food.
 - a) Dining areas serve many functions for food handling and their sanitary standards must be kept up to maximum.
- B. Students should be aware of the importance of a balanced diet.
 - 1. Specific foods are eaten at specific meals of the day, and all students should realize the importance of eating all foods prepared for them at their three meal hours.
- C. Classroom presentation should be centered around good eating habits and acceptable table manners.
 - 1. Students must be familiar with precautions that must be observed during meal hours.
 - a) Uncomfortable feelings occur if too much food is consumed.
 - b) Enough food must be consumed if students are to develop enough energy to complete all activities.
 - c) Time must be taken to chew food properly.
 - d) Students must observe the proper rate of eating.
 - e) Students will delay apprentices and employees in their work if they eat too slowly.
 - f) It is not healthful to consume large amounts

- of candy and other treats between meals.
- g) Bodies require a variety of foods if appropriate energy is to be developed.
- h) A friendly atmosphere should be maintained during meal hours.

- D. Practice in preparing snacks is provided in the classroom by preparing sack lunches for field trips and treats for the weekly social hour.
- E. Students should develop skills in serving members of the opposite sex.
- F. Students should be familiar with proper areas for the disposal of excess food and other garbage.

IV. December--Clothing

- A. Students should be familiar with the origin of their clothing.
- B. Students should understand that all clothing is very valuable in terms of cost and amount of time taken to produce clothing.
- C. Students should be familiar with areas that handle and distribute clothing.
 1. All clothing that is provided by the state comes through the commissary at Rainier.
 2. Clothing rooms on the residential halls store the clothes, mark clothes and distribute clothes to all residents.
 3. Soiled clothing is to be placed in designated areas of the residential halls where it will be prepared for the return trip to the laundry.
- D. Students should be aware that sponsors provide many residents with large amounts of clothing.
- E. Students should be aware of the proper handling procedures that will increase the life of clothing.
- F. Students should be aware of the many types of material and its origin that clothes are constructed from.
- G. Students must display proper care of clothing at all times while in the classroom.
 1. Students must be familiar with areas used for hanging of coats and hats and know that these

garments must be placed on hangers in a correct manner.

2. Cleaning detergents such as bleach must not be spilled upon clothing.

- H. Clothing needs change depending upon the season of the year.
- I. If the appearances of students are to be neat, then clothing must be neat and clean.
- J. Different activities call for different types of wearing apparel.
 1. Students wear dress clothes when they are visiting off the grounds or attending functions such as parties, church services, and school assemblies.
 2. A variety of clothes is needed for a vacation.
 3. Students wear light garments when sleeping.
 4. School clothing should be clean.
 5. Dress up clothing should not be used when playing or working.
 6. There are special types of clothing that need to be used on camping trips.

V. January--Safety on the Hall and in the Environment of Rainier School

- A. Students must be aware of all potential dangers in all areas of their residential halls.
 1. To avoid accidents students should be familiar with the kitchen, dormitory, day hall, bathroom, and stairways.
- B. Precautions must be followed in preventing accidents from occurring in the classroom when involved in the following activities:
 1. handling poisonous janitorial chemicals,
 2. handling cleaning equipment on a job,
 3. moving heavy furniture and objects,
 4. climbing up and down stairs,
 5. when standing on high objects,
 6. when involved in activities on the play field,
 7. when walking on the covered walk.
- C. Students must be familiar with the potential dangers on the grounds of Rainier School.
 1. Correct principles must be followed while walking along roads that are not bordered by sidewalks.
 2. Safety precautions must be followed while walking on the covered walk.

- a) Residents are never allowed to run.
 - b) Residents should give way to wheel chairs, food carts and maintenance repair crews.
 - c) Stick to one side of the covered walk and never climb over the fence.
3. Safety precautions must be followed while camping out on the grounds of Rainier.
- D. Students should be aware of hazards that cause bodily harm such as:
1. falling objects not secured when being stored in high shelves and other areas,
 2. improper care in handling sharp objects,
 3. faulty electrical receptacles.
- E. Students must be aware of the common causes of burns.
1. Warm water, not hot, should be used in janitorial work.
 2. Dangerous chemicals should not be touched by any part of the body.
 3. Matches serve a functional purpose and should not be played with.
- F. Safety precautions must be followed by all students while developing janitorial work skills in areas that house the less oriented residents.
- G. Students should have a knowledge of areas where first aid treatment may be obtained.
1. If accidents occur in the classroom or when under supervision of instructor then residents should inform the instructor, and if accidents occur in out of school hours or while in their halls then students notify attendants immediately.
 2. The roles of the clinic and operating room of Rainier School should be discussed in the classroom so students can see their importance of these facilities in their daily lives.

VI. February--Manners and Courtesy

- A. Students should develop courteous eating habits.
- B. Students should be aware of proper manners to be followed in the classroom.
1. Students must develop good listening skills so they can follow the directions of the instructor.
 2. Students should be familiar with the proper

- manners followed in meeting and introducing people.
3. Cooperation between all students should be developed.
 4. The classroom should provide practice in skills needed for working with others in the residential halls.
 5. Students should be aware of the proper behavior habits to be displayed while on a field trip.
- C. Students must be familiar with the proper manners and courtesy to be followed during the weekly social hour with the girl's apprentice training class.
1. Students should be familiar with manners to be followed while serving light refreshments.
 2. Students must return their dance partners to their seats upon the completion of a dance.
 3. Acceptable manners should be followed during the holiday season when small gifts might be exchanged.
 4. Students must be courteous when participating in a group game.
- D. Content studied should include manners to be followed while in the residential halls.
1. Students should know how to meet and talk with attendants and residents in their halls.
 2. Students should practice acceptable manners in greeting parents and other adults, and residents.
 3. Students should practice acceptable social manners that should be followed during a party in their hall or while at home.
 4. Students should not interrupt adults or other residents while they are talking unless it is a matter of great importance.
- E. Students should display acceptable manners while at the coffee shop or other areas of Rainier School.

VII. March--Our Community--Rainier School and Buckley

- A. Students should be familiar with the facilities and resources available to them at Rainier School.
1. Following is a list of facilities that all students should be familiar with.

a) resident halls	e) farm area
b) apprentice training areas within Rainier	f) laundry
c) gymnasium	g) coffee shop
d) boy scout room	h) clinic
	i) hospital

- | | |
|---------------------------|----------------------------|
| j) school area | v) civic defense shelters |
| k) commissary | w) mail room |
| l) main kitchen | x) recreation areas |
| m) staff dorm | (1) play field |
| n) office area | (2) park |
| o) switchboard | (3) swimming pool |
| p) maintenance department | (4) gymnasium |
| q) power house | y) multi-purpose room |
| r) water supply | z) volunteer services |
| (1) South Prairie Creek | (a) greenhouse and nursery |
| (2) Reservoir | (b) student canteen |
| s) sewage disposal plant | |
| t) sawmill | |
| u) garbage receiving area | |

B. Students should be familiar with the areas surrounding Rainier School.

1. Following is a list of the resources and facilities of Buckley that should be familiar to all students.

- | | |
|-------------------|--------------------------------------|
| a) city hall | j) shopping center |
| b) police station | k) additional retail establishments |
| c) fire station | l) street and maintenance department |
| d) bank | m) doctor's office |
| e) post office | n) bakery |
| f) newspaper | o) industry |
| g) schools | |
| h) churches | |
| i) supermarket | |

2. Students should have an understanding of the following areas, resources, and institutions within the state of Washington.

- | | |
|--------------------------------------|---|
| a) cities surrounding Buckley | g) Seattle--Historic World's Fair |
| b) White River | h) Point Defiance Park |
| c) fire detection tower | i) Woodland Park Zoo |
| d) Mt. Rainier | j) Tanglewood Island |
| e) industry | k) Capital of Wash. |
| f) Puyallup--Western Washington Fair | l) towns where parents of students reside |

C. Students should realize that all areas are dependent upon other areas if they are to survive and prosper.

VIII. April--Transportation

A. Students should be aware of the important roles played by the many modes of transportation.

- B. Students should be aware of the various modes of transportation used on land, sea, and air.
1. Studies should be centered around the many modes of transportation.
 - a) foot traffic
 - b) bicycle
 - c) automobile
 - d) bus
 - e) truck
 - f) ship
 - g) airplane
 - h) railroad
- C. Sanitary standards must be kept at a maximum in maintaining all forms of transportation.
- D. Studies should be centered around proper manners and courtesy to be displayed while traveling.
- E. Students should be aware of safety precautions while traveling.
- F. Students should be familiar with the ways of travel between Rainier School and their home.
- G. Students should be aware of the roles that transportation has played in the development of leisure activities.

IX. May--Recreation

- A. All students should be aware of individual and group activities that can be carried on during their leisure hours either in or out of the classroom.
1. Following is a list of activities that will help develop worthy use of leisure.
 - a) singing
 - b) viewing television and films
 - c) physical exercise to develop body
 - d) swinging
 - e) sliding
 - f) climbing bars
 - g) rollerskating
 - h) bicycle riding
 - i) picnicking at the park
 - j) outdoor entertainment provided by parents
 - k) field sports
 - l) parades
 - m) camping throughout the summer months
 - n) field trips off the grounds

- o) boating
- p) fishing
- q) fireworks in July
- r) walking
- s) listening to records
- t) working puzzles
- u) coloring
- v) drawing
- w) looking at magazines
- x) dancing
- y) scouting
- z) social clubs
- (a) programs in the gymnasium
- (b) basketball and other sports in gymnasium
- (c) archery
- (d) camera club
- (e) student canteen
- (f) model club

- B. Students should realize that weather conditions influence recreation activities they are involved in.
1. Baseball is played in the spring of the year.
 2. During the wet season individual and small group games must be carried on inside the residential halls.
- C. Students should be familiar with the natural resources of the state of Washington.
1. Students should be familiar with the natural resources of:
 - a) minerals,
 - b) petroleum,
 - c) timber and wood products,
 - d) soil and agriculture
 - e) water
 - f) fish and game
 2. Students should know that natural resources promote a healthier living for all.
 - a) Without natural resources recreation would not exist as it is now known.
 - b) Communication would not exist as it is now known.
 3. Students should be familiar with well known recreation areas within their state.
 - a) Mount Rainier National Park
 - b) Olympic National Park
 - c) White River
 - d) Columbia River
 - e) Point Defiance Park

- f) Woodland Park Zoo
 - g) Pacific Ocean
- D. Students should know that hydro-electric projects contribute to a healthier living.
1. Dams provide people with electricity, irrigation water, and methods of flood control.
 2. Water, stored behind dams, provides an excellent area for recreation.
 3. Mud Mountain Dam is located in the vicinity of Rainier School and students should be aware of its values.
- E. Recreational areas of the United States should be introduced to students.
1. Students should be familiar with famous national parks outside the state of Washington.
 - a) Yellowstone National Park
 - b) Glacier National Park
- F. Students should be familiar with the proper care and treatment required by animals.
1. Students should be familiar with the following animal characteristics:
 - a) way of living or habitat,
 - b) food and eating habits,
 - c) protection and shelter.
 2. Students should know that animals are a great help to man.
 3. Animals are like people in that they do not all possess the same physical characteristics.
- G. In caring for animals students should see that animals are dependent upon other animals and man if they are to survive.
1. Young animals are dependent upon their parents.
 2. Animals must be protected from external dangers.
- H. Students should be familiar with the origin of animals contained in zoos.
- I. To strengthen concepts pertaining to animals the class should plan a field trip to the zoo.
1. Acceptable social manners must be practiced by all students before the field trip can be taken.
 - a) The trip will be a combined trip with the girl's apprentice classes so proper boy-girl relationships must be followed by all.
 - b) Students must behave while on the school bus.

- c) Students must thank those parents who will help supervise the field trip.
 - d) Good eating habits must be followed during the lunch break while at the zoo.
 - e) Picnic area must be thoroughly cleaned up after lunch has been completed.
 - f) Students must follow safety precautions of adults while viewing animals.
 - g) Buses should be kept clean if they are again to be made available to students.
2. Students should participate in the followup activities in the classroom upon completion of the field trip.
- a) Students in the art class may paint or draw scenes viewed at the zoo.
 - b) Students may write stories about things viewed at the zoo.
 - c) Thank you letters should be written by the class to all who helped make the trip possible.
- J. The class should review natural resources developed earlier in preparation of their outdoor camping activities.
1. Fishing is a favorite activity at camp so students should be familiar with the following:
- a) non polluted waters are necessary if fish are to survive,
 - b) the fishing industry is one of Washington's largest,
 - c) the fishing industry catches and processes food,
 - d) the fishing industry provides employment for thousands of men and women,
 - e) fishing is a leading sport in the state of Washington,
 - f) a great variety and quantity of fish are available to the sportsman,
 - g) there are many methods for catching fish.
- K. Students should be aware of the outdoor camps that are available for their recreation.
- L. Students should be aware of the activities they may take part in while at camp.
1. Students should, if all activities are to be taken part in, be familiar with the camp schedule.
2. If students are fishing then they should be aware of the rules followed while fishing from a dock or a boat.

3. Students should be aware and familiar with the equipment that will be utilized during a camping activity.
- M. To enjoy camping students must know that they must cooperate with others and follow the necessary rules.
- N. All students should have an opportunity to prepare simple dishes while on a camping trip.
1. Students must realize that dinner hours may be more irregular while camping but a variety of food is still needed and while camping the body will burn up more energy due to vigorous activities taken part in by all.
 2. Sanitary standards must be maintained in cooking areas.
 3. Good eating habits must still be followed even while on a camping trip.
 4. Disposal of food in the proper area is required.
- X. June--Review
- A. The short review in June will develop out of the interests of the students.
1. Review will probably center around the unit just completed on recreation, interest is still high due to the camping activities just completed.

CHAPTER VI. SUMMARY

The interview was used to determine the janitorial jobs of Rainier School that coincided with the capabilities of the trainable students enrolled in the boy's apprentice training program. Interviews with hall attendants revealed the need for developing better personal and social habits in students who would, upon completion of their formal education, be placed on vocational jobs. Interviews revealed that apprentices fail more often on the job because of inadequate personal and social behavior than the inability to complete

work skills.

Part two, of chapter six, detailed janitorial units that are introduced and developed throughout the school year. Not all students will be mentally capable of performing all the janitorial work skills, but for those students more elementary work skills are presented. Complete knowledge of the many work skills involved in maintaining floors will be developed in only a few students, while all students should be capable of acquiring skills involved in policing the grounds. Job skills are presented to students in line with their mental capabilities.

Part three described the areas of content studied throughout the school year. Continual stress is placed upon developing personal and social habits while less emphasis is placed upon academic subjects. Academic subjects are studied, but only those that will benefit students in their lives at Rainier. Content, if it is to be developed, and presented properly must be planned prior to classroom presentation by the instructor.

Part four described and listed the eight monthly experience units, introduced and developed in class. Monthly experience units are provided to help develop well rounded students who otherwise would be familiar with only janitorial work skills which would be inadequate if students are to lead a semi-independent life within Rainier. Monthly

experience units outline content to be studied that will help students make an easier adjustment to their lives by giving them a better understanding of their environment. Students who are equipped with a better understanding of their environment will find it easier to see how their contributions help develop healthier living conditions for all residents of Rainier School.

CHAPTER VII

SUMMARY AND CONCLUSIONS

The purpose of this study is to develop a realistic curriculum for the trainable students enrolled in the boy's apprentice training program at Rainier School. Reality is achieved by keeping in mind the learning characteristics of the trainable students and by presenting these students with experiences that will meet their needs. To become contributing members of their community is the goal for the students. If students are to contribute to their community, the classroom experiences should acquaint them with the environment in terms of the needs and learning characteristics of the students. The second purpose is to provide new instructors with a guide to plan for the class in a way that will assure a greater degree of success in meeting individual needs.

Understanding the total educational program provided by Rainier School is important if the reader is to gain a clear picture of the boy's apprentice training program. A description of this program is presented in chapters one, two, and three. Learning characteristics of trainable students are listed and discussed in chapter four, to give the reader a knowledge of the reasons for the program.

Chapter five describes the boy's apprentice training program making it possible for the reader to gain an understanding of the objectives upon which the program is

developed. Flexibility was pointed out to be a key to the success of the content offerings.

Procedure and instruments that were developed to determine the needs of students and their environment are discussed in part one of chapter six. Janitorial work skills, core of the program, are developed into sample units in part two of chapter six. Content areas studied in the program are presented in part three, such as academic skills and work habits. Part four of chapter six lists the monthly experience units and the content to be developed in these units. Monthly experience units assure the students of acquiring work skills, and skills in such areas as personal and social relationships.

I. RECOMMENDATIONS

1. No more than ten students should be enrolled in the advanced apprentice training class. Smaller classes would allow for more individual instruction making it easier for the instructor to match the work skills to the students and not the students to the work skills.
2. The instructor should have scheduled time to supervise students on their vocational job. This could be after the students have finished their formal classroom training. Students could then be returned to the classroom for additional training if this was felt necessary.

3. Conferences should be scheduled between the instructor and the vocational counselor. Conferences would help provide adequate job placements of students upon completion of their formal training. Conferences would enable the instructor and vocational counselor to evaluate progress of students while on the job.
4. A continuation class should be set up for trainable mentally retarded students over the age of twenty-one. Some students when they reach this age are just beginning to grasp the content presented in the boy's apprentice training program. Instructors are supposed to develop students to their fullest capacities and for some students this development is impossible because they have just started to "bloom" upon reaching the age of twenty-one, at which time they are dropped from the school program.
5. The students in developmental levels three and four (Table III, page 22) should be made aware of the goals of the apprentice training program before they enter it. This awareness of the goals on the part of younger students would provide more continuity between the levels of the developmental program, and thus assure a smoother transition between level four and the apprentice training program.

6. Enlarge the program, add new classrooms and instructors. These steps are necessary if the needs of the increasing number of trainable students approaching the chronological and mental age for entrance into the program are to be met. Enlarging the program would make it possible to be more specific in presenting specialized job skills to students and it would then be possible to introduce new skills such as child care and dish washing.
7. Equipment for training should be similar to equipment used on the future job placement.

II. CONCLUSIONS

The success of this study may be determined only after other instructors use it as a guide. To evaluate this study it will be necessary to observe and evaluate students who have completed the program. Observation of students who have completed the program must take place in a variety of situations. Students will need to be evaluated while on their job to see if they are completing work assignments properly, and while involved in group games and in their living habits in their residential halls.

The content listed in chapter six has been tried and with many students has been found to be successful. Several students, since the program was placed in operation, have

graduated and are now living a semi-independent life at Rainier. These students are working for a small salary, but they are working and contributing to the living standards of all students and residents.

This study is proposed only as a guide. Imagination and creativity are still needed upon the part of instructors using this guide. As the boy's apprentice training program expands, new work skills will be added, thus making it possible to improve the curriculum offerings that will develop the capabilities and resourcefulness of the trainable mentally retarded students.

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