

3-20-1967

A Facility for Exceptional Children in the Albuquerque Public School System

Stanford E. Wyatt Jr.

Follow this and additional works at: https://digitalrepository.unm.edu/arch_etds

Part of the [Architecture Commons](#)

Recommended Citation

Wyatt, Stanford E. Jr.. "A Facility for Exceptional Children in the Albuquerque Public School System." (1967).
https://digitalrepository.unm.edu/arch_etds/138

This Thesis is brought to you for free and open access by the Electronic Theses and Dissertations at UNM Digital Repository. It has been accepted for inclusion in Architecture and Planning ETDs by an authorized administrator of UNM Digital Repository. For more information, please contact disc@unm.edu.

100



AGENCY FOR EXPORTIONAL CHILDREN IN THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM

LD
3781
N562
W976

THE LIBRARY
UNIVERSITY OF NEW MEXICO

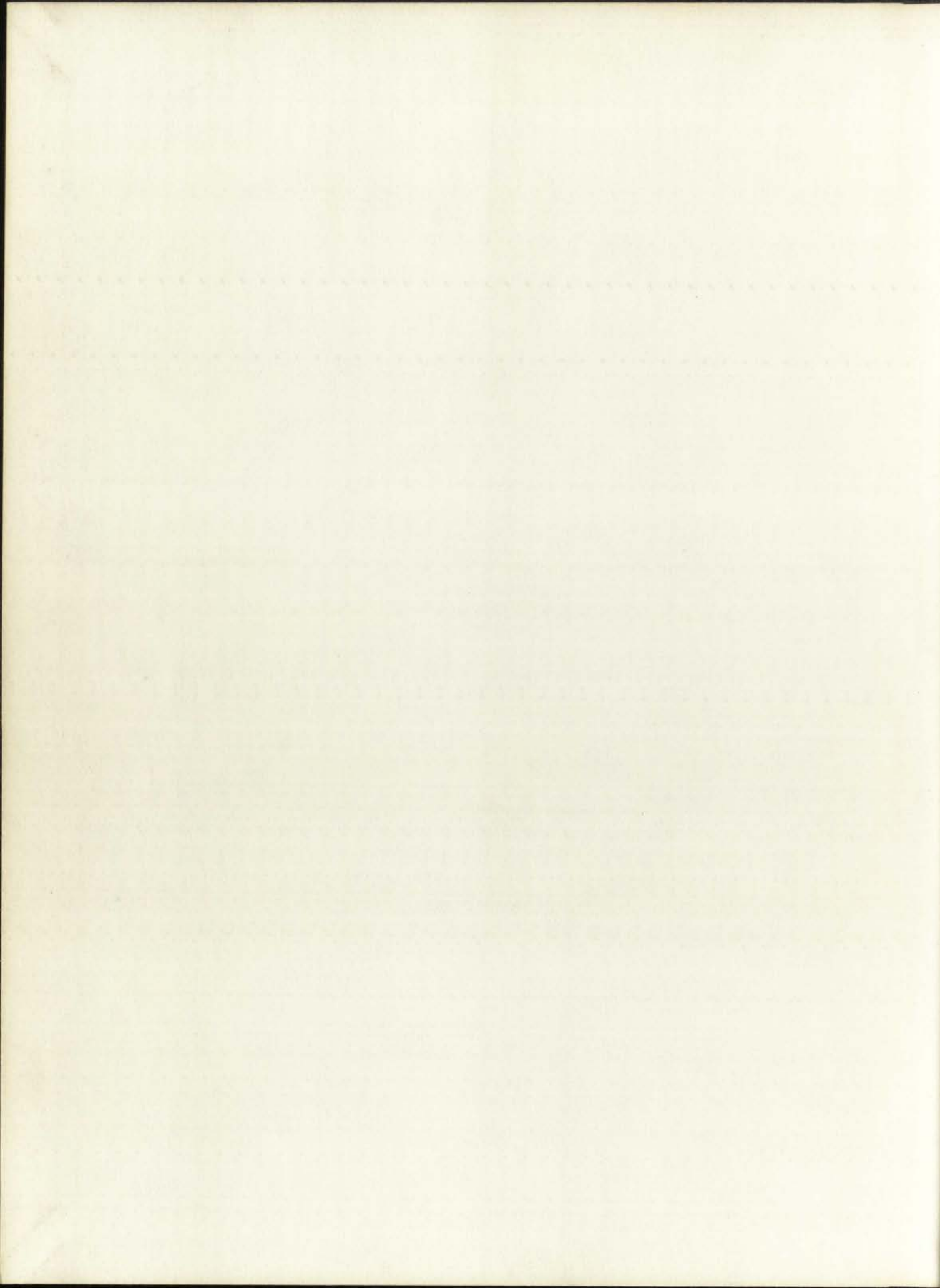


Call No.

Accession
Number

LD
3781
N562 W 976

433029



**a
facility
for
exceptional
children**



UNM FINE ARTS LIBRARY

LD
3781
N562 W976

A FACILITY FOR EXCEPTIONAL CHILDREN
IN
THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM

A BACHELOR THESIS IN ARCHITECTURE
DEPARTMENT OF ARCHITECTURE
UNIVERSITY OF NEW MEXICO
JUNE 1967

STANFORD E. WYATT JR.

THESIS COMMITTEE

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be clearly documented and supported by appropriate evidence. This ensures transparency and accountability in the financial process.

Furthermore, it is noted that regular audits are essential to verify the accuracy of the records. These audits help identify any discrepancies or errors early on, allowing for prompt correction and preventing larger issues from arising.

In addition, the document highlights the need for clear communication between all parties involved. Regular meetings and reports should be provided to keep everyone informed of the current status and any changes that may occur.

Finally, it is stressed that the information should be kept secure and confidential. Only authorized personnel should have access to the records, and appropriate safeguards should be in place to protect the data from unauthorized disclosure.

B A C H E L O R ' S T H E S I S P R O P O S A L

TITLE:

A FACILITY FOR EXCEPTIONAL CHILDREN
IN
THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM

PURPOSE OF THE STUDY:

THE PURPOSE OF THIS STUDY IS TWO FOLD: FIRST, TO DETERMINE THE REQUIREMENTS OF SPECIAL EDUCATION FACILITIES IN THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM, AND SECOND, TO FORMULATE AND PRESENT THE CONCEPTUAL DIRECTIVES FOR THE ARCHITECTURAL DESIGN OF SUCH A FACILITY.

LOCATION:

THE SOLUTION WILL BE PRESENTED AS A PROTOTYPE, I. E. WITH MINOR ALTERATION THE PROJECT COULD BE LOCATED ON ANY PUBLIC SCHOOL LAND IN THE CITY.

THESIS CONTENT:

THIS THESIS WILL CONTAIN RESEARCH OF EXISTING SPECIAL EDUCATION FACILITIES IN THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM. THIS INFORMATION WILL BE GATHERED FROM TEACHERS, ADMINISTRATORS, DOCTORS, AND ARCHITECTS WHO ARE ACTIVELY INVOLVED IN THE PUBLIC SCHOOL PROGRAM. THE RESEARCH MATERIAL AND ITS PHYSICAL IMPLICATIONS WILL BE PRESENTED IN THE FORM OF A PROGRAM. THIS THESIS WILL ALSO CONTAIN A SOLUTION FOR A NEW FACILITY, DIRECTED TOWARD THE PHYSICAL TREATMENT AND ACADEMIC INSTRUCTION OF GIFTED, EDUCABLE MENTALLY RETARDED, BRAIN DAMAGED, NEUROLOGICALLY DAMAGED,

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
LABORATORY OF ORGANIC CHEMISTRY

1954

1. PRELIMINARY EXPERIMENT

2. RESULTS AND DISCUSSION

3. CONCLUSIONS

4. REFERENCES

5. APPENDICES

The purpose of this study is to determine the mechanism of the reaction between the reagent and the substrate. The reaction is believed to proceed via a transition state in which the reagent is partially bonded to the substrate. The rate of reaction is expected to be dependent on the concentration of the reagent and the substrate, and on the temperature. The following experiment was designed to test these hypotheses.

The reaction was carried out in a series of runs at different concentrations of reagent and substrate, and at different temperatures. The rate of reaction was measured by the change in the concentration of the reagent over time. The results are shown in the following table.

| Run | [Reagent] (M) | [Substrate] (M) | Temp. (°C) | Rate (M/min) |
|-----|---------------|-----------------|------------|--------------|
| 1 | 0.01 | 0.01 | 25 | 0.001 |
| 2 | 0.02 | 0.01 | 25 | 0.002 |
| 3 | 0.01 | 0.02 | 25 | 0.002 |
| 4 | 0.01 | 0.01 | 35 | 0.004 |
| 5 | 0.01 | 0.01 | 15 | 0.0005 |

The results show that the rate of reaction is directly proportional to the concentration of the reagent and the substrate, and that the rate increases with increasing temperature. This is consistent with the proposed mechanism.

TRAINABLE MENTALLY RETARDED, EMOTIONALLY DISTURBED, DISCIPLINARY-
BEHAVIORAL, SPEECH DEFICIENT, HEARING DEFICIENT AND VISUALLY
HANDICAPPED CHILDREN.

SUBMITTED: MARCH 20, 1967

APPROVED:

CHAIRMAN, FACULTY COMMITTEE
DEPARTMENT OF ARCHITECTURE
THE UNIVERSITY OF NEW MEXICO

DATE

I N T E N T I O N

THERE IS A WEALTH OF INFORMATION CONCERNING THE TREATMENT AND EDUCATION OF WHAT I HAVE TERMED EXCEPTIONAL CHILDREN; HOWEVER, VERY LITTLE, TO DATE, HAS BEEN DONE IN REGARD TO THEIR PHYSICAL ENVIRONMENT. SCHOOLS HAVE BEEN DESIGNED TO FACILITATE THE NEEDS OF THE PHYSICALLY HANDICAPPED, BUT THE EXCEPTIONAL CHILD IN OUR PUBLIC SCHOOL SYSTEM HAS BEEN FORCED TO RECEIVE PUBLIC INSTRUCTION IN THE SAME KIND OF FACILITY THAT BARELY ACCOMODATES THE NORMAL CHILD.

IT IS MY HOPE THAT THIS THESIS CAN DEVOTE A CONSCIOUS EFFORT TO MAKING ANYONE WHO MAY SEE IT MORE AWARE OF THIS GROWING AREA OF SOCIAL CONCERN.

S.E.W.

THE STATE OF NEW YORK
IN SENATE
January 15, 1875.

REPORT
OF THE
COMMISSIONERS OF THE LAND OFFICE
IN ANSWER TO A RESOLUTION
PASSED BY THE SENATE
MAY 15, 1874.

ALBANY:

WHELAN & SON, PRINTERS,
187 NASSAU ST. N. Y.

1875

NEW YORK: WHELAN & SON, 187 NASSAU ST.

TABLE OF CONTENTS

PART 1

- I. INTRODUCTION
- II. SPECIAL EDUCATION
ALBUQUERQUE PUBLIC SCHOOL SYSTEM
- III. PROGRAMMING METHOD
- IV. LIMITS
- V. DEVELOPMENT
- VI. DESIGN CONSIDERATIONS

PART 2

- VII. THE DESIGN PROCESS
- VIII. CONCLUSIONS
- IX. DESIGN RECOMMENDATIONS
- X. AREAS OF SPECIAL STUDY
- XI. SYSTEMS
- XII. PHYSICAL REQUIREMENTS
- XIII. QUESTIONS
- XIV. INTERVIEWS
- XV. BIBLIOGRAPHY
- XVI. SOLUTION

| | |
|--------------------------|-----|
| 1. Introduction | 1 |
| 2. Theoretical Framework | 10 |
| 3. Methodology | 25 |
| 4. Data Collection | 40 |
| 5. Results | 55 |
| 6. Discussion | 70 |
| 7. Conclusion | 85 |
| 8. References | 100 |
| 9. Appendix | 115 |
| 10. Bibliography | 130 |
| 11. Glossary | 145 |
| 12. Index | 160 |

**a
facility
for
exceptional
children**



10

WILSON

101

EXERCISE

CHIRCH

10

INTRODUCTION

ONE OF THE RESULTS OF AMERICAN INSISTENCE ON THE NECESSITY FOR ALL CITIZENS IN A DEMOCRACY IS THE LARGE NUMBERS OF CHILDREN IN SCHOOLS WHO LAG FAR BEHIND THE AVERAGE IN READINESS FOR LEARNING, RATE OF LEARNING, OR IN TOTAL CAPACITY FOR LEARNING, AND IN MOST CASES IN ALL THREE. THE EDUCATIVE PROCESS WHICH ACHIEVES A REASONABLE DEGREE OF SUCCESS IN TEACHING THE AVERAGE OR BRIGHT CHILD AVAILS THESE CHILDREN OF LITTLE OTHER THAN FRUSTRATION OR FAILURE. THE GREATER EFFECTIVENESS OF THE SPECIAL EDUCATION CLASS FOR THOSE WITH SERIOUS EDUCATIONAL HANDICAPS IS RECOGNIZED BUT THE MUCH HIGHER COST PER CHILD OFTEN CAUSES CONCERN. AT TIMES THERE ARE DISAGREEMENT AND UNCERTAINTY AS TO THE DEGREE OF EMPHASIS ON THE PROVISION OF SPECIAL FACILITIES FOR HANDICAPPED CHILDREN WHICH CAN BE JUSTIFIED BY THE RESULTS AND THE EXPENSE. PLANNING MUST CONSIDER BOTH QUALITY AND ECONOMY AND IS COMPLICATED NOT ONLY BY THE CONSTANTLY GROWING STUDENT POPULATION BUT BY THE RISING PERCENTAGE OF REFERRALS AS THE SERVICES BECOME BETTER KNOWN AND UNDERSTOOD. EXPANSION INVOLVES BROADENING OF EVALUATIVE, ADMINISTRATIVE, CONSULTATIVE, AND CLERICAL SERVICES AS WELL AS MORE TEACHERS, MATERIALS, EQUIPMENT, HOUSING, AND TRANSPORTATION.

FEW AREAS IN THE ALBUQUERQUE PUBLIC SCHOOLS HAVE UNDERGONE GREATER EXPANSION AND DEVELOPMENT IN RECENT YEARS THAN HAS THAT PHASE OF THE EDUCATIONAL PROGRAM WHICH DEALS WITH EXCEPTIONAL CHILDREN. IN 1956 THE ONLY SPECIAL EDUCATION SERVICES BEYOND INDIVIDUAL SCHOOL EXPERIMENTS WERE THE TEACHERS OF HOMEBOUND CHILDREN AND

THEY ARE THE ONLY ONES WHO...

ALL OTHERS ARE A...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

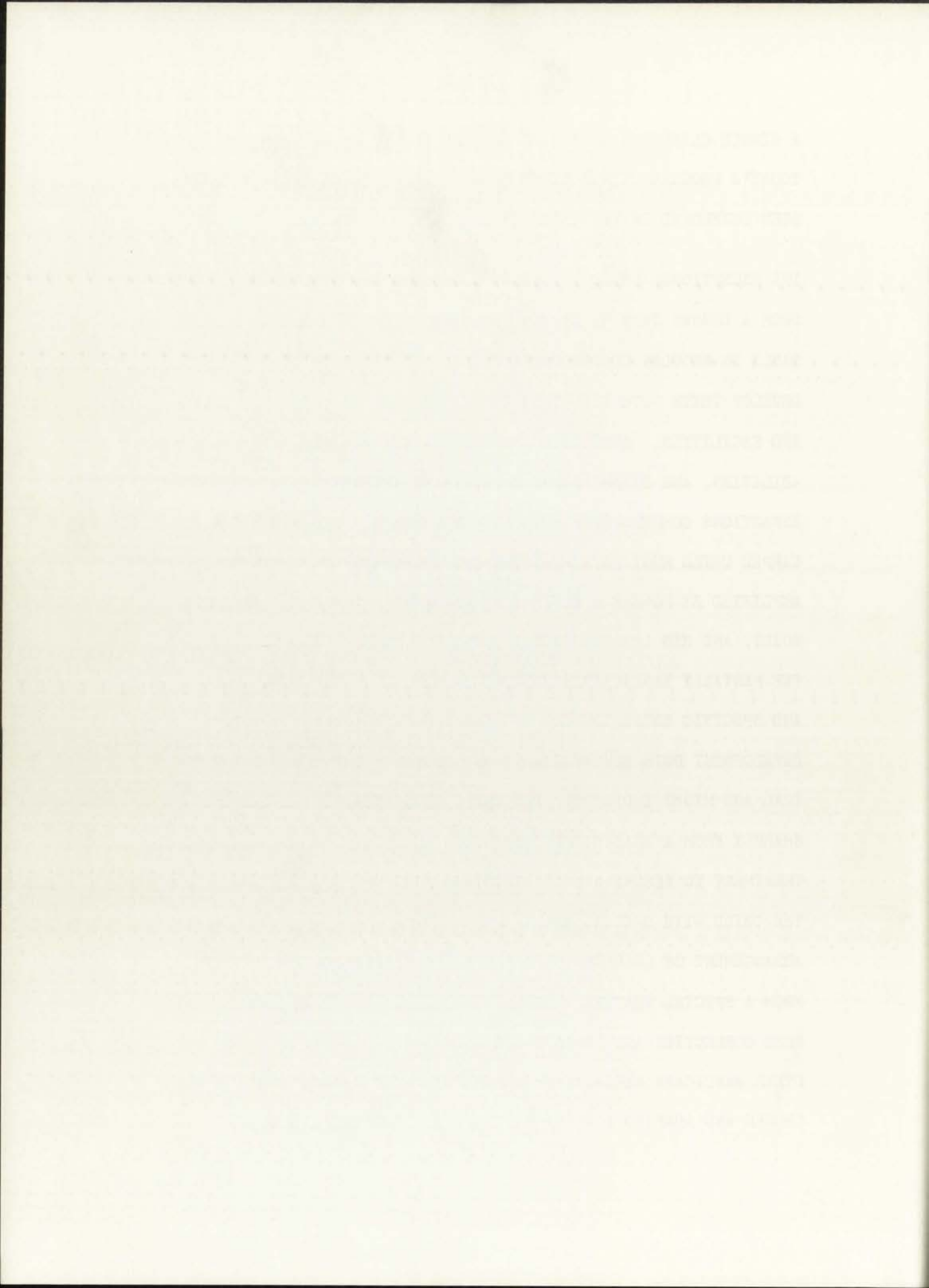
THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

THEY ARE THE ONLY ONES WHO...

A SINGLE CLASSROOM AT THE BERNALILLO COUNTY DETENTION HOME. TODAY'S PROGRAM WITH A STAFF OF 82 IN MANY TYPES OF SERVICE HAS BEEN DEVELOPED IN TEN YEARS OF CHANGE AND PROGRESS.

THE EXCEPTIONAL CHILD IS ONE WHO DEVIATES FROM THE NORMAL TO SUCH A DEGREE THAT HE CANNOT BE EDUCATED EFFICIENTLY OR PROFITABLY IN REGULAR CLASSROOM PROGRAMS. IN ORDER TO ASSESS AND DEVELOP THEIR POTENTIAL THIS CHILD MUST HAVE SPECIAL SERVICES AND FACILITIES. ACTIVITIES MUST BE IN KEEPING WITH HIS INTERESTS, ABILITIES, AND DISABILITIES IF HE IS TO ACQUIRE SKILLS AND SATISFACTIONS COMMENSURATE WITH HIS ENDOWMENTS. THE HEARING HANDICAPPED CHILD MUST HAVE WHATEVER RESIDUAL HEARING HE MAY HAVE AMPLIFIED BY POWERFUL EQUIPMENT, HIS VERBAL CONCEPTS CAREFULLY BUILT, AND HIS LEARNING ABILITY THROUGH OTHER SENSES TRAINED. THE MENTALLY HANDICAPPED MUST BEGIN WITH AN ENTIRELY DIFFERENT AND SPECIFIC ESTABLISHMENT OF LEARNING BACKGROUND AND CONCEPTUAL DEVELOPMENT BOTH EDUCATIONALLY AND SOCIALLY THAN HIS CHRONOLOGICAL AGE MIGHT INDICATE. THE CHILD WHOSE BEHAVIOR DEVIATES SHARPLY FROM A HEALTHY PATTERN NEEDS INDIVIDUAL STUDY AND SPECIAL TREATMENT TO BECOME A MORE WELCOME MEMBER OF HIS SOCIAL GROUP. THE CHILD WITH SPECIAL HEALTH PROBLEMS MAY REQUIRE A FLEXIBLE ARRANGEMENT OF LEARNING SITUATIONS INCLUDING HOME INSTRUCTION FROM A SPECIAL TEACHER. SERIOUS PROBLEMS IN SPEECH DEVELOPMENT NEED CORRECTION AND THERAPY FOR ALLEVIATION. EACH OF THESE AND OTHER HANDICAPS NECESSITATE A PARTICULAR TYPE OF SPECIAL SERVICE CHOSEN AND ADAPTED FOR THE BEST INTERESTS OF THE CHILD.



PROVIDING THESE SPECIAL SERVICES HAS BECOME A SYSTEM-WIDE CONCERN. ALTHOUGH ALL CHILDREN WHO NEED SPECIAL HELP CANNOT YET BE REACHED APPROPRIATELY, NEW AND VARIED PROGRAMS ARE CONSTANTLY BEING ADDED. IN 1966-67 TEACHERS WITH SPECIAL EDUCATION CLASSES WILL NUMBER 62 IN 35 SCHOOLS WITH 20 STAFF MEMBERS IN SPEECH, IN OTHER SPECIAL TEACHING, OR IN RELATED DUTIES. SERVICES RANGE FROM READINESS LEVELS THROUGH SENIOR HIGH SCHOOL.

IMPROVEMENT IN THESE SERVICES IS CONSIDERED OF EQUAL OR GREATER IMPORTANCE THAN EXPANSION. CURRICULUM COMMITTEES AND TEACHER WORKSHOPS MEET FREQUENTLY THROUGHOUT THE YEAR AND THE PUPIL PERSONNEL IN-SERVICE TRAINING KEEPS SPECIAL EDUCATION PERSONNEL IN TOUCH WITH THE THINKING OF LEADERS IN EDUCATION AS WELL AS PROMOTING THE INTERLOCKING COOPERATION WHICH IS THE KEYNOTE OF PUPIL PERSONNEL SERVICES.

*TAKEN DIRECTLY FROM SPECIAL EDUCATION, ALBUQUERQUE PUBLIC SCHOOLS, 1966-67, PREPARED BY MRS. MARIAN BAREFOOT, COORDINATOR OF SPECIAL EDUCATION FOR THE APS.

THESE ARE THE MAIN POINTS OF THE REPORT
AND THE RECOMMENDATIONS MADE THEREIN.
THE REPORT IS A COMPREHENSIVE STUDY
OF THE PROBLEM AND THE POSSIBLE
SOLUTIONS. IT IS A MUST FOR ALL
INTERESTED PARTIES TO READ AND
UNDERSTAND THE ISSUES INVOLVED.
THE REPORT IS AVAILABLE FOR
FREE DOWNLOAD FROM THE
OFFICIAL WEBSITE OF THE
ORGANIZATION.

SPECIAL EDUCATION
ALBUQUERQUE PUBLIC SCHOOL SYSTEM

THE FOLLOWING IS A BRIEF SUMMATION OF EXISTING CONDITIONS AND EDUCATIONAL TRENDS IN THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM.

SPECIAL EDUCATION CLASSES IN ALBUQUERQUE ARE DIRECTED BY TWO OPERATIONAL FEATURES: ONE, AN EDUCATIONAL PHILOSOPHY OF INTEGRATION, AND THE OTHER THE DOUBLING UP OF CLASSROOM/TEACHER LOAD. THE RESULT IS THAT 80% OF ELEMENTARY LEVEL STUDENTS INTEGRATE INTO REGULAR CLASSES HALF DAYS AND ATTEND SPECIAL EDUCATION CLASSES THE OTHER HALF. THIS, OF COURSE, CALLS FOR A HIGHER DEGREE OF COMMUNICATION AND COORDINATION BETWEEN REGULAR AND SPECIAL EDUCATION TEACHERS. WITH SOME 1300 STUDENTS NOW IN THE PROGRAM, THE NEED FOR MORE FACILITIES AND MORE TEACHERS IS REACHING A CRITICAL POINT.

THE COST PER CHILD IN THE SPECIAL EDUCATION SERVICE IN 1966-67 IS PROJECTED TO BE \$673.08 USING THE ADM AVERAGE IN RELATION TO CAPACITY ENROLLMENT AS THE BASIS FOR PROJECTION. IF ALL THE CHILDREN NOW IN ELEMENTARY AND JUNIOR HIGH CLASSES REMAINED IN SPECIAL EDUCATION CLASSROOMS FULL DAY, THE COST PER CHILD WOULD RISE TO \$973.90.

BEFORE ADMISSION TO THE PROGRAM, A SERIES OF EVALUATIONS ARE MADE ON THE CHILD TO ASSESS HIS INDIVIDUAL HANDICAP. THEY MAY INCLUDE A RANGE FROM AUDIOMETRIC TESTS, INTELLIGENCE TESTS,



PROJECTIVE INSTRUMENTS, PSYCHIATRIC DIAGNOSIS, AND OTHERS.
TYPICALLY THOSE QUALIFYING FOR SPECIAL EDUCATION FALL IN AN IN-
TELLIGENCE QUOTIENT RANGE FROM 50 TO 70 OR 75. SOCIAL AND
EMOTIONAL DEVELOPMENT AND ADJUSTMENT ARE VIATAL DETERMINANTS
ESPECIALLY WITH CHILDREN TESTING NEAR THE EXTREMES OF THE RANGE.
AFTER THE DECISION HAS BEEN MADE TO ACCEPT THE CHILD IN SPECIAL
CLASSES, BOTH THE WELFARE OF THE INDIVIDUAL CHILD AND THAT OF
THE GROUP HE MAY JOIN MUST BE CONSIDERED.

PROGRAMMING METHOD

SINCE IT WOULD BE VIRTUALLY IMPOSSIBLE TO COMPLETELY FAMILIARIZE ONESELF WITH THE PROBLEM THROUGH THE READING OF TEXT, I DECIDED TO CONDUCT OBSERVATION AND DISCUSSION SESSIONS AT MANY OF THE SCHOOLS IN THE ALBUQUERQUE SYSTEM (SEE INTERVIEWS). AFTER MANY SUCH INTERVIEWS, I COMPILED THE FOLLOWING QUESTIONNAIRE AND RESUBMITTED IT TO THE TEACHERS IN HOPES OF RECEIVING RE-EVALUATED AND MORE MEANINGFUL RESPONSES THAN WERE RECEIVED IN THE FIRST VISITS.

A FACILITY FOR EXCEPTIONAL CHILDREN IN THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM

THE FOLLOWING QUESTIONS ARE PERTINENT TO MY RESEARCH OF THE PHYSICAL NEEDS FOR EXCEPTIONAL CHILDREN IN THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM. PLEASE ANSWER THOSE THAT APPLY TO YOUR PARTICULAR FIELD OF INSTRUCTION AND PROFESSIONAL CAPACITY. IN ANSWERING INDICATE WHAT CATAGORY OF CHILDREN YOU ARE REFERRING TO.

1. WHAT PER CENT OF THE TOTAL STUDENT POPULATION DO YOU FORSEE AS NEEDING SPECIAL EDUCATIONAL INSTRUCTION IN THE FUTURE? IF POSSIBLE, BREAK THE OVER-ALL PERCENTAGE DOWN INTO AREAS OF TREATMENT.
2. WHAT WOULD YOU ESTIMATE AS THE AVERAGE COST PER CHILD IN A WELL-ESTABLISHED SYSTEM OF SPECIAL EDUCATIONAL INSTRUCTION?
3. BRIEFLY OUTLINE YOUR ACTIVITIES AS A TEACHER. TRY TO LIST THEM IN ORDER OF IMPORTANCE.



4. WHAT ARE YOUR NEEDS, PERSONAL AS WELL AS AN INSTRUCTOR, IN TERMS OF THE PHYSICAL ENVIRONMENT?
5. IS THERE A SEQUENCE OF ACTIVITIES THAT IS DESIRABLE FOR YOUR PHILOSOPHY OF INSTRUCTION?
6. ARE THERE ANY FUNCTIONS WITHIN OR OUTSIDE THE CLASSROOM THAT YOU WOULD VALUE AS MORE IMPORTANT THAN OTHERS? THESE WOULD BE STUDENT AND/OR TEACHER ACTIVITIES.
7. WHAT ARE THE POTENTIALS OF TEAM TEACHING IN REGARD TO YOUR FIELD OF INSTRUCTION? WHAT POTENTIAL, IN GENERAL, IS THERE FOR TEAM TEACHING OF EXCEPTIONAL CHILDREN?
8. HOW, IDEALLY, WOULD YOU LIKE TO GROUP YOUR CHILDREN? (IN TERMS OF NUMBER IN A CLASS, ABILITY, AGE, SIZE, ETC.)
9. DEFINE THE DIFFERENT AREAS WITHIN A CLASSROOM FACILITY THAT YOU WOULD LIKE TO INSTRUCT OR HAVE YOUR CHILDREN WORK IN. (EX. AT INDIVIDUAL DESKS, AT READING TABLE, ETC.). PLEASE LIST IN TERMS OF IMPORTANCE, IF POSSIBLE. THESE ARE SPHERES OF INFLUENCE.
10. DO YOU THINK A NON-STIMULANT ROOM WOULD BE BEST FOR YOUR TEACHING PURPOSES? WHY?
11. WOULD A CONTROLLED ENVIRONMENT BEST SERVE YOUR INSTRUCTIONAL PHILOSOPHY? CONTROLLED ENVIRONMENT IS ONE IN WHICH THERE IS NO EXPOSURE TO OUTSIDE ACTIVITY.
12. WOULD A FORMAL SURROUNDING ENCOURAGE AND SECURE YOUR STUDENTS MORE THAN AN INFORMAL OR DOMESTIC ONE?
13. WHAT USES DO YOU MAKE OF WALL AREA IN A SPECIAL EDUCATION CLASSROOM?
14. CAN FLOORING MATERIAL AND PATTERN CREATE A POSITIVE STIMULUS FOR YOUR STUDENTS? IF SO, WHAT PATTERNS DO YOU RECOMMEND? WHY?
15. DEFINE THE DEGREE OF FLEXIBILITY, IN PHYSICAL TERMS, THAT YOU DEEM NECESSARY FOR IDEAL TEACHING CONDITIONS IN YOUR PARTICULAR FIELD.
16. IS "INTEGRATION" WITH OTHER CHILDREN POSSIBLE WITH MOST OF YOUR STUDENTS? WHAT PER CENT?
17. SHOULD MOST OF YOUR STUDENTS REMAIN IN SPECIAL EDUCATION CLASSES FULL DAYS? WHAT PER CENT? WHY NOT?



18. WHAT IMPORTANCE CAN COLOR AND NATURAL LIGHT PLAY WITH YOUR STUDENTS? WOULD BRIGHT WALL COLORS OVER-STIMULATE MOST OF THEM? IS NATURAL LIGHT DISTURBING?
19. THESE CHILDREN ARE OFTEN AT EXTREMES. WHAT DO YOU USE TO CALM THEM? COULD THE PHYSICAL ENVIRONMENT HELP? (EX. A NON-STIMULANT ISOLATION ROOM WITH A COT).
20. TRY TO ESTIMATE THE AMOUNT OF REFERENCE MATERIAL AND STORAGE SPACE YOU NEED IN A SPECIAL EDUCATION CLASSROOM.
21. WHAT KIND OF OUTDOOR ACTIVITIES AND FACILITIES WOULD YOU LIKE TO SEE PROVIDED FOR YOUR STUDENTS?
22. WOULD YOU LIKE TO HAVE AN OFFICE AT THE SPECIAL EDUCATION FACILITY FOR TESTING AND FOR MEETING WITH PARENTS?
23. IS THERE OCCASION WHEN YOU NEED INDIVIDUAL CUBICALS TO ISOLATE YOUR CHILDREN? WHEN? WHY?
24. WHAT CONSIDERATIONS SHOULD BE MADE FOR GIFTED CHILDREN? WHAT ARE THEIR NEEDS?
25. WOULD A KITCHENETTE, SHOWER, SEPARATE TOILET, SINK, DRINKING FOUNTAIN BE OF ANY PARTICULAR VALUE? WHEN? WHY?
26. BECAUSE OF NEW CONSTRUCTION DEMAND, IT MAY BECOME NECESSARY TO CONSTRUCT "SATELLITE" SPECIAL EDUCATION FACILITIES AT SOME SCHOOLS. HOW CAN THIS PHYSICAL SEPARATION BE OVERCOME IN TERMS OF INTEGRATING THE SPECIAL EDUCATION STUDENT WITH THE REST OF THE SCHOOL?
27. WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF CREATING SPECIAL EDUCATION SCHOOLS OR CLINICS INSTEAD OF PROVIDING FACILITIES AT THE SCHOOLS? WHICH TYPES OF CHILDREN ARE SERVED BEST BY EACH? WHAT PERCENT OF SPECIAL EDUCATION CHILDREN SHOULD BE SENT TO EACH?
28. PLEASE FEEL FREE TO COMMENT ON ANYTHING WHETHER I HAVE COVERED IT OR NOT. ALSO ENCLOSE ANY MATERIAL THAT YOU FEEL I, AS AN ARCHITECT, SHOULD BE AWARE OF, EX. NAMES OF PERIODICALS, BOOKS, SKETCHES, ETC.

FROM THE QUESTIONNAIRES I OBTAINED WHAT I CONSIDER TO BE A VALUABLE LIST OF THE NEEDS OF THE SPECIAL TEACHER AND THE EXCEPTIONAL CHILD. THIS LIST HAS BEEN DEVELOPED INTO WHAT IS HERE TERMED DESIGN CONSIDERATIONS.

1. The first part of the document is a list of items...

2. The second part of the document is a list of items...

3. The third part of the document is a list of items...

4. The fourth part of the document is a list of items...

5. The fifth part of the document is a list of items...

6. The sixth part of the document is a list of items...

7. The seventh part of the document is a list of items...

8. The eighth part of the document is a list of items...

9. The ninth part of the document is a list of items...

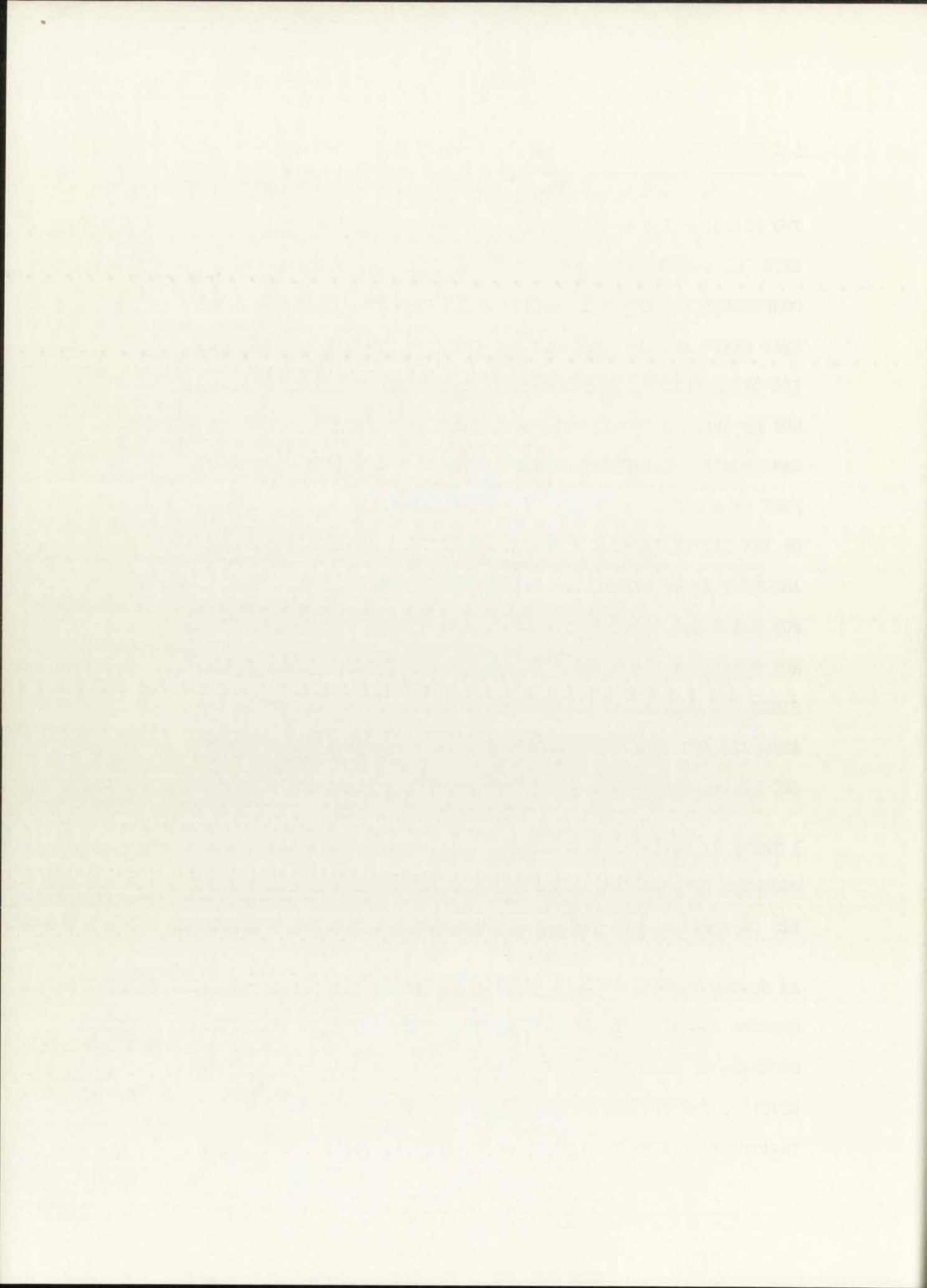
10. The tenth part of the document is a list of items...

L I M I T S

TWO PHILOSOPHIES OF TREATMENT EVOLVED AFTER EXTENSIVE RESEARCH INTO THE CONDITIONS AND NEEDS OF SPECIAL EDUCATION; ONE WAS THE COMPREHENSIVE CENTER OR CLINIC WHICH PROVIDES AN ENVIRONMENT THAT MEETS ALL THE NEEDS OF THE CHILD EXCEPT THE SOCIAL ONE. THE OTHER PHILOSOPHY ENCOURAGED THE SCHOOL FACILITY, WHICH MAY NOT BE ABLE TO PROVIDE AN ENTIRE RANGE OF CLINICAL SERVICES, BUT CAN PROVIDE SOCIAL INTEGRATION WHICH IS THE MOST IMPORTANT ASPECT OF HUMAN DEVELOPMENT IN THE PUBLIC SCHOOL. I CHOSE TO DEVELOP THE LATTER BECAUSE I BELIEVE THAT THE SOCIAL INTEGRATION ARGUMENT IS OF PARTICULAR VALUE BECAUSE THE IMMEDIATE NEED IS FOR THE SCHOOL GROUNDS FACILITY, AND BECAUSE THE APS SYSTEM CANNOT FORESEE THE CONSTRUCTION OF A CLINIC UNDER THEIR AUSPICE SINCE THE UNIVERSITY OF NEW MEXICO IS SOON TO CONSTRUCT A DIAGNOSTIC AND TREATMENT CENTER FOR THE EMOTIONALLY DISTURBED AND MENTALLY RETARDED WHICH CAN SERVE THIS PURPOSE.

I THINK IT NOTEWORTHY TO MENTION THAT ONE OF THE ABOVE PHILOSOPHIES DEMANDS THE ATTENTION OF AN EDUCATIONAL PHILOSOPHY IN ITS CONCEPTION AND THE OTHER TREATMENT AND THERAPY CONSIDERATIONS.

AS STATED BEFORE, THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM PROVIDES SPECIAL EDUCATIONAL INSTRUCTION FROM PRE-SCHOOL AGE READINESS PROGRAMS TO HIGH SCHOOL POST GRADUATE VOCATIONAL REHABILITATION. HOWEVER, THE FACILITIES THAT I AM CONCERNED WITH DEAL WITH THE TREATMENT OF ELEMENTARY AND JUNIOR HIGH STUDENTS ONLY. THIS



LIMITATION WAS MADE BECAUSE 1) THE GREATEST AND IMMEDIATE NEED IS IN THESE AREAS 2) BECAUSE READINESS COURSES DO NOT NEED FACILITIES DIFFERENT THAN THE REGULAR CLASSROOM 3) BECAUSE VOCATIONAL REHABILITATION CLASSES HAVE LARGE-SPACE-USE DEMANDS WHICH DEPART MARKEDLY IN SCALE FROM THE DEMANDS MADE BY ELEMENTARY AND JUNIOR HIGH SPECIAL CLASSES 4) BECAUSE VOCATIONAL REHABILITATION FACILITIES ARE USUALLY PROVIDED IN THE REGULAR HIGH SCHOOL AND WITH PROPER SCHEDULING THESE VOCATIONAL FACILITIES CAN QUITE ADEQUATELY MEET THE NEEDS OF THE EXCEPTIONAL CHILD AND 5) BECAUSE THESE CHRONOLOGICAL-AGE GROUPS PRESENT VERY SIMILAR PROBLEMS UNIQUE IN THE MYRIAD OF PROBLEM AREAS THAT FACE SPECIAL EDUCATION.

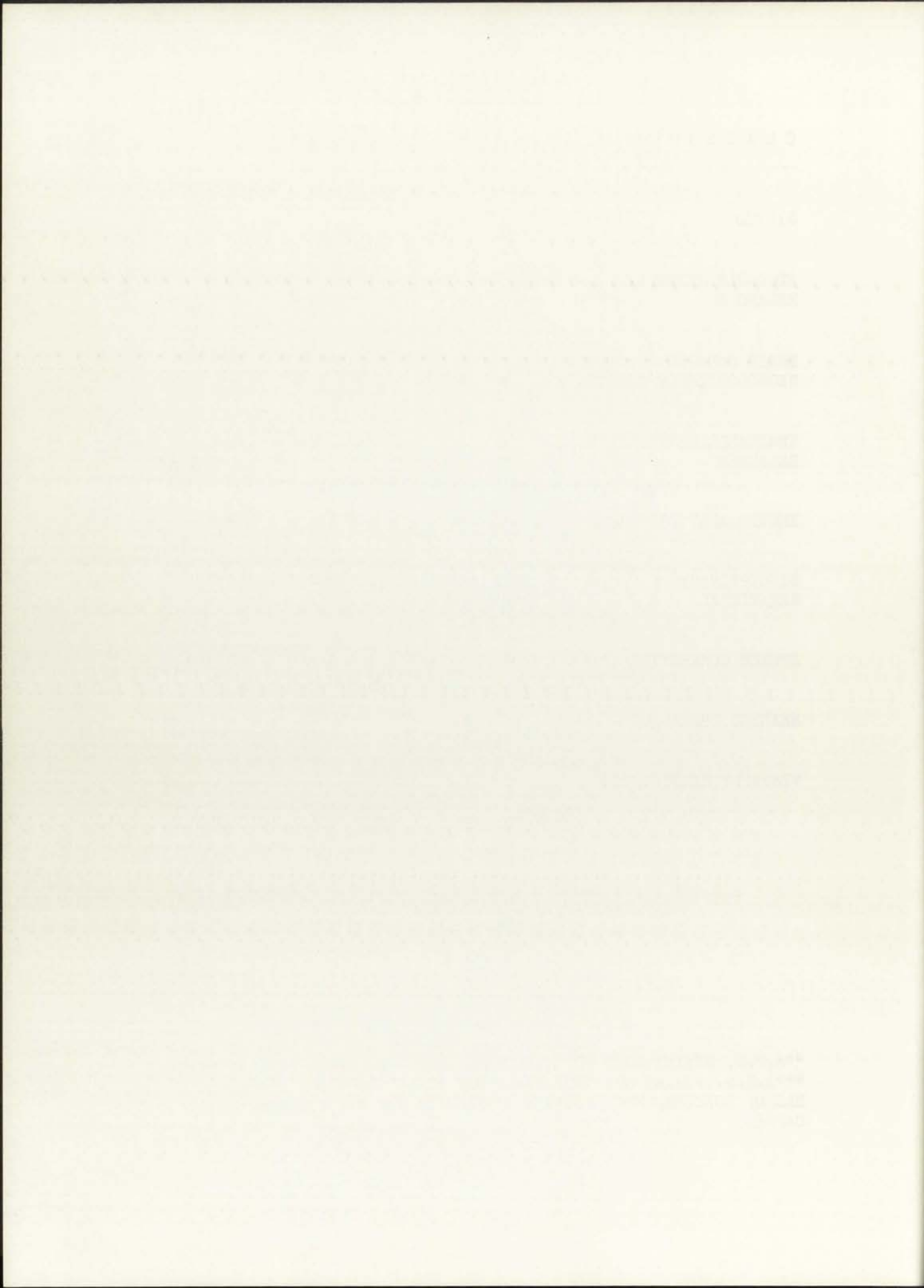
THE PROBLEMS OF THE CHILDREN CENTER ABOUT THEIR DISABILITY, OR IN THE CASE OF THE GIFTED THEIR OVER-ABILITY, NOT ABOUT THEIR CHRONOLOGICAL AGE. THEREFORE, I HAVE BROKEN DOWN INTO PROBLEM CATEGORIES THE TYPES OF CHILDREN WHICH I HAVE CLASSIFIED AS EXCEPTIONAL.



CLASSIFICATION OF STUDENTS

| | | | | |
|---|---|----|-------------------|------|
| GIFTED | 1 | ** | | ** |
| EDUCABLE MENTALLY RETARDED | 2 | * | | 2% |
| BRAIN DAMAGED NEUROLOGICALLY DAMAGED | 2 | * | | 1-2% |
| TRAINABLE MENTALLY RETARDED | 3 | | | 0.5% |
| EMOTIONALLY DISTURBED | 4 | * | 1-2% | |
| DISCIPLINARY BEHAVIORAL | 4 | * | 2-3% | 4% |
| SPEECH CORRECTION | 5 | * | GRADES 1-6--3-5% | 10% |
| | | | GRADES 7-12--0.5% | |
| HEARING THERAPY | 6 | * | | 5% |
| VISUALLY HANDICAPPED | 7 | * | | *** |
| | G | I | | % |
| | R | N | | |
| | O | T | | O |
| | U | E | | F |
| | P | G | | |
| | S | R | | T |
| | | A | | O |
| | | T | | T |
| | | E | | A |
| | | | | L |

**A.P.S. SYSTEM DOES NOT MAKE PROVISIONS FOR THE GIFTED AT PRESENT
 ***A.P.S. SYSTEM DOES NOT FEEL THAT IT SHOULD TREAT THE LEGALLY
 BLIND; HOWEVER, PROVISIONS MUST BE MADE FOR THE VISUALLY HANDI-
 CAPPED.



THERE ARE SEVEN DISTINCT GROUPINGS OF THE CHILDREN, ALL OF WHICH WITH THE EXCEPTION OF THE TRAINABLE MENTALLY RETARDED, THE APS SYSTEM WANTS TO INTEGRATE BACK INTO REGULAR SCHOOL SOCIETY HALF DAYS.

AT THE FAR RIGHT OF THE ABOVE CLASSIFICATION IS THE PERCENTAGE OF THE TOTAL STUDENT POPULATION THAT ONE PARTICULAR GROUP OF EXCEPTIONAL CHILDREN CONSTITUTES.



DEVELOPMENT

THE FOLLOWING FACTS AND CONSIDERATIONS ARE HERE PRESENTED AS THE FIRST STEP IN THE DETERMINATION OF DESIGN DIRECTIVES. THEY ARE EXTRACTIONS FROM READINGS AND INTERVIEWS AND REPRESENT THE RANGE OF REQUIREMENTS COLLECTED THROUGH RESEARCH. THESE CONSIDERATIONS REPRESENT ONLY THOSE REQUIREMENTS WHICH ARE WITHIN THE DEFINES OF MY THESIS AS STATED ABOVE.

THE NUMBERS AT THE LEFT CORRESPOND TO THE UNDERLINED WORDS OR PHRASES ON THE RIGHT. IN THE NEXT PHASE OF PROGRAMMING, CALLED DESIGN CONSIDERATIONS, THESE EXCEPTS ARE EXPANDED INTO DESIGN DIRECTIVES WHICH HAVE ARCHITECTURAL IMPLICATIONS. THE NUMBERS SERVE AS CROSS REFERENCE TIES BETWEEN THE TWO STEPS.

SOME OF THE PHRASES MAY HAVE IMPLICATIONS THAT ARE NOT NECESSARILY FORM DIRECTIVES, THAT IS, THEY MAY BE MORE IN THE LINE OF EQUIPMENT OR DETAILING; HOWEVER, THEY ARE UNDERLINED AS A REMINDER THAT THE RESPONSIBILITY OF THE ARCHITECT IS NOT ONLY IN FORM.

THE STATEMENTS ARE ORGANIZED INTO CATEGORIES CORRESPONDING TO THE CLASSIFICATION OF STUDENTS (SEE ABOVE), PLUS A GENERAL CATEGORY FOR SUCH LIMITS AS EDUCATIONAL PHILOSOPHIES, TEACHING AREAS, ADMINISTRATIVE POLICIES, AND GENERAL PHYSICAL NEEDS.

THERE IS SOME OVERLAP IN THE FOLLOWING LIST OF CONSIDERATIONS; HOWEVER, THEY ARE RESOLVED IN THE DESIGN CONSIDERATIONS PHASE.



GENERAL

EDUCATION IS A FUNCTION OF THE SCHOOL, THE COMMUNITY AND THE HOME.

SELF-REALIZATION BY THE STUDENT IS THE MAIN GOAL OF EDUCATION WHETHER SPECIAL OR REGULAR.

COMMUNICATIVE SKILLS ARE ESSENTIAL FOR GOOD CITIZENSHIP-- A DIRECTIVE OF EDUCATION.

1

THE EDUCATIONAL PROBLEMS IN NEW MEXICO GROUP ABOUT TWO GENERAL FACTORS: CULTURAL DIFFERENCES AND POPULATION SPARSITY.

THREE THINGS MAKE SPECIAL EDUCATION WORK: SPECIALLY TRAINED TEACHERS, SPECIAL MATERIALS, AND SPECIAL TECHNIQUES.

SPECIAL EDUCATION REQUIRES OF A TEACHER UNUSUAL CREATIVITY, FLEXIBILITY, AND KNOWLEDGE OF HOW TO ORGANIZE, DEVELOP, AND ADAPT CONTENT MATERIAL AND TEACHING TECHNIQUES TO THE ABILITY LEVELS, ACHIEVEMENT LEVELS, MATURATION LEVELS, AND EMOTIONAL LEVELS WHICH VARY WIDELY IN EXCEPTIONAL CHILDREN.

THE CRITERIA FOR INTEGRATING THE EXCEPTIONAL CHILD IS TO SEE IF HE CAN FUNCTION SOCIALLY IN THE SCHOOL ENVIRONMENT, IF SO THEN LEAVE HIM THERE.

BASIC TEACHING AREAS REQUIRING SPECIFIC INSTRUCTION ARE EMOTIONAL AND MENTAL HEALTH, PHYSICAL HEALTH AND SAFETY, MATURATION IN PERSONAL INDEPENDENCE, IMPROVEMENT IN COMMUNICATION, SOCIAL DEVELOPMENT AND ADJUSTMENT, MOTOR SKILL IMPROVEMENT, AND HIGHER DEVELOPMENT OF QUANTITATIVE, VISUAL, AND AUDITORY SKILLS.

ELEMENTARY SPECIAL EDUCATION CLASSES MAY BE ATTENDED BY CHILDREN BETWEEN THE AGES OF SEVEN AND SEVENTEEN WITH A MINIMUM MENTAL AGE OF FOUR YEARS. THOSE STUDENTS WHO SHOW SUFFICIENT MATURITY BETWEEN THIRTEEN AND FIFTEEN YEARS OF AGE TO FUNCTION ADEQUATELY IN A JUNIOR HIGH SCHOOL ARE RECOMMENDED FOR SUCH PLACEMENT.

IDEALLY, ONE MAN SHOULD BE ON THE TEACHING STAFF FOR EVERY WOMAN, THEREBY 1:1 TEAMS COULD BE PLACED AT THE SCHOOLS.

TRANSPORTATION IS ONE OF THE MAJOR EXPENSES. IT COSTS \$500 A MONTH TO TRANSPORT 22 CHILDREN TO TWO HALF-DAY SESSIONS.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
530 SOUTH EAST ASIAN AVENUE
CHICAGO, ILLINOIS 60607

RECEIVED
MAY 15 1964

TO THE DIRECTOR
OF THE UNIVERSITY OF CHICAGO

FROM THE DEPARTMENT OF CHEMISTRY
CHICAGO, ILLINOIS

RE: [Illegible]

[Illegible text]

[Illegible text]

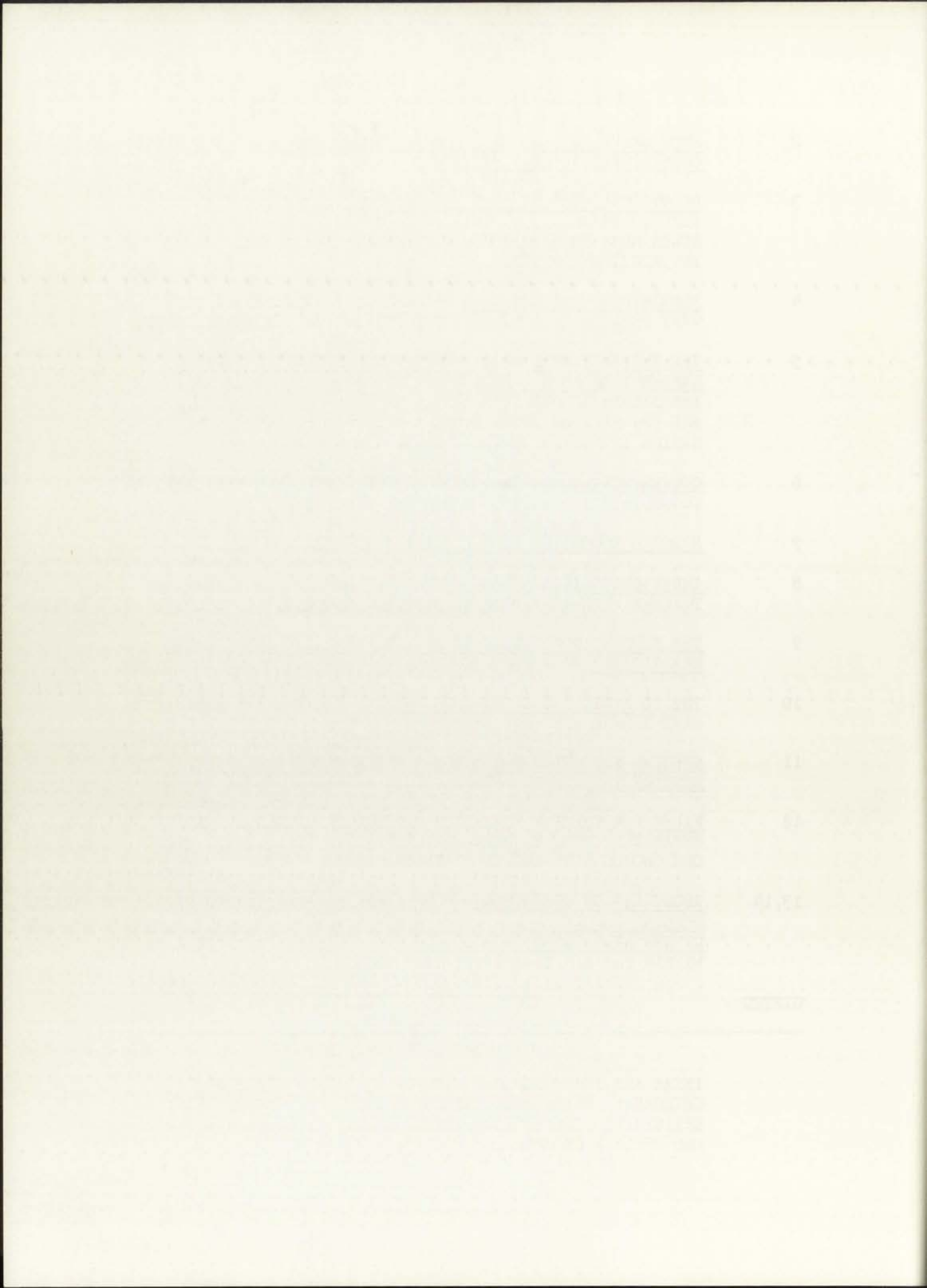
[Illegible text]

[Illegible text]

- 2 SUCH PROVISIONS AS WIDE DOORS, RAMPS, AND WHEEL CHAIR
CONSIDERATIONS MUST BE MADE.
- 3 PROVISIONS MUST BE MADE FOR OBSERVATION FACILITIES.
TEACHER TRAINING, PROFESSIONAL DIAGNOSIS AND BEHAVIORAL
STUDY MUST BE CARRIED ON WITHOUT DISRUPTING THE "NORMAL"
INSTRUCTIONAL PATTERN.
- 4 FLEXIBILITY AND ADAPTION ARE KEYNOTES SINCE CLASS LEVELS
VARY GREATLY AS DO INDIVIDUAL ABILITY WITHIN THE CLASSES.
- 5 THE INSTRUCTIONAL SPACE FOR SPECIAL EDUCATION MUST BE
LARGER THAN NORMAL BECAUSE (1) THESE CHILDREN EXPRESS
THEMSELVES IN PHYSICAL WAYS MORE THAN NORMAL CHILDREN,
AND (2) BECAUSE EXCEPTIONAL CHILDREN'S PHYSICAL COORDI-
NATION IS NOT AS CONTROLABLE AS THE NORMAL.
- 6 CONFERENCE ROOMS ARE A MUST AT THE SCHOOL FOR PROFESSIONAL
CONSULTATION, TESTING, PARENT MEETING, ETC.
- 7 SPECIAL EDUCATION AT ALL SCHOOLS IS UNECONOMICAL.
- 8 THREE UNITS IN A SCHOOL SETTING IS MINIMAL TO ALLOW
TEACHER FLOW AND ADEQUATE STUDENT GROUPING.
- 9 THE STUDENT POPULATION IN SPECIAL EDUCATION FLUCTUATES
DRASTICALLY FROM YEAR TO YEAR.
- 10 TRY TO AVOID TWO STORY CONSTRUCTION BECAUSE THESE STUDENTS
HAVE A HARD TIME MASTERING THE STAIRS.
- 11 SPECIAL EDUCATION FACILITIES SHOULD BE SEPARATED FROM THE
REST OF THE SCHOOL BECAUSE IT IS A SPECIAL STUDY CENTER.
- 12 FILES FOR SPECIAL EDUCATION CLASSROOMS SHOULD BE KEPT
SEPARATELY FROM REGULAR ADMINISTRATIVE FILES. NOT EVERY-
ONE SHOULD HAVE ACCESS TO THESE SPECIAL FILES.
- 13,14 ABOUT 15% OF THE STUDENT POPULATION IN ALBUQUERQUE NEEDS
SPECIAL EDUCATION CARE AND TREATMENT; HOWEVER, ONLY 3%-6%
OF THE APS STUDENT ENROLMENT WILL QUALIFY FOR SUCH CARE
WITHIN THE LIMITS SET FOR THIS THESIS.

GIFTED

THERE ARE THREE GENERAL WAYS OF EDUCATING SUPERIOR CHILDREN: CLASS ACCELERATION (FASTER PROGRESS), STUDY ENRICHMENT (DEEPER INVOLVEMENT IN ONE FIELD OF STUDY), AND ABILITY GROUPING.



- 15 GIFTED CHILDREN NEED ACCESS TO A GREAT WEALTH OF INFORMATION.
- 16 THE GIFTED CHILD NEEDS TO LEARN BY DOING.
THE GIFTED MUST BE PUT IN AN INTELLECTUALLY DIRECTED ATMOSPHERE.
- 17 INDIVIDUALIZATION OF INSTRUCTION BEST DIRECTS THE GIFTED.
SELF-SELECTION OF CONTENT SHOULD BE ENCOURAGED.
DEVICES SUCH AS LARGE BLOCKS OF TIME, TEAM TEACHING, NONGRADING CLASSES, AND PROGRAMMED LEARNING SHOULD BE CONSIDERED IN DETERMINING THE APPROPRIATE APPROACH.
- 18 STRESS SHOULD BE PUT ON: CRITICAL THINKING, PROBLEM SOLVING, INDEPENDENT STUDY, PERFORMING ARTS, SOCIAL LEADERSHIP, AND THE EXPRESSION OF CREATIVITY.
- 19 GROUPING IS A PROBLEM BECAUSE THEIR INTERESTS ARE SO DIVERSE AND INVOLVED.
HALF-DAY ATTENDANCE MAY BE BEST FOR SOME GIFTED STUDENTS SO THEIR SOCIAL LIFE REMAINS CONSTANT WITH THEIR PEER GROUP.
- 20 ACCELERATION PROGRAMS DEMAND GREAT ARCHITECTURAL FLEXIBILITY.
- 21 RESOURCES THAT CAN BE USED EFFECTIVELY ARE: SPECIALIZED LIBRARY MATERIAL, FACILITIES FOR THE PERFORMING ARTS, LABORATORY FACILITIES, LEARNING RESOURCES CENTER, FLEXIBLE CLASSROOMS, GUIDANCE SERVICE.
STIMULATING ENVIRONMENTS ARE NEEDED FOR THE GIFTED.
- 22 MANY LEARNING FACILITIES AND AIDS MUST BE AVAILABLE BECAUSE THE SUPERIOR CHILD'S ATTENTION WILL WANDER IF IT IS NOT INTERESTED.
MANUAL ARTS AND CREATIVE ARTS MUST BOTH BE OFFERED THE GIFTED CHILD.
SELF-INTEREST AREAS SHOULD BE EXPLOITED.
THESE CHILDREN CAN BE INSTRUCTED IN TWO WAYS: (1) CHAIRS AND TABLES IN INFORMAL OR FORMAL GROUPING (2) ISOLATION CUBICALS.



THESE CHILDREN ARE CONSTANTLY IN MOTION MENTAL AND/OR PHYSICAL.

WORKING WITH THE UNIVERSITY IN ORGANIZING GRADUATE LEVEL COURSES SHOULD BE ENCOURAGED.

THE ATTENTION SPAN OF THE GIFTED CHILD IS MUCH LONGER THAN NORMALLY WOULD BE EXPECTED.

INDIVIDUAL INVESTIGATION BY THE GIFTED STUDENT SHOULD BE ENCOURAGED.

23 SEMINARS WORK WELL WITH THE GIFTED.

A MULTITRACK PROGRAM IS QUITE EFFECTIVE, THAT IS, GROUPING BY LEVELS OF ABILITY.

EDUCABLE MENTALLY RETARDED
BRAIN DAMAGED-NEUROLOGICALLY DAMAGED

24 THE LARGEST ENROLMENT IN A SINGLE AREA OF SPECIAL EDUCATION IS IN THE ELEMENTARY SPECIAL CLASSES FOR MENTALLY RETARDED CHILDREN.

CURRICULUM ON THE JUNIOR HIGH SCHOOL LEVEL IS CENTERED IN AREAS OF ARITHMETIC, COMMUNICATIVE SKILLS, SCIENCE, SOCIAL STUDIES, AND OCCUPATIONAL READINESS.

25 ACADEMIC SKILLS ARE STRESSED IN THE SPECIAL CLASSES ON JUNIOR HIGH LEVEL

SUCCESSFUL ASSOCIATION WITH THE GENERAL SCHOOL POPULATION IS A PART OF THE EFFORT TO PROVIDE AN ADEQUATE EDUCATION COMBINING SPECIAL ATTENTION TO LEARNING PROBLEMS AND SOCIAL ADJUSTMENT.

THE MENTALLY HANDICAPPED PERSON MUST HAVE THE OPPORTUNITY TO DEVELOP PERSONAL, SOCIAL, AND VOCATIONAL ADEQUACY.

MUSIC, ARTS, AND CRAFTS ARE INTEGRAL PARTS OF THE CURRICULUM FOR THE EMR WITH A MENTAL AGE BELOW SIX. THEY ARE USEFUL AS METHODS OF EXPRESSION AS WELL AS MOTIVATING AGENTS FOR LANGUAGE DEVELOPMENT.

26 THE DEVELOPMENT OF SKILLS IN THE TOOL SUBJECTS AND WIDER EXPRESSION IN AREAS OF LIVING ARE ADVOCATED FOR THE EMR WITH A MENTAL AGE FROM SIX TO EIGHT. TOOL SUBJECTS INCLUDE LANGUAGE, ARTS, AND ARITHMETIC.

FOR EMR WITH MENTAL AGE FROM EIGHT TO TWELVE THE CURRICULUM CONTINUES THE ACADEMIC SKILLS AS THEY ARE

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

PHYSICAL CHEMISTRY

LABORATORY

REPORT

ON

THE

MEASUREMENT OF

THE

HEAT OF

SOLUTION

OF

SALTS

IN

AQUEOUS

SOLUTIONS

BY

DR. J. H. VAN DEN SCHEER

- 27 APPLICABLE TO OCCUPATIONAL LIVING, BUT EMPHASIS IS STRONGER ON AREAS OF LIFE EXPERIENCE AND MUCH PERSONAL GUIDANCE IS NEEDED.
- FEELING OF: SECURITY, BELONGINGNESS, ACCOMPLISHMENT AND ADEQUACY MUST BE CREATED FOR THE EMR CHILD TO SUSTAIN HIS EMOTIONAL HEALTH.
- 28 THERE MUST BE A LEARNING ATMOSPHERE IN THE CLASSROOM AS OPPOSED TO THE HOME ENVIRONMENT.
- LIMITS MUST BE UNDERSTOOD AND ACCEPTED BEFORE THE PERMISSIVE ENVIRONMENT NECESSARY FOR LEARNING CAN BE ESTABLISHED.
- 29 EACH CHILD MUST BE ABLE TO RECEIVE INDIVIDUAL ATTENTION WHEN NEEDED.
- 30 DISCUSSIONS WITH PARENTS AND HEALTH AUTHORITIES WILL BE NECESSARY.
- 31 PRACTICE IN WASHING AND DRYING FACE AND HANDS MUST BE CARRIED ON IN THE CLASSROOM.
- 32 HOUSEKEEPING ACTIVITIES IN THE CLASSROOM ARE PART OF THE DAILY PROGRAM.
- 33 MENTALLY HANDICAPPED CHILDREN DO NOT ALWAYS FOLLOW DIRECTIONS IN LOGICAL ORDER AND ARE OFTEN DISTRACTED BY EXTRANEOUS STIMULI. THEY SEEM TO REPEAT ERRORS OVER AND OVER. TEACHERS MUST BE CONSTANTLY ON THE ALERT TO ARRANGE PHYSICAL FACTORS TO PREVENT FRUSTRATION IN SELF-HELP ACTIVITIES.
- 34 MANY TYPES OF PLAY ARE USEFUL: PLAYING HOUSE WITH BLOCKS, GAMES, TOYS, ETC.
- 35,36 ART AND MUSIC MEDIA AND CREATIVE RHYTHMS ARE USED TO STIMULATE IMAGINATION. PHYSICAL MOTION OFTEN STIMULATES RESPONSE FROM CHILDREN WHO HAVE DIFFICULTY IN EXPRESSION.
- THE PHYSICAL PLACEMENT OF MATERIALS IN THE CLASSROOM OR ON THE PLAYGROUND TENDS TO SUGGEST IDEAS OR NEW RELATIONS TO CHILDREN.
- 37 GROUP GAMES, FINGER PLAYS, RHYTHM GAMES, ACTION SONGS, DRAMATIZING OR TELLING STORIES, PLAYS, FREE PLAY AND PLAY WITH EDUCATIONAL TOYS ALL BENEFIT THE EMR CHILD.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud.

2. The second part of the document outlines the specific requirements for record-keeping, including the need to maintain original documents and to keep copies of all records for a minimum of seven years. It also discusses the importance of ensuring that records are accessible and readable at all times.

3. The third part of the document discusses the role of the auditor in verifying the accuracy of the records. It emphasizes that the auditor must exercise due diligence in reviewing the records and must report any discrepancies or irregularities to the appropriate authorities.

4. The fourth part of the document discusses the consequences of failing to maintain accurate records. It notes that failure to comply with the requirements may result in penalties, including fines and imprisonment, and may also lead to the disqualification of the individual or organization from participating in the financial system.

5. The fifth part of the document discusses the importance of training and education in ensuring compliance with the requirements. It notes that all individuals involved in the financial system must receive appropriate training and education to ensure that they are aware of the requirements and are able to comply with them.

6. The sixth part of the document discusses the importance of ongoing monitoring and review of the records. It notes that records should be reviewed regularly to ensure that they are accurate and up-to-date, and that any changes or corrections should be made promptly.

7. The seventh part of the document discusses the importance of transparency and accountability in the financial system. It notes that all transactions should be recorded and reported in a clear and concise manner, and that the results of the audits should be made available to the public.

8. The eighth part of the document discusses the importance of cooperation and collaboration between all parties involved in the financial system. It notes that the success of the financial system depends on the willingness of all parties to work together to ensure that the requirements are met and that the system is operated in a fair and equitable manner.

9. The ninth part of the document discusses the importance of staying up-to-date on the latest developments in the financial system. It notes that the requirements and regulations are constantly evolving, and that individuals and organizations must stay informed to ensure that they are in compliance.

10. The tenth part of the document discusses the importance of seeking professional advice when needed. It notes that individuals and organizations may need to consult with accountants, lawyers, or other professionals to ensure that they are fully understanding the requirements and are able to comply with them.

- 38 CARING FOR PETS OR PLANTS, PLANTING SEEDS OR BULBS, AND CONSTRUCTION ACTIVITIES HELP IN THE DEVELOPMENT OF COMMUNICATION OF EMR CHILDREN.
- 39 GROUP READING AND SINGING AID IN ENUNCIATION TRAINING. THE TENDENCY FOR ISOLATED PLAY CONTINUES LONGER WITH RETARDATES AND GROUP RESPONSE AND PARTICIPATION SHOULD BE STIMULATED.
- PLAY ACTIVITIES ARE A PART OF MOST OTHER EXPERIENCES WITH THE YOUNGER EMR CHILDREN.
- 40 USE OF PLAYGROUND EQUIPMENT AND GAMES FOR EXERCISE OF GROSS MUSCLES MUST BE ENCOURAGED.
- USE OF PEGBOARDS, PUZZLES, ETC., FOR THE FINER MOTOR COORDINATION SHOULD BE ENCOURAGED.
- CARDS WITH GEOMETRIC DESIGNS MAY BE MATCHED WITH IDENTICAL FORMS. VARIATIONS IN ORIENTATION, SIZE, AND SHAPE MAY BE PRESENTED.
- 41 EMR CHILDREN OFTEN FORMULATE STEREOTYPED RESPONSE TO STIMULI.
- THESE CHILDREN SHOULD BEGIN READING STORIES OF THEIR OWN EXPERIENCE FROM THE BOARD AND CHARTS.
- 42 SET UP A "READING CENTER" WITH BOOKS, PICTURES, ETC. ENCOURAGE THE CHILDREN TO READ--EVEN THE NEWSPAPER.
- 43 HAVE A CLOCK AND A CALENDAR IN THE ROOM BECAUSE THEY ARE GOOD LEARNING DEVICES.
- GAMES WITH A BALL ARE THE BEST INDOOR-OUTDOOR ACTIVITY.
- 44 RECORD PLAYING CAN OCCUPY TIME.
- THE EMR CHILD SHOULD LEARN TO ENJOY LIFE THROUGH THE APPRECIATION OF ART, DANCE, AND MUSIC.
- 45 CHART, GLOBES, MAPS, AND BOOKS ARE NECESSARY INSTRUCTIONAL SOURCES FOR JUNIOR HIGH EMR CLASSES.
- 46 ORAL COMMUNICATION CAN BE IMPROVED WITH THE HELP OF LISTENING TESTS, TELE-TRAINERS, TAPE RECORDERS AND TELEVISION.
- MAGAZINES, NEWSPAPERS AND ENCYCLOPEDIAS ARE A NECESSARY PART OF THE JUNIOR HIGH SCHOOL EMR CLASS.



FIELD TRIPS AND VISITS BY COMMUNITY WORKERS ARE AN ACTIVE MOVE TOWARD SOCIAL INTEGRATION.

47 ON-GOING ANALYSIS AND THERAPY-TESTING MUST BE CARRIED ON CONSTANTLY.

48 PHYSICAL AND OCCUPATIONAL THERAPY SHOULD GO ON SOMEWHERE IN THE SCHOOL--EXPERT CONSULTANTS SHOULD BE BROUGHT IN.

A TEACHER OF THE EMR CHILD MUST INSTRUCT, COUNSEL, AND GUIDE.

GROUPING SHOULD BE BY MENTAL ABILITY AS OPPOSED TO SIZE OR CHRONOLOGICAL AGE.

49 A WATER FOUNTAIN AND SINK MUST BE IN THE CLASSROOM.

50 A TOILET SHOULD BE NEARBY, BUT NOT NECESSARILY IN THE ROOM.

51 TACKBOARD AND CHALKBOARD ARE THE MOST USEFUL WALL SURFACES. PEG BOARD IS NOT TOO SUCCESSFUL BECAUSE IT IS HARD FOR THE CHILDREN TO USE.

52 A MOTION PICTURE PROJECTOR, TELEVISION RADIO, OPAQUE PROJECTOR, AND DAYLIGHT SCREEN ARE A NECESSITY. A TYPEWRITER AND A TAPE RECORDER WITH EARPHONES SHOULD BE PROVIDED ALSO IN EACH CLASSROOM.

53 EMR CHILDREN ARE VERY AWARE OF THEIR PHYSICAL SURROUNDINGS, ESPECIALLY DETAIL, SYMBOLS, AND COLOR.

54 THE CLASSROOM MUST HAVE PLENTY OF STORAGE AND ELECTRICAL OUTLETS.

55 THE FLEXIBILITY OF CREATING: INDIVIDUAL UNITS, SMALL GROUP GATHERINGS, AND ENTIRE CLASS ORGANIZATION MUST BE PROVIDED.

56 TABLES AND CHAIRS AS OPPOSED TO DESKS ARE PREFERABLE BECAUSE OF THE EASE OF HANDLING AND FLEXIBILITY OF ARRANGEMENT THEY OFFER. THE CHAIRS CAN BE USED WITHOUT THE DESKS.

57,58 THE TEACHER DOES NOT FUNCTION FROM A DESK WITH SPECIAL EDUCATION CHILDREN; HOWEVER, SHE DOES NEED WORK SPACE AND LOCKABLE STORAGE SPACE.

SPECIAL ROOMS ARE SPECIAL, DO NOT BE AFRAID TO MAKE THEM DIFFERENT. THE CHILDREN KNOW THEY ARE IN SPECIAL



EDUCATION AS DOES EVERYONE ELSE. JUST LIKE A SCIENCE ROOM IS DIFFERENT, THIS IS SPECIAL.

59 REFERENCE MATERIAL FOR THE CHILDREN SHOULD BE AT EYE LEVEL SO THE CHILDREN CAN GO TO IT AND GET IT, NOT HAVING TO GO INTO PHYSICAL CONTORTIONS.

60 IF YOU HAVE TO WATCH A PLAYGROUND, THE TEACHERS DO NOT LIKE A VISUALLY OPEN ENVIRONMENT; HOWEVER, IF THE CLASSROOM IS EXPOSED TO NATURAL PHENOMENON, EVEN A COMMERCIAL STREET, THEY DO NOT SEEM TO MIND BECAUSE THE CHILDREN ASSOCIATE WITH LIFE THROUGH THE WINDOWS.

61 NATURAL LIGHT IS VERY STIMULATING FOR THE EMR CHILD.

62 LIGHT LEVEL AND THERMOSTATIC CONDITIONING MUST BE CAREFULLY CONTROLLED.

63 DO NOT OPEN THE CLASSROOM ONTO A BUSY HALL.

64 HAVE AN EXTERIOR ENTRANCE TO THE CLASSROOM BECAUSE THESE CHILDREN CREATE MAJOR TRAFFIC PROBLEMS AND BECAUSE EMERGENCY EXIT WILL BE MADE EASIER.

65 SPHERES OF STUDENT/TEACHER INFLUENCE: (1) DESK
(2) SMALL CONFERENCE TABLE (3) SMALL GROUP GATHERINGS
(4) INDIVIDUAL INSTRUCTION (5) DEMONSTRATION AREA
(6) TEACHER WORK AREA

66 ANY SEPARATION OR SECLUSION WITHIN A CLASSROOM MUST LET THE STUDENT KNOW THE TEACHER CAN SEE HIM.

67 TEAM TEACHING WOULD ALLOW MORE FLEXIBILITY IN GROUPING AND WOULD PERMIT MORE PHYSICALLY SEPARATE UNITS OF INSTRUCTION BECAUSE THERE WOULD BE MORE TEACHERS PER STUDENT.

68 AN ISOLATION ROOM OR CARREL SHOULD BE PROVIDED FOR THE STUDENTS THAT ARE DISTRACTED BY VISUAL AND AUDIAL STIMULI.

69 ELECTRONIC MEDIA CAN HELP IN THE INDIVIDUAL STUDY CARREL. THE MACHINE WILL NOT MAKE THE CHILD FEEL AS THOUGH HE IS REBUFFED ANY MORE THAN JUST WORKING AT HIS SCHOOL DESK ALONE. THE MACHINE IS VALUABLE ONLY IN THAT IT HELPS THE STUDENT; IT CAN REINFORCE THE HUMAN RELATIONSHIP WHICH IS SO IMPORTANT.

70,71 EIGHT STUDENTS IN A CLASS IS IDEAL. THE MORE HOMOGENEOUS THE STUDENTS' MENTAL AGE GROUPING, THE MORE STUDENTS YOU CAN PLACE IN A CLASSROOM. TWELVE TO FIFTEEN CAN OCCUPY ONE CLASSROOM.

BULLETIN BOARDS, DISPLAY BOARDS, AND CHALKBOARDS SHOULD

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in all dealings.

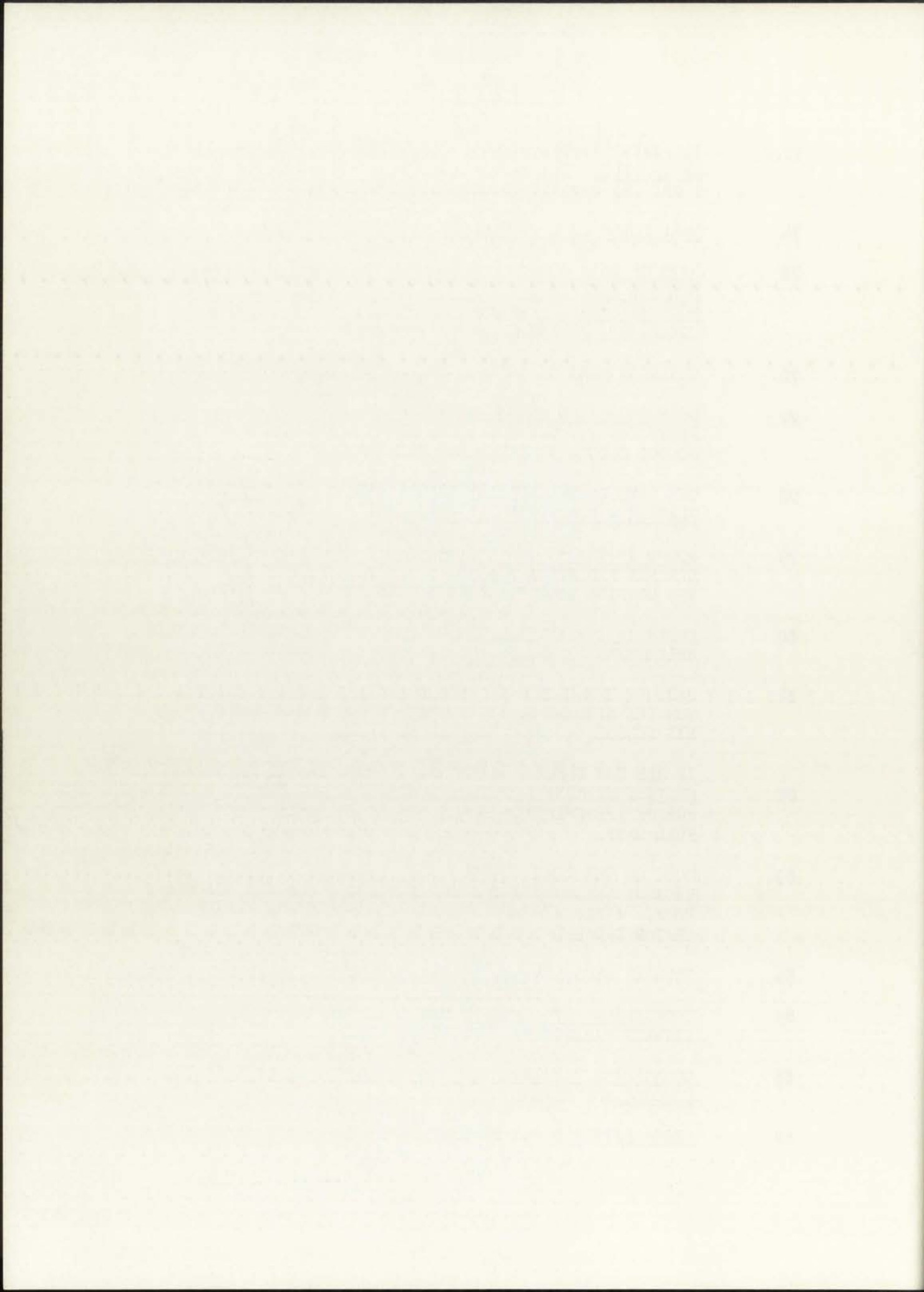
2. The second part outlines the specific procedures and protocols that must be followed to ensure the integrity and security of the information. This includes strict guidelines on access, storage, and dissemination of data.

3. The third part details the roles and responsibilities of the various personnel involved in the process. It clarifies the lines of authority and the specific tasks assigned to each individual.

4. The fourth part addresses the potential risks and challenges associated with the implementation of these measures. It provides strategies to mitigate these risks and ensure a smooth transition to the new system.

5. The fifth part concludes with a summary of the key points and a call to action, urging all stakeholders to commit to the principles and procedures outlined in the document.

- 72,73 BE PLACED AT THE CHILD'S EYE LEVEL. THE USE OF WALL SPACE FLUCTUATES FROM DAY TO DAY. YOU NEED ALL CHALKBOARD ONE DAY, ALL PEGBOARD THE NEXT.
- 74 WALL COLOR IS A VERY POSITIVE VISUAL STIMULUS.
- 75 NEAR OR IN A ROOM: TOILET, TUB AND SHOWER FACILITY NEARBY, SINK IN COUNTER WITH MIRROR VANITY, DRINKING FOUNTAIN, SHELF STORAGE, NATURAL VIEW, CHALKBOARD, CORKBOARD, FILING CABINET.
- 76 CHILDREN MUST BE TRAINED TO LOOK IN ALL DIRECTIONS.
- 77 MORE ORGANIZED FORMAL SURROUNDINGS ARE DESIRABLE. PARTS CAN BE MORE DOMESTIC, BUT FOR THE MOST PART SCHOOL SHOULD BE DIFFERENT FROM HOME.
- 78 ONE PART OF THE SPECIAL SCHOOL SHOULD BE A LARGE PLAY AREA FOR PHYSIOTHERAPY.
- 79 SOUND IS THE BIGGEST DISTRACTION. SPECIAL EDUCATION CLASSES PRODUCE A HIGH SOUND LEVEL AND THE SOUND FROM THE OUTSIDE IS OFTEN DISTRACTING TO THE EMR CHILD.
- 80 ORDER IN THE ENVIRONMENT WILL GIVE CONSISTENCE TO THESE CHILDREN'S LIVES.
- 81 PART OF THE CLASSROOM SHOULD BE A PERSONAL STORAGE AREA FOR THE STUDENT SO HE CAN FEEL LIKE HE OWNS PART OF HIS SCHOOL AND THAT HE BELONGS THERE.
- 82 IF ALL DAY SPECIAL EDUCATION CLASSES ARE TO BE CONDUCTED, PROVISIONS MUST BE MADE FOR SLEEPING AND RESTING--ABOUT 20% OF THE CHILDREN SHOULD REMAIN IN SPECIAL EDUCATION FULL DAYS.
- 83 MOST OF THE TIME A HOME MAKING SKILLS FACILITY IS NEEDED BECAUSE THESE STUDENTS ARE NOT TAUGHT COOKING, ETC. AT HOME. A KITCHEN WITH TABLES, CHAIRS, STOVE, AND REFRIGERATOR CAN HELP DEVELOP THESE MANUAL SKILLS.
- 84 YOUNGER STUDENTS RELATE TO ONE TEACHER AND TO THE OUTDOORS.
- 85 COUNSELING WITH PARENTS ALLOWS AN EXCHANGE OF IDEAS BETWEEN PARENT AND TEACHER.
- 86 COUNSELING, TESTING, AND REFERRAL MUST BE DONE IN THE SCHOOLS AND OFTEN.
- 87 FLOOR PATTERNS ARE DISTRACTING TO THE BRAIN DAMAGED CHILD.

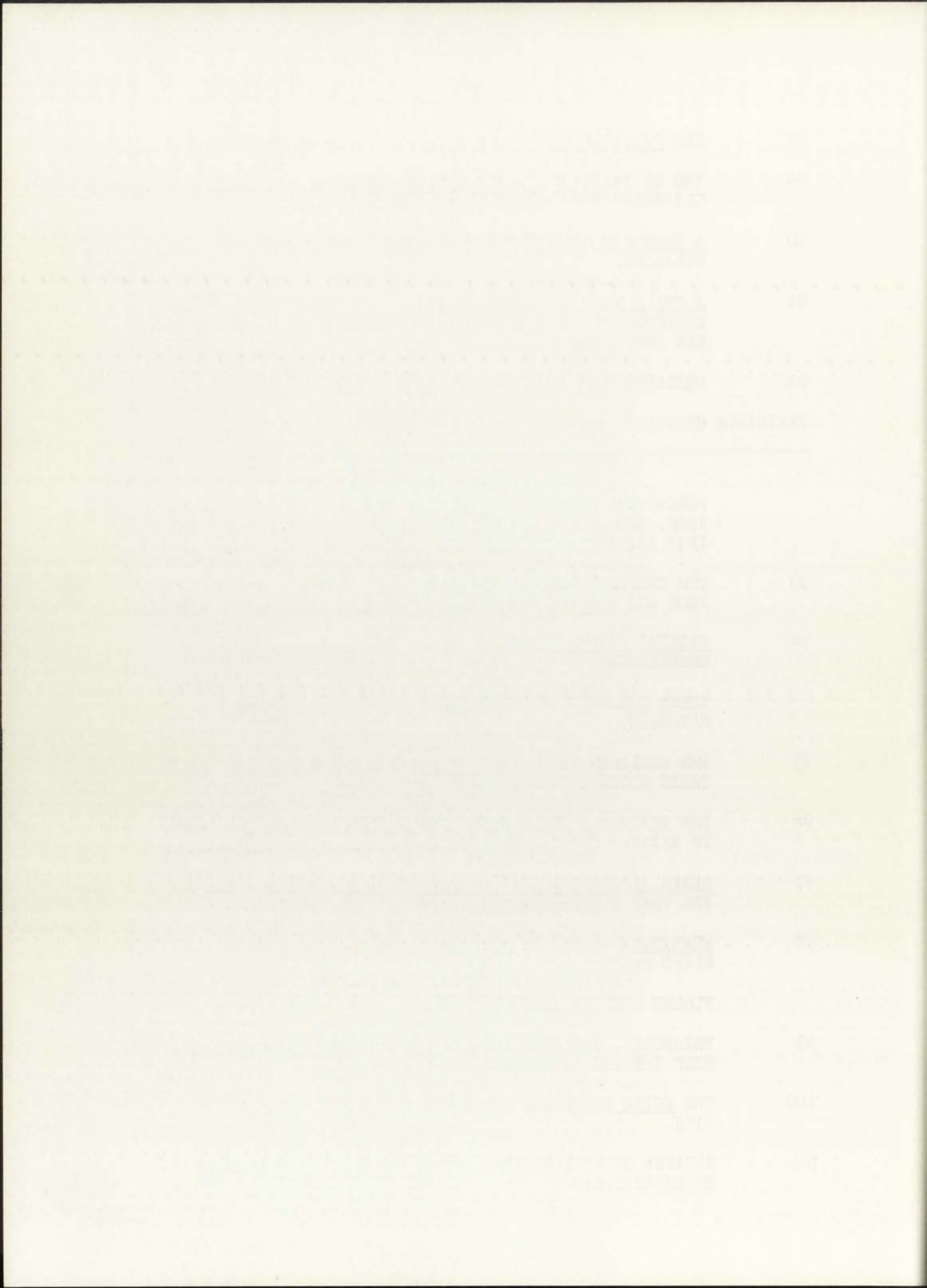


- 88 THE PHYSICAL NEEDS WILL VARY FROM YEAR TO YEAR.
- 89 TWO OR THREE CUBICALS SHOULD BE PROVIDED IN THE EMR CLASSROOM FOR ISOLATION AND TEACHING.
- 90 A DOMESTIC AREA SHOULD BE PROVIDED FOR READING AND RELAXING.
- 91 A SMALL ROOM OFF THE MAIN CLASSROOM WHERE TWO OR THREE STUDENTS CAN WORK AND NOT DISTURB THE REST OF THE CHILDREN SHOULD BE AVAILABLE.
- 92 CHILDREN MUST FEEL FREE TO GO OUTSIDE.

TRAINABLE MENTALLY RETARDED

PERCEPTUAL DEVELOPMENT, SOCIAL SKILLS, PERSONAL MATURATION, AND ONLY THE MOST FUNCTIONAL ACADEMIC UNDERSTANDINGS ARE EMPHASIZED FOR THE TRAINABLE MENTALLY HANDICAPPED.

- 93 TMR CHILDREN NEED AN ENCLOSED PLAY AREA TO PROTECT THEM FROM AND FOR THE PROTECTION OF THE REGULAR SCHOOL STUDENT.
- 94 SPECIAL BATHROOM WITH A SHOWER SHOULD BE PROVIDED FOR EMERGENCIES.
- THESE CHILDREN ARE PHYSICALLY AS WELL AS MENTALLY RETARDED.
- 95 TMR CHILDREN NEED A LOT OF SPACE TO MOVE ABOUT IN BECAUSE THEIR MOTOR SKILLS ARE VERY UNCOORDINATED.
- 96 THE TRAINABLE CHILD NEEDS TWO DISTINCT SPACES IN WHICH TO EXIST: ONE IN WHICH TO LEARN AND ONE IN WHICH TO PLAY.
- 97 DESKS ARE NEEDED THAT DO NOT TIP OVER. THESE CHILDREN ARE VERY UNCOORDINATED.
- 98 FURNITURE SHOULD BE SCRATCH-PROOF, EASY TO CLEAN, AND GLARE FREE.
- FLOORS MUST BE EASY TO CLEAN.
- 99 TRIANGLES, SQUARES, AND CIRCLES FOR FLOOR PATTERNS CAN HELP THE CHILDREN LEARN SHAPES.
- 100 THE NOISE LEVEL FOR THESE TMR CHILDREN IS EXTREMELY HIGH.
- 101 BECAUSE OF FIRE DANGER, DIRECT ACCESS TO THE OUTSIDE IS DESIRABLE.



SOCIALIZATION IS THE ONLY THING YOU CAN TEACH THESE CHILDREN.

THE TMR CHILD RESPONDS WELL TO MUSIC AND RHYTHM.

- 102 A KITCHEN FACILITY IS DESIRABLE SO THESE CHILDREN CAN LEARN TO COOK AND EAT.
- 103 BRIGHT COLORS STIMULATE THESE CHILDREN, DARK ONES DEPRESS THEM.
- 104 PROVIDE A PLACE IN THE CLASSROOM THAT THE CHILD CAN FEEL HE OWNS, A PLACE WHERE HE CAN STORE HIS CLOTHES. HE CAN BE MADE RESPONSIBLE FOR CLEANING AND CARING FOR THIS AREA.
- 105 EIGHT TMR CHILDREN PER CLASSROOM WOULD BE IDEAL.
- 106 CHANGE IS GOOD FOR THESE CHILDREN BECAUSE IT STIMULATES THEM.
- 107 DO NOT CONTROL THE VISUAL ENVIRONMENT FOR THESE CHILDREN, JUST CONTROL THE NOISE LEVEL.
- 108 A DRINKING FOUNTAIN AND SINK WITH MIRROR SHOULD BE IN EVERY ROOM.
- 109 AN ISOLATED ROOM WITH A COT TO SETTLE THE HYPERACTIVE CHILD DOWN AND TO HELP THE SICK ONES IS A MUST.
- 110 LARGE LOCKABLE STORAGE SPACE SHOULD BE PROVIDED IN THE ROOM.

EMOTIONALLY DISTURBED
DISCIPLINARY-BEHAVIORAL

BEHAVIORAL STANDARDS ARE THE SAME IN CLASSES FOR THE EMOTIONALLY DISTURBED AS IN A REGULAR CLASS, BUT THE SMALL GROUP ALLOWS THE INDIVIDUAL ATTENTION NEEDED BY THE EXCEPTIONAL CHILD TO DEVELOP THE SELF DISCIPLINE AND UNDERSTANDING OF GROUP NEEDS WHICH REGULAR CLASSES REQUIRE.

- 111 CURRICULUM FOR THE SPECIAL ADJUSTMENT CLASSES IS ORGANIZED ON A COMPLETELY INDIVIDUAL BASIS, BUT SOME GROUP ACTIVITY IS POSSIBLE.

- 112 THE EMOTIONALLY DISTURBED CHILD MUST WORK IN GROUPS AND INDIVIDUALLY. CUBICALS WORK BEST FOR INDIVIDUAL WORK BECAUSE THE TEACHER CAN SEE THE CHILDREN, BUT THEY CAN NOT SEE EACH OTHER

The first part of the report is devoted to a general survey of the situation in the country. It is followed by a detailed account of the work done during the year. The report concludes with a summary of the results and a list of the publications issued during the year.

The work of the year has been characterized by a steady increase in the number of publications issued. This is due to the fact that the staff has been steadily increasing and the facilities have been improved. The results of the work have been most satisfactory and it is hoped that the year will be a profitable one for the institution.

The following is a list of the publications issued during the year:

1. *Journal of the Institution*, Vol. 1, No. 1, 1911.

2. *Journal of the Institution*, Vol. 1, No. 2, 1911.

3. *Journal of the Institution*, Vol. 1, No. 3, 1911.

4. *Journal of the Institution*, Vol. 1, No. 4, 1911.

5. *Journal of the Institution*, Vol. 1, No. 5, 1911.

6. *Journal of the Institution*, Vol. 1, No. 6, 1911.

7. *Journal of the Institution*, Vol. 1, No. 7, 1911.

8. *Journal of the Institution*, Vol. 1, No. 8, 1911.

9. *Journal of the Institution*, Vol. 1, No. 9, 1911.

10. *Journal of the Institution*, Vol. 1, No. 10, 1911.

11. *Journal of the Institution*, Vol. 1, No. 11, 1911.

12. *Journal of the Institution*, Vol. 1, No. 12, 1911.

13. *Journal of the Institution*, Vol. 1, No. 13, 1911.

14. *Journal of the Institution*, Vol. 1, No. 14, 1911.

15. *Journal of the Institution*, Vol. 1, No. 15, 1911.

16. *Journal of the Institution*, Vol. 1, No. 16, 1911.

17. *Journal of the Institution*, Vol. 1, No. 17, 1911.

18. *Journal of the Institution*, Vol. 1, No. 18, 1911.

19. *Journal of the Institution*, Vol. 1, No. 19, 1911.

20. *Journal of the Institution*, Vol. 1, No. 20, 1911.

The second part of the report is devoted to a detailed account of the work done during the year. It is followed by a summary of the results and a list of the publications issued during the year.

The work of the year has been characterized by a steady increase in the number of publications issued. This is due to the fact that the staff has been steadily increasing and the facilities have been improved. The results of the work have been most satisfactory and it is hoped that the year will be a profitable one for the institution.

The following is a list of the publications issued during the year:

1. *Journal of the Institution*, Vol. 1, No. 1, 1911.

2. *Journal of the Institution*, Vol. 1, No. 2, 1911.

3. *Journal of the Institution*, Vol. 1, No. 3, 1911.

4. *Journal of the Institution*, Vol. 1, No. 4, 1911.

5. *Journal of the Institution*, Vol. 1, No. 5, 1911.

6. *Journal of the Institution*, Vol. 1, No. 6, 1911.

7. *Journal of the Institution*, Vol. 1, No. 7, 1911.

8. *Journal of the Institution*, Vol. 1, No. 8, 1911.

9. *Journal of the Institution*, Vol. 1, No. 9, 1911.

10. *Journal of the Institution*, Vol. 1, No. 10, 1911.

11. *Journal of the Institution*, Vol. 1, No. 11, 1911.

12. *Journal of the Institution*, Vol. 1, No. 12, 1911.

13. *Journal of the Institution*, Vol. 1, No. 13, 1911.

14. *Journal of the Institution*, Vol. 1, No. 14, 1911.

15. *Journal of the Institution*, Vol. 1, No. 15, 1911.

16. *Journal of the Institution*, Vol. 1, No. 16, 1911.

17. *Journal of the Institution*, Vol. 1, No. 17, 1911.

18. *Journal of the Institution*, Vol. 1, No. 18, 1911.

19. *Journal of the Institution*, Vol. 1, No. 19, 1911.

20. *Journal of the Institution*, Vol. 1, No. 20, 1911.

IF TRANSITION BACK INTO REGULAR SCHOOL CANNOT BE AFFECTED IN TWO YEARS, THE PARENTS OF THE EMOTIONALLY DISTURBED CHILD ARE REQUESTED TO FIND PRIVATE SCHOOLING OF A THERAPEUTIC NATURE IF POSSIBLE.

113 PARENT COUNSELING IS FREQUENTLY NEEDED.

THE PURPOSE OF THIS PROGRAM IS TO ATTEMPT TO HELP DELINQUENT STUDENTS REORGANIZE THEIR LIVES IN A MORE CONSTRUCTIVE PATTERN.

THE EMOTIONALLY DISTURBED CHILD NEEDS PSYCHOTHERAPY AND ACADEMIC INSTRUCTION.

114 THE ATTENTION SPAN OF THESE CHILDREN IS VERY SHORT; THEY NEED AN ENVIRONMENT WHICH CAN DIRECT THEIR ATTENTION.

115 DESIGN AN OBSERVATION FACILITY SO THAT VISITOR WILL NOT DISRUPT CLASS ACTIVITY.

116 A SOLITARY CONFINEMENT ROOM OR SECLUSION ROOM SHOULD BE CONNECTED TO THE CLASSROOM. THIS COULD BE A ROOM WITH A COT, A DESK, AND NO WINDOWS. TO BE USED FOR DISCIPLINARY AND HYPERACTIVE CHILDREN.

117 TABLES AND CHAIRS PROVIDE A FLEXIBILITY THAT THE DESK DOES NOT ALLOW.

118 THERE SHOULD BE QUITE A BIT OF REFERENCE MATERIAL IN THE ROOM, ON MANY DIFFERENT SUBJECTS.

TEAM TEACHING IS IDEAL BECAUSE THE STUDENTS DO NOT GET AS BORED WITH A CHANGE OF TEACHER.

119 A "MULTI-TRACK SCHOOL" COULD PROVIDE THE BEST INSTRUCTION FOR EACH INDIVIDUAL STUDENT, THAT IS, GROUP THE STUDENTS THROUGH A COMPETITIVE BREAKDOWN: FAST, MEDIUM, SLOW.

THE EMOTIONALLY DISTURBED STUDENT RELATES TO MACHINES VERY WELL.

120 IDEAL SET UP IS WITH THREE CLASSROOMS WITH ONE A NON-STIMULUS SPACE IN WHICH NOTHING PROTRUDES INTO THE ROOM. THERE ARE NO WINDOWS IN THIS ROOM, NO LOOSE OBJECTS, NO OPEN SHELVES, NO WATER, AND THE DESKS ARE FIXED TO PERMANENT CARRELS, CUBICALS, OR THE WALL.

SINCE THESE CLASSROOMS HAVE ALL THE NEWER AND MOST

THE UNIVERSITY OF CHICAGO PRESS
530 N. DEARBORN AVENUE
CHICAGO, ILL. 60610
U.S.A. AND CANADA
OTHER COUNTRIES: SEE LIST OF AGENTS

THE UNIVERSITY OF CHICAGO PRESS
530 N. DEARBORN AVENUE
CHICAGO, ILL. 60610
U.S.A. AND CANADA
OTHER COUNTRIES: SEE LIST OF AGENTS

THE UNIVERSITY OF CHICAGO PRESS
530 N. DEARBORN AVENUE
CHICAGO, ILL. 60610
U.S.A. AND CANADA
OTHER COUNTRIES: SEE LIST OF AGENTS

THE UNIVERSITY OF CHICAGO PRESS
530 N. DEARBORN AVENUE
CHICAGO, ILL. 60610
U.S.A. AND CANADA
OTHER COUNTRIES: SEE LIST OF AGENTS

THE UNIVERSITY OF CHICAGO PRESS
530 N. DEARBORN AVENUE
CHICAGO, ILL. 60610
U.S.A. AND CANADA
OTHER COUNTRIES: SEE LIST OF AGENTS

THE UNIVERSITY OF CHICAGO PRESS
530 N. DEARBORN AVENUE
CHICAGO, ILL. 60610
U.S.A. AND CANADA
OTHER COUNTRIES: SEE LIST OF AGENTS

THE UNIVERSITY OF CHICAGO PRESS
530 N. DEARBORN AVENUE
CHICAGO, ILL. 60610
U.S.A. AND CANADA
OTHER COUNTRIES: SEE LIST OF AGENTS

THE UNIVERSITY OF CHICAGO PRESS
530 N. DEARBORN AVENUE
CHICAGO, ILL. 60610
U.S.A. AND CANADA
OTHER COUNTRIES: SEE LIST OF AGENTS

THE UNIVERSITY OF CHICAGO PRESS
530 N. DEARBORN AVENUE
CHICAGO, ILL. 60610
U.S.A. AND CANADA
OTHER COUNTRIES: SEE LIST OF AGENTS

THE UNIVERSITY OF CHICAGO PRESS
530 N. DEARBORN AVENUE
CHICAGO, ILL. 60610
U.S.A. AND CANADA
OTHER COUNTRIES: SEE LIST OF AGENTS

THE UNIVERSITY OF CHICAGO PRESS
530 N. DEARBORN AVENUE
CHICAGO, ILL. 60610
U.S.A. AND CANADA
OTHER COUNTRIES: SEE LIST OF AGENTS

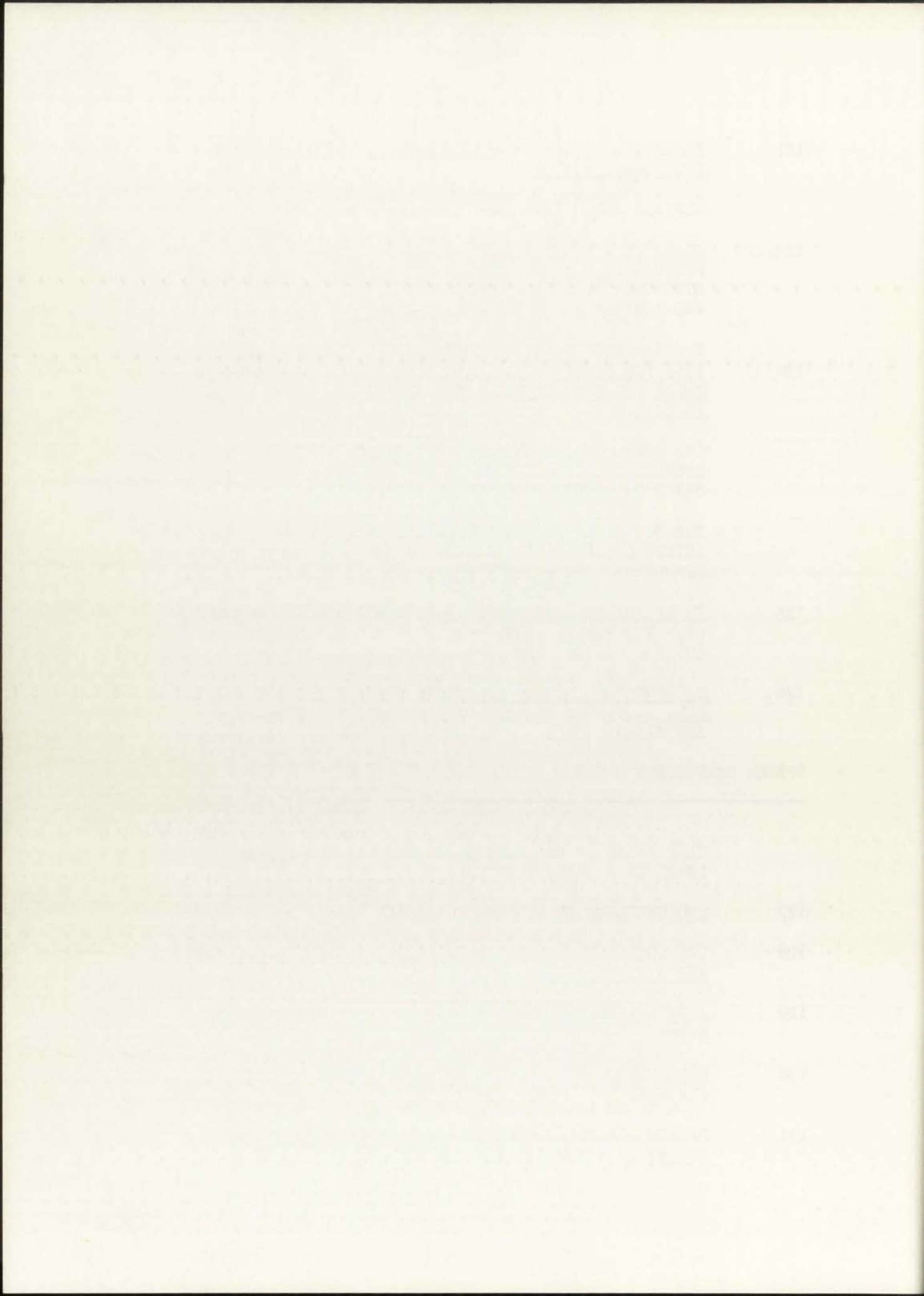
THE UNIVERSITY OF CHICAGO PRESS
530 N. DEARBORN AVENUE
CHICAGO, ILL. 60610
U.S.A. AND CANADA
OTHER COUNTRIES: SEE LIST OF AGENTS

THE UNIVERSITY OF CHICAGO PRESS
530 N. DEARBORN AVENUE
CHICAGO, ILL. 60610
U.S.A. AND CANADA
OTHER COUNTRIES: SEE LIST OF AGENTS

- 121 EXPENSIVE EQUIPMENT, LARGE SECURITY AREAS MUST BE PROVIDED FOR STORAGE.
- MEN AND WOMEN TEAMS ARE NEEDED FOR THIS TYPE OF TEACHING.
- 122,123 PORTABLE INNER WALLS ARE DESIRABLE BECAUSE THE EDUCATIONAL PHILOSOPHY FOR THE EMOTIONALLY DISTURBED IS TO START WITH ONE STUDENT, WIN HIS CONFIDENCE, THEN ADD ANOTHER AND ANOTHER UNTIL YOU HAVE A CLASS OF EIGHT.
- 124 SPECIAL ADJUSTMENT CLASSES: GROUP SIZE IS LIMITED TO FIVE FOR THOSE ALSO MENTALLY RETARDED AND EIGHT FOR THOSE WHO SEEM TO BE OF NEAR NORMAL TO ABOVE AVERAGE ABILITY.
- THE MIXED SOCIAL AND ECONOMIC STRATA OF THE EMOTIONALLY DISTURBED CHILDREN CREATES VERY UNIQUE PROBLEMS; EACH CHILD IS A PROBLEM SEPARATE AND DISTINCT.
- THE SOCIAL INTERACTIONS AND THE INTELLECTUAL INTERACTION DEMANDED BY A SCHOOL SOCIETY CANNOT BE HANDLED SIMULTANEOUSLY BY MOST EMOTIONALLY DISTURBED CHILDREN.
- 125 THERE ARE THREE SPHERES OF STUDENT/TEACHER INFLUENCE: (1) INDIVIDUAL CARREL (2) GROUP ORGANIZATION, AND (3) NON-STIMULATING ENVIRONMENT.
- 126 STUDENT POPULATION FLUCTUATES MORE WITHIN THE EMOTIONALLY DISTURBED CLASSIFICATION THAN ANY OTHER SPECIAL EDUCATION GROUP.

SPEECH CORRECTION

- THERAPY IS TO BE PROVIDED ON THE FIRST AND SECOND GRADE LEVEL IN AS MANY SCHOOLS AS POSSIBLE.
- 127 TWO CHILDREN IN A SPEECH CLASS IS IDEAL.
- 128 THE CHILDREN MUST BE ISOLATED WITH A TEACHER, A MIRROR, AND A CHALKBOARD.
- 129 A TAPE RECORDER COULD BE USED IN A SPEECH CORRECTION ROOM.
- 130 OBSERVATION MUST BE CONDUCTED IN SPEECH CORRECTION CLASSES.
- 131 SPEECH CORRECTIVE STUDENTS RETURN TO REGULAR CLASSES SOONER THAN THE HEARING STUDENTS.



- 132 A VISUALLY CONTROLLED ENVIRONMENT IS A MUST FOR THESE CHILDREN BECAUSE YOU WANT THEM TO CONCENTRATE ON SPEECH, NOT SIGHT.

SPEECH CORRECTION IS MORE A THERAPY ACTIVITY THAN AN INSTRUCTIVE CLASS.

PARTIALLY HEARING THERAPY

- 133 PARTIALLY HEARING: CUSTOM-BUILT AMPLIFICATION EQUIPMENT IS PROVIDED FOR THE STUDENTS. THE EQUIPMENT IS DESIGNED TO ENABLE THE STUDENT TO FUNCTION AS NEARLY AS POSSIBLE AS DO NORMAL CHILDREN IN A REGULAR CLASSROOM.

INTEGRATION WITH REGULAR SCHOOL CHILDREN IS ONE OF THE OBJECTIVES OF THESE SPECIAL CLASSES AS WELL AS THE SPECIAL TRAINING IN CONCEPTS, VOCABULARY, AND SPEECH CORRECTION NEEDED BY THE CHILDREN WITH A SERIOUS HEARING PROBLEM.

AS MUCH OF THE CURRICULUM OF THE REGULAR CLASSROOM AS POSSIBLE IS USED IN THE TEACHING PROGRAM ALTHOUGH THE INDIVIDUAL APPROACH MUST STILL BE THE BASIS AS IN ALL SPECIAL CLASSES.

- 134 THE CHILDREN MUST HAVE EARPHONES AND MICROPHONES AT THEIR DESKS, BUT THIS OFTEN CREATES TOO MANY WIRES.

THE HEARING EQUIPMENT MUST SUPPLY 130 DECIBLES WITH 1% DISTORTION.

- 135 MICROPHONE SHOULD NOT BE A CRANE NECK, BUT IT SHOULD BE BUILT INTO THE DESK.

- 136 FIVE CHILDREN IN A PARTIALLY HEARING CLASS IS IDEAL; HOWEVER, SEVEN TO TEN CAN FUNCTION ADEQUATELY.

THERE MUST BE A SMALL GROUP OF CHILDREN WORKING AROUND SPECIAL TABLES AND AMPLIFICATION MUST BE PROVIDED AT THESE TABLES.

- 137 THE HEARING STUDENTS' DESKS MUST BE ARRANGED IN A SEMI-CIRCLE SO THE STUDENTS CAN READ THE LIPS OF THE OTHER CHILDREN AS WELL AS THE TEACHER.

SOMETHING IS NEEDED TO GET THE STUDENTS' ATTENTION-- SOMETHING VISUAL OR TACTILE.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
58 CHEMISTRY BUILDING
CHICAGO, ILLINOIS 60637

RECEIVED
MAY 15 1964

TO THE DIRECTOR
OF THE UNIVERSITY OF CHICAGO

FROM THE DIRECTOR
OF THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

58 CHEMISTRY BUILDING

CHICAGO, ILLINOIS 60637

CHICAGO, ILLINOIS 60637

CHICAGO, ILLINOIS 60637

CHICAGO, ILLINOIS 60637

138,139 THE PARTIALLY HEARING STUDENT CONCENTRATES ON LIP READING, THEREFORE (1) THE TEACHER SHOULD BE ON EYE LEVEL WITH THE CHILD (2) LIGHTING SHOULD BE CONCENTRATED ON THE TEACHER'S FACE NO MATTER WHAT ACTIVITY SHE IS PERFORMING, AND (3) CHALKBOARDS AND DISPLAY PANELS SHOULD BE AT EYE LEVEL.

FOR EMERGENCIES SUCH AS FIRE DRILLS, A SIGNAL SHOULD BE PROVIDED IN THE ROOM THAT THEY CAN SEE.

THESE CHILDREN ARE GREATLY AFFECTED BY SYMBOLS AND SIGNS.

140,141 THE SPHERES OF STUDENT/TEACHER INFLUENCE FOR THE PARTIALLY HEARING ARE: SAND BOX, KITCHENETTE WITH STOVE, BATHROOM WITH SINK AND VANITY, DRINKING FOUNTAIN, CHALKBOARD, SMALL TABLE IN CENTER, SEMI-CIRCULAR DESK ARRANGEMENT, CORNERS FOR ART, SCIENCE, READING, AND RELAXING. ALL THESE SPHERES MUST HAVE AMPLIFICATION OUTLETS.

142 OFF THE MAIN CLASSROOM THERE SHOULD BE A SPEECH THERAPY ROOM FOR TESTING. IT SHOULD BE EQUIPPED WITH AN AUDIOMETER.

TEAM TEACHING FUNCTIONS VERY WELL FOR THESE CHILDREN BECAUSE THEY ARE AS INTELLIGENT IF NOT MORE SO THAN THE NORMAL CHILD. THEIR IQ USUALLY RANGE BETWEEN 140 AND 160.

143 CARRELS FOR INDIVIDUAL WORK AND STUDY ARE NEEDED.

144 SOUND PROOFING IS A MUST: ALL THE ROOMS SHOULD BE INSULATED SO THAT NOISE FROM THE OUTSIDE DOES NOT GET IN AND NOISE FROM THE INSIDE DOES NOT GET OUT.

145 WITHIN THE THERAPY AREA OR CLASSROOM THERE SHOULD BE A DRAWER FOR EACH CHILD. THIS DRAWER SHOULD BE LARGE ENOUGH TO HOLD A CHANGE OF CLOTHES FOR EMERGENCIES.

146 VISUALLY CONTROLLED ENVIRONMENT IS NOT GOOD FOR THESE CHILDREN. THEY MUST SEE THE WORLD OUTSIDE TO LEARN ITS SOUNDS.

VISUALLY HANDICAPPED

THE VISUALLY HANDICAPPED CHILD ATTENDS REGULAR SCHOOL CLASSES UNLESS HE IS ALSO MENTALLY HANDICAPPED.

147 THE VISUALLY HANDICAPPED CHILD CAN BE GIVEN INDIVIDUAL TREATMENT AND/OR COUNSELING.

THE NATIONAL BUREAU OF INVESTIGATION IS ADVISED BY THE
BUREAU OF THE ARMY AND AIR FORCE THAT THE
FOLLOWING INFORMATION WAS RECEIVED FROM THE
OFFICE OF THE SECRETARY OF THE ARMY AND AIR FORCE
ON APRIL 15, 1954:

THE NATIONAL BUREAU OF INVESTIGATION IS ADVISED BY THE
BUREAU OF THE ARMY AND AIR FORCE THAT THE
FOLLOWING INFORMATION WAS RECEIVED FROM THE
OFFICE OF THE SECRETARY OF THE ARMY AND AIR FORCE
ON APRIL 15, 1954:

THE NATIONAL BUREAU OF INVESTIGATION IS ADVISED BY THE
BUREAU OF THE ARMY AND AIR FORCE THAT THE
FOLLOWING INFORMATION WAS RECEIVED FROM THE
OFFICE OF THE SECRETARY OF THE ARMY AND AIR FORCE
ON APRIL 15, 1954:

THE NATIONAL BUREAU OF INVESTIGATION IS ADVISED BY THE
BUREAU OF THE ARMY AND AIR FORCE THAT THE
FOLLOWING INFORMATION WAS RECEIVED FROM THE
OFFICE OF THE SECRETARY OF THE ARMY AND AIR FORCE
ON APRIL 15, 1954:

THE NATIONAL BUREAU OF INVESTIGATION IS ADVISED BY THE
BUREAU OF THE ARMY AND AIR FORCE THAT THE
FOLLOWING INFORMATION WAS RECEIVED FROM THE
OFFICE OF THE SECRETARY OF THE ARMY AND AIR FORCE
ON APRIL 15, 1954:

THE NATIONAL BUREAU OF INVESTIGATION IS ADVISED BY THE
BUREAU OF THE ARMY AND AIR FORCE THAT THE
FOLLOWING INFORMATION WAS RECEIVED FROM THE
OFFICE OF THE SECRETARY OF THE ARMY AND AIR FORCE
ON APRIL 15, 1954:

THE NATIONAL BUREAU OF INVESTIGATION IS ADVISED BY THE
BUREAU OF THE ARMY AND AIR FORCE THAT THE
FOLLOWING INFORMATION WAS RECEIVED FROM THE
OFFICE OF THE SECRETARY OF THE ARMY AND AIR FORCE
ON APRIL 15, 1954:

THE NATIONAL BUREAU OF INVESTIGATION IS ADVISED BY THE
BUREAU OF THE ARMY AND AIR FORCE THAT THE
FOLLOWING INFORMATION WAS RECEIVED FROM THE
OFFICE OF THE SECRETARY OF THE ARMY AND AIR FORCE
ON APRIL 15, 1954:

ARMY AND AIR FORCE

THE NATIONAL BUREAU OF INVESTIGATION IS ADVISED BY THE
BUREAU OF THE ARMY AND AIR FORCE THAT THE
FOLLOWING INFORMATION WAS RECEIVED FROM THE
OFFICE OF THE SECRETARY OF THE ARMY AND AIR FORCE
ON APRIL 15, 1954:

THE NATIONAL BUREAU OF INVESTIGATION IS ADVISED BY THE
BUREAU OF THE ARMY AND AIR FORCE THAT THE
FOLLOWING INFORMATION WAS RECEIVED FROM THE
OFFICE OF THE SECRETARY OF THE ARMY AND AIR FORCE
ON APRIL 15, 1954:

DESIGN CONSIDERATIONS

THE FOLLOWING CONSIDERATIONS ARE DIRECTED TOWARD THE PHILOSOPHICAL EXPLANATIONS THAT FORMULATED THE CONCEPTS OF THIS PROJECT. THEY ARE PRESENTED AS CONCEPTUAL DIRECTIVES AND AS PHYSICAL NEEDS.

THE DIRECTIVES WITHIN THE AREAS OF CLASSIFICATION, AS GIVEN ABOVE, ARE ORGANIZED INTO FOUR CATEGORIES: 1) GENERAL-ENVIRONMENTAL 2) STAFF-STUDENT REQUIREMENTS 3) SPHERES OF INFLUENCE, AND 4) PHYSICAL NEEDS.

GENERAL

- 13,14,88 NO SINGLE DESIGN CAN BE CALLED AN ABSOLUTE PROTOTYPE BECAUSE OF THE INHERENT DIVERSITY OF PROGRAMS CREATED BY CATEGORICAL NEEDS AND DISTRIBUTION OF THE STUDENT POPULATION. HOWEVER, A PROTOTYPICAL SOLUTION CAN BE FORMULATED BY REFLECTING ONE SET OF CHOICES MADE FROM THE PRESENT PATTERN OF APPROACHES TO ARCHITECTURAL INTERPRETATION OF TREATMENT AND ADMINISTRATIVE NEEDS. MOST SIGNIFICANTLY, THIS TYPE OF SOLUTION MUST ALLOW FOR CHANGES IF AND WHEN THEY MAY BE REQUIRED.
- 4 MENTAL RETARDATION IS A GENERIC TERM FOR MANY DEGREES OF AFFLICTION REQUIRING MANY KINDS OF CARE FOR WHICH THERE MUST BE A CORRESPONDING VARIETY OF FACILITIES ONE OF WHICH IS THE SCHOOL GROUNDS FACILITY.
- 47,48 THE NEW FACILITY SHALL WORK IN CONJUNCTION WITH THE DIAGNOSTIC AND CLINICAL TREATMENT CENTER FOR MENTAL ILLNESS AND MENTAL RETARDATION AT THE UNIVERSITY OF NEW MEXICO. THIS "CONTINUITY OF CARE" MAKES POSSIBLE THE BEST TREATMENT, ACCORDING TO CURRENT PSYCHIATRIC THINKING.
- 29,41 AS HUMAN BEINGS, THE MENTALLY RETARDED ARE ENTITLED TO SURROUNDINGS THAT ARE WARM, VITAL, AND STIMULATING, WHERE ALL THE NEEDS OF THE INDIVIDUAL ARE RECOGNIZED, INCLUDING THE AMENITIES ENJOYED BY OTHER MEMBERS OF OUR SOCIETY.

THE SUBJECT'S ACTIVITY IN THE AREA OF [REDACTED] IS BEING MONITORED BY THE [REDACTED] DIVISION OF THE [REDACTED] DEPARTMENT OF JUSTICE. THE SUBJECT'S ACTIVITY IS BEING MONITORED BY THE [REDACTED] DIVISION OF THE [REDACTED] DEPARTMENT OF JUSTICE.

THE SUBJECT'S ACTIVITY IN THE AREA OF [REDACTED] IS BEING MONITORED BY THE [REDACTED] DIVISION OF THE [REDACTED] DEPARTMENT OF JUSTICE. THE SUBJECT'S ACTIVITY IS BEING MONITORED BY THE [REDACTED] DIVISION OF THE [REDACTED] DEPARTMENT OF JUSTICE.

[REDACTED]

THE SUBJECT'S ACTIVITY IN THE AREA OF [REDACTED] IS BEING MONITORED BY THE [REDACTED] DIVISION OF THE [REDACTED] DEPARTMENT OF JUSTICE. THE SUBJECT'S ACTIVITY IS BEING MONITORED BY THE [REDACTED] DIVISION OF THE [REDACTED] DEPARTMENT OF JUSTICE.

THE SUBJECT'S ACTIVITY IN THE AREA OF [REDACTED] IS BEING MONITORED BY THE [REDACTED] DIVISION OF THE [REDACTED] DEPARTMENT OF JUSTICE. THE SUBJECT'S ACTIVITY IS BEING MONITORED BY THE [REDACTED] DIVISION OF THE [REDACTED] DEPARTMENT OF JUSTICE.

THE SUBJECT'S ACTIVITY IN THE AREA OF [REDACTED] IS BEING MONITORED BY THE [REDACTED] DIVISION OF THE [REDACTED] DEPARTMENT OF JUSTICE. THE SUBJECT'S ACTIVITY IS BEING MONITORED BY THE [REDACTED] DIVISION OF THE [REDACTED] DEPARTMENT OF JUSTICE.

THE SUBJECT'S ACTIVITY IN THE AREA OF [REDACTED] IS BEING MONITORED BY THE [REDACTED] DIVISION OF THE [REDACTED] DEPARTMENT OF JUSTICE. THE SUBJECT'S ACTIVITY IS BEING MONITORED BY THE [REDACTED] DIVISION OF THE [REDACTED] DEPARTMENT OF JUSTICE.

- 27 THE MENTALLY RETARDED AND MENTALLY ILL MUST BE PERMITTED TO REMAIN CLOSE TO THEIR FAMILY, TO UTILIZE OTHER COMMUNITY ACTIVITIES, AND TO PARTICIPATE IN AS MANY COMMUNITY ACTIVITIES AS POSSIBLE.
- 6,30 FAMILIES MUST FEEL WELCOME IN THE NEW FACILITY TO OBSERVE AND LEARN MORE ABOUT THEIR CHILD THROUGH HIS ACTIVITIES.
- 28 MORE ACTIVE INVOLVEMENT OF BUILDINGS THEMSELVES AS INSTRUMENTS OF THERAPY IS NECESSARY. A PERSONAL DIGNITY AND A GREATER RECOGNITION OF HUMAN VALUES MUST BE ESTABLISHED BY THE PHYSICAL ATMOSPHERE.
- 28,33,41 BUILDINGS SHOULD BE HUMAN IN SCALE AND INTIMATE IN
53,74,103 CHARACTER WITH SKILLFUL USE OF COLOR, TEXTURE, AND MATERIALS, AS WELL AS GOOD TASTE IN FURNISHINGS. THERE IS PERHAPS MORE RESPONSE TO ATTRACTIVE SURROUNDINGS BY THE MAJORITY OF RETARDED AND LESS TENDENCY TO DESTROY THAN AMONG NORMAL INDIVIDUALS.
- 27,48,81 A THOUGHTFUL APPROACH TO PROGRAMS FOR HUMAN AND MEDICAL
102,104 NEEDS OF THE CHILD RATHER THAN THE CONVENIENCE OF THE
138 STAFF WILL BE EMPHASIZED.
- 27 INTEGRATION IN THIS CONTEXT IS BASICALLY A SOCIAL PROBLEM OVER WHICH ARCHITECTURE HAS LITTLE CONTROL. THE PROOF OF ITS EFFECTIVENESS LIES IN THE ENACTMENT OF THE APPROPRIATE EDUCATIONAL PHILOSOPHIES BY THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM.
- 80 ORDER MUST BE CREATED BY THE PROPER SEPARATION AND DIFFERING VISUAL EXPRESSION OF THE PARTS OF THE FACILITY.
- 77 CLARITY OF FORM AND SPACE MUST BE CREATED SINCE THESE STUDENTS ARE EASILY CONFUSED.
- 4,9,55 TWO TYPES OF ARCHITECTURAL FLEXIBILITY MUST BE PROVIDED:
67,88 1) EXTERIOR, TO ACCOMODATE THE FLUCTUATION OF STUDENT NEED AND NUMBER, AND 2) INTERIOR, TO FACILITATE GROUPING AND ADAPT TO TREATMENT DEMANDS.
- 76 THE PHYSICAL ENVIRONMENT MUST ORIENT THE SPECIAL EDUCATION STUDENT IN ALL DIRECTIONS.
- 81,104 THE PHYSICAL ENVIRONMENT MUST IMPRESS THE SPECIAL EDUCATION
138,147 STUDENT WITH HIS IMPORTANCE AS AN INDIVIDUAL.
- 1,7,8 CENTER FOR SPECIAL EDUCATION SHOULD BE CREATED AS OPPOSED TO ISOLATED FACILITIES OF ONE OR TWO CLASSROOMS AT ONE SCHOOL.

1. The first part of the report deals with the general situation of the country and the position of the various groups. It is a very interesting and well-written account of the present state of affairs.

2. The second part of the report deals with the economic situation and the measures which have been taken to improve it. It is a very detailed and well-written account of the present state of affairs.

3. The third part of the report deals with the social situation and the measures which have been taken to improve it. It is a very detailed and well-written account of the present state of affairs.

4. The fourth part of the report deals with the political situation and the measures which have been taken to improve it. It is a very detailed and well-written account of the present state of affairs.

5. The fifth part of the report deals with the cultural situation and the measures which have been taken to improve it. It is a very detailed and well-written account of the present state of affairs.

6. The sixth part of the report deals with the educational situation and the measures which have been taken to improve it. It is a very detailed and well-written account of the present state of affairs.

7. The seventh part of the report deals with the health situation and the measures which have been taken to improve it. It is a very detailed and well-written account of the present state of affairs.

8. The eighth part of the report deals with the housing situation and the measures which have been taken to improve it. It is a very detailed and well-written account of the present state of affairs.

9. The ninth part of the report deals with the transport situation and the measures which have been taken to improve it. It is a very detailed and well-written account of the present state of affairs.

10. The tenth part of the report deals with the energy situation and the measures which have been taken to improve it. It is a very detailed and well-written account of the present state of affairs.

- 11 SPECIAL EDUCATION FACILITIES SHOULD BE PHYSICALLY SEPARATED FROM THE REST OF THE SCHOOL.
- 5,10,95 MORE THAN THE USUAL AMOUNT OF SPACE SHOULD BE PROVIDED FOR VARIOUS FUNCTIONS, PARTICULARLY IN VIEW OF THE TRAINING PROCESS OFTEN REQUIRING ATTENDANTS IN MANY OF THE ACTIONS OF THE RETARDED AND THE LACK OF MOTOR COORDINATION OF THE STUDENTS THEMSELVES.
- 3 OBSERVATION FACILITIES MUST BE PROVIDED SO THAT TRAINING, RESEARCH, AND TREATMENT CAN BE CARRIED ON WITHOUT DISRUPTING THE NORMAL PATTERN OF CLASSROOM ACTIVITY.
- 6,30,86 CONFERENCE ROOMS ARE NECESSARY FOR PROFESSIONAL CONSULTATION, TESTING, COUNSELING, AND PARENT-TEACHER MEETINGS.
- 2,10,101 CODES AND REGULATIONS THAT GOVERN CONSTRUCTION PRACTICES FOR THE ORTHOPEDICALLY HANDICAPPED MUST BE MET.
- 2 TWO STORY CONSTRUCTION SHOULD BE AVOIDED.
- 79,100 A HIGH DEGREE OF SOUND INSULATION MUST BE PROVIDED.
109,144
- 12 OFFICE SPACE WITH STORAGE AREA AND FILE CABINETS WILL BE PROVIDED FOR THE SPECIAL EDUCATION TEACHER.
- 13,14 3% TO 6% OF THE FUTURE APS POPULATION WILL AVAIL ITSELF OF SPECIAL EDUCATION SERVICES.
- 14 THE AVERAGE COST PER CHILD WILL BE BETWEEN \$875 AND \$1000 PER YEAR.

GIFTED

- 15 ACCESS TO A GREAT WEALTH OF INFORMATION
- 18,22 ELECTRONIC MEDIA SHOULD BE EMPLOYED AS AN EXTENSION OF EDUCATION.
- 11 INDIVIDUALIZATION OF INSTRUCTION.
EIGHT TO TEN STUDENTS PER CLASS IS IDEAL.
- 17,19 SPHERES OF INFLUENCE: CARREL, PROJECT WORK AREA, DEMONSTRATION AREA, SEMINAR, TEACHER WORK AREA.
- 17,19,20 ARCHITECTURAL FLEXIBILITY MUST ALLOW THE FORMULATION
21,22,23 OF DIFFERENT SIZED GROUPS FROM THE INDIVIDUAL TO THE WHOLE.
- 16 WORK SKILLS AREA MUST BE PROVIDED.

21,22 RESEARCH AND REFERENCE MATERIAL MUST BE READILY AVAIL-
ABLE.

6 GUIDANCE AND COUNSELING FACILITIES.

STORAGE.

TOILET.

OPEN SHELF STORAGE.

EDUCABLE MENTALLY RETARDED
BRAIN DAMAGED-NEUROLOGICALLY DAMAGED

24 LARGEST NEED IN TERMS OF STUDENT POPULATION.

28,41,53 A CHANGING ENVIRONMENT WILL ELIMINATE THE FORMULATION
56,74,76 OF STEREOTYPED RESPONSE BY THE STUDENT.
77,80

33,53,62 EXTRANEOUS VISUAL AND AUDIAL STIMULI MUST BE CONTROLLED.

74,77,87

33,53 CONTROLLED ORIENTATION OF THE ROOMS.

33,53,60 VISUALLY OPEN ENVIRONMENT.

61,75,84,92

33,61 NATURAL LIGHT IS DESIRABLE.

33,43,45 VISUAL AND DEMONSTRATION MATERIAL MUST BE KEPT AT THE
51,59,72 CHILD'S EYE LEVEL.

73,75

70,71,88 EIGHT STUDENTS IN A CLASSROOM IS IDEAL; HOWEVER, TWELVE
TO FIFTEEN CAN BE INSTRUCTED IN A WELL-DISCIPLINED
ENVIRONMENT.

29,35,36 SPHERES OF INFLUENCE: DESK, SMALL CONFERENCE TABLE,
37,65,75 SMALL GROUP GATHERING, INDIVIDUAL INSTRUCTION, DEMON-
STRATION AREA, PLAY,TEACHER'S WORK AREA.

25,26,29 ACADEMIC INSTRUCTION AREA FROM THE INDIVIDUAL TO THE
37,39,55 WHOLE GROUP MUST BE PROVIDED.

66,67

6,30,85 GUIDANCE AND COUNSELING FACILITIES.

86

6,47,86 CONFERENCE FACILITIES

36 LARGER THAN NORMAL SPACE-USE AREAS FOR PLAY ACTIVITIES
(TO ELICIT INTELLECTUAL RESPONSE THROUGH PHYSICAL
ACTIVITY).

1. The first part of the document is a list of names and addresses of the members of the committee.

2. The second part of the document is a list of names and addresses of the members of the committee.

3. The third part of the document is a list of names and addresses of the members of the committee.

4. The fourth part of the document is a list of names and addresses of the members of the committee.

5. The fifth part of the document is a list of names and addresses of the members of the committee.

6. The sixth part of the document is a list of names and addresses of the members of the committee.

7. The seventh part of the document is a list of names and addresses of the members of the committee.

8. The eighth part of the document is a list of names and addresses of the members of the committee.

9. The ninth part of the document is a list of names and addresses of the members of the committee.

10. The tenth part of the document is a list of names and addresses of the members of the committee.

11. The eleventh part of the document is a list of names and addresses of the members of the committee.

12. The twelfth part of the document is a list of names and addresses of the members of the committee.

13. The thirteenth part of the document is a list of names and addresses of the members of the committee.

14. The fourteenth part of the document is a list of names and addresses of the members of the committee.

15. The fifteenth part of the document is a list of names and addresses of the members of the committee.

16. The sixteenth part of the document is a list of names and addresses of the members of the committee.

17. The seventeenth part of the document is a list of names and addresses of the members of the committee.

18. The eighteenth part of the document is a list of names and addresses of the members of the committee.

19. The nineteenth part of the document is a list of names and addresses of the members of the committee.

20. The twentieth part of the document is a list of names and addresses of the members of the committee.

- 29,66,67 AREAS OF INDIVIDUAL ATTENTION.
68
31,49,50 BATHROOM AND TOILET FACILITIES.
75
32,83 KITCHENETTE.
- 34,40,48 PLAYGROUND EQUIPMENT AND PAVED PLAY AREA.
78
47,48 ANALYSIS AND PHYSICAL THERAPY FACILITY.
- 57,58,75 TEACHER WORK AREA WITH LOCKABLE STORAGE AND FILING CABINETS.
- 29,68 ISOLATION ROOM.
- 69,79,89 CARRELS OR CUBICALS.
29
39,81 PERSONAL STORAGE AREA FOR THE STUDENTS.
- 42,44,90 "DOMESTIC AREA" FOR READING, PLAYING, AND RELAXING.
- 46,91 SMALL STUDY ROOM FOR TWO OR THREE STUDENTS JUST OFF MAIN CLASSROOM AREA.
- 3,47 OBSERVATION FACILITIES.
- 79 HIGH DEGREE OF SOUND INSULATION.
- 52,54,82 STORAGE.
- 75 OPEN-SHELF STORAGE.
- 52 PROJECTION EQUIPMENT AND SCREEN.
- 63,64,92 DIRECT ACCESS TO THE OUTSIDE.

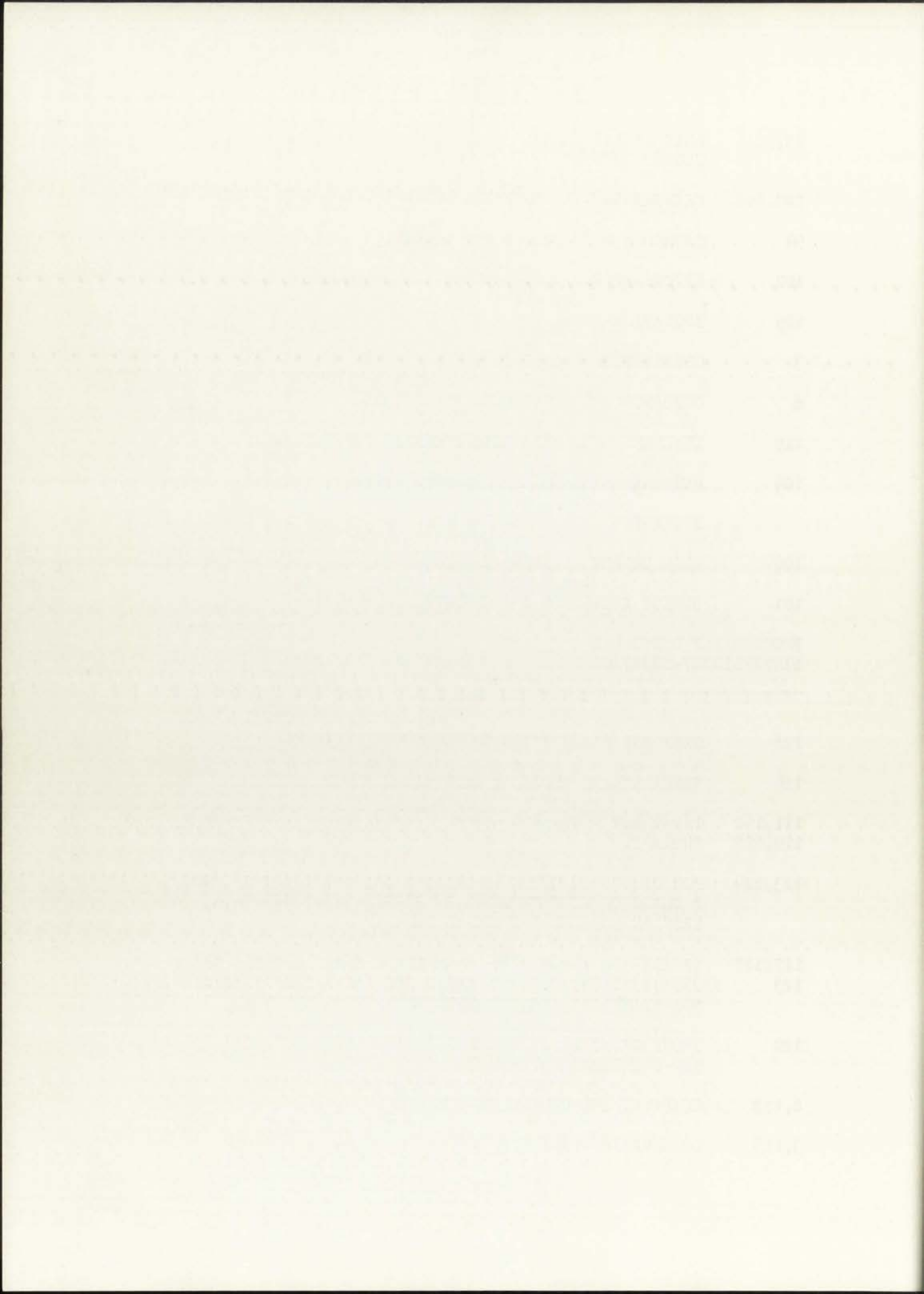
TRAINABLE MENTALLY RETARDED

- 107 OPEN VISUAL ENVIRONMENT.
- 5,15 ALLOT MORE SPACE PER CHILD BECAUSE MOTOR SKILLS AND COORDINATION ARE NOT AS CONTROLLABLE AS IN NORMAL CHILDREN.
- 105 EIGHT CHILDREN PER CLASS IS IDEAL.
- 96,97,98 SPHERES OF INFLUENCE: GENERAL INSTRUCTION, DEMONSTRATION AREA, PLAY, TEACHER WORK AREA.
99,108

- 93,96 PLAY AREAS: LARGE SPACE ALLOCATION INDOOR AND EN-
CLOSED OUTDOOR.
- 103,106 CHANGEABLE WALL SURFACES TO AVOID MONOTONY.
- 94 BATHROOM WITH TOILET AND SHOWER.
- 102 KITCHENETTE.
- 109 ISOLATION ROOM.
- 3 OBSERVATION FACILITIES.
- 6 GUIDANCE AND COUNSELING FACILITIES.
- 110 TEACHERS WORK AREA WITH LOCKABLE STORAGE AREA.
- 104 PERSONAL STORAGE AREA FOR THE STUDENT.
STORAGE.
- 100 HIGH DEGREE OF SOUND INSULATION.
- 101 DIRECT ACCESS TO THE OUTSIDE.

EMOTIONALLY DISTURBED
DISCIPLINARY-BEHAVIORAL

- 126 GREATEST FLUCTUATION OF STUDENT ENROLLMENT.
- 114 VISUALLY AND AUDIALLY CONTROLLED ENVIRONMENT.
- 111,112 TREATMENT MUST RANGE FROM INDIVIDUAL CARE TO GROUP
119,122 THERAPY.
- 123,124 FOR DISTURBED CHILDREN WHO ARE ALSO MENTALLY RETARDED,
A CLASS OF FIVE STUDENTS IS IDEAL, EIGHT FOR THOSE WHO
TEST AS MORE IN THE NORMAL RANGE.
- 117,118 SPHERES OF INFLUENCE: INDIVIDUAL DESK, CARREL, GROUP
125 ORGANIZATION, DEMONSTRATION AREA, WORK-SKILLS AREA,
NON-STIMULANT AREA, TEACHER WORK AREA.
- 120 GROUP OF AT LEAST THREE CLASSROOMS, ONE OF WHICH IS A
NON-STIMULANT ENVIRONMENT.
- 6,113 GUIDANCE AND COUNSELING FACILITY.
- 3,115 OBSERVATION FACILITY.



112,116 CUBICALS OR CARRELS.

121 SECURED STORAGE AREA.

TOILET.

SPEECH CORRECTION

132 VISUAL ENVIRONMENT MUST BE COMPLETELY CONTROLLED.

127 TWO CHILDREN PER CLASS IS IDEAL.

131 SPHERES OF INFLUENCE: DESK WITH MIRROR AND CHALKBOARD,
CUBICAL WITH AUDIOMETER, TEACHER WORK AREA.

128,129 THERAPY ROOM.

3,130 OBSERVATION FACILITIES.

STORAGE.

PARTIALLY HEARING THERAPY

146 OPEN VISUAL ENVIRONMENT.

138 VISUAL AND DEMONSTRATION MATERIAL MUST BE KEPT AT EYE
LEVEL.

143 INDIVIDUAL INSTRUCTION AND TREATMENT.

137 SHAPE OF THE ROOM FURNITURE ORGANIZATION MUST FOCUS THE
ATTENTION OF THE STUDENT ON LIP READING.

136 FIVE CHILDREN PER CLASS IS IDEAL; HOWEVER, SEVEN TO
TEN CAN FUNCTION ADEQUATELY IN A WELL-DISCIPLINED
ENVIRONMENT.

134,140 SPHERES OF INFLUENCE: INDIVIDUAL DESK, SMALL GROUP
ORGANIZATION, DEMONSTRATION AREAS, WORK-SKILLS AREA,
READING CORNER, TEACHER WORK AREA.

3 OBSERVATION FACILITIES.

145 PERSONAL STORAGE AREA FOR THE STUDENTS.

142 SPEECH THERAPY ROOM JUST OFF CLASSROOM.

143 CARRELS.

| | |
|-----|----------------------------------|
| 101 | THE HISTORY OF THE UNITED STATES |
| 102 | THE HISTORY OF THE UNITED STATES |
| 103 | THE HISTORY OF THE UNITED STATES |
| 104 | THE HISTORY OF THE UNITED STATES |
| 105 | THE HISTORY OF THE UNITED STATES |
| 106 | THE HISTORY OF THE UNITED STATES |
| 107 | THE HISTORY OF THE UNITED STATES |
| 108 | THE HISTORY OF THE UNITED STATES |
| 109 | THE HISTORY OF THE UNITED STATES |
| 110 | THE HISTORY OF THE UNITED STATES |
| 111 | THE HISTORY OF THE UNITED STATES |
| 112 | THE HISTORY OF THE UNITED STATES |
| 113 | THE HISTORY OF THE UNITED STATES |
| 114 | THE HISTORY OF THE UNITED STATES |
| 115 | THE HISTORY OF THE UNITED STATES |
| 116 | THE HISTORY OF THE UNITED STATES |
| 117 | THE HISTORY OF THE UNITED STATES |
| 118 | THE HISTORY OF THE UNITED STATES |
| 119 | THE HISTORY OF THE UNITED STATES |
| 120 | THE HISTORY OF THE UNITED STATES |
| 121 | THE HISTORY OF THE UNITED STATES |
| 122 | THE HISTORY OF THE UNITED STATES |
| 123 | THE HISTORY OF THE UNITED STATES |
| 124 | THE HISTORY OF THE UNITED STATES |
| 125 | THE HISTORY OF THE UNITED STATES |
| 126 | THE HISTORY OF THE UNITED STATES |
| 127 | THE HISTORY OF THE UNITED STATES |
| 128 | THE HISTORY OF THE UNITED STATES |
| 129 | THE HISTORY OF THE UNITED STATES |
| 130 | THE HISTORY OF THE UNITED STATES |
| 131 | THE HISTORY OF THE UNITED STATES |
| 132 | THE HISTORY OF THE UNITED STATES |
| 133 | THE HISTORY OF THE UNITED STATES |
| 134 | THE HISTORY OF THE UNITED STATES |
| 135 | THE HISTORY OF THE UNITED STATES |
| 136 | THE HISTORY OF THE UNITED STATES |
| 137 | THE HISTORY OF THE UNITED STATES |
| 138 | THE HISTORY OF THE UNITED STATES |
| 139 | THE HISTORY OF THE UNITED STATES |
| 140 | THE HISTORY OF THE UNITED STATES |
| 141 | THE HISTORY OF THE UNITED STATES |
| 142 | THE HISTORY OF THE UNITED STATES |
| 143 | THE HISTORY OF THE UNITED STATES |
| 144 | THE HISTORY OF THE UNITED STATES |
| 145 | THE HISTORY OF THE UNITED STATES |
| 146 | THE HISTORY OF THE UNITED STATES |
| 147 | THE HISTORY OF THE UNITED STATES |
| 148 | THE HISTORY OF THE UNITED STATES |
| 149 | THE HISTORY OF THE UNITED STATES |
| 150 | THE HISTORY OF THE UNITED STATES |

KITCHENETTE.

TOILET.

OPEN-SHELF STORAGE.

TEACHER WORK AREA WITH LOCKABLE STORAGE.

139 LIGHTING SHOULD CONCENTRATE ON TEACHER'S FACE

144 HIGH DEGREE OF SOUND INSULATION.

133,135 AMPLIFICATION EQUIPMENT: EARPHONES AND MICROPHONES.

141

VISUALLY HANDICAPPED

147 INDIVIDUAL INSTRUCTION AND TREATMENT.

TWO STUDENTS PER CLASS IS IDEAL.

SPHERES OF INFLUENCE: INDIVIDUAL DESKS, DEMONSTRATION
AREA, TEACHER WORK AREA.

3 OBSERVATION FACILITIES.

OPEN-SHELF STORAGE.

TOILET.

TEACHER WORK AREA WITH LOCKABLE STORAGE.

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT
5712 S. DICKINSON DRIVE
CHICAGO, ILL. 60637
TEL: 773-936-3700
FAX: 773-936-3701
WWW: WWW.PHYSICS.UCHICAGO.EDU

ADMISSIONS OFFICE
5712 S. DICKINSON DRIVE
CHICAGO, ILL. 60637
TEL: 773-936-3700
FAX: 773-936-3701
WWW: WWW.PHYSICS.UCHICAGO.EDU

DEPARTMENT OF PHYSICS
5712 S. DICKINSON DRIVE
CHICAGO, ILL. 60637
TEL: 773-936-3700
FAX: 773-936-3701
WWW: WWW.PHYSICS.UCHICAGO.EDU

PHYSICS DEPARTMENT
5712 S. DICKINSON DRIVE
CHICAGO, ILL. 60637
TEL: 773-936-3700
FAX: 773-936-3701
WWW: WWW.PHYSICS.UCHICAGO.EDU

**a
facility
for
exceptional
children**





THE DESIGN PROCESS

THE FOREGOING ANALYSIS AND SYNTHESIS ARE CONCERNED WITH ESTABLISHING THE CONCEPTUAL AND PHYSICAL SYSTEMS OF DESIGN. THEIR PURPOSE, AND THE PURPOSE OF THIS THESIS, IS NOT TO PRODUCE A FINISHED PRODUCT, BUT RATHER TO FORMULATE THE DESIGN SYSTEMS WHICH WILL SERVE AS A DEFINITIVE PROGRAM FOR ANYONE INTERESTED IN DESIGNING SUCH A FACILITY. THE FINISHED PRODUCT CAN BE ARRIVED AT ONLY WHEN FACTORS OF ECONOMY AND THE USE OF MATERIALS ARE INTEGRATED INTO THE FORM SYSTEMS PRESENTED HEREIN.

THE CONCLUSIONS WHICH FOLLOW, ORGANIZED BY SYSTEMS, DESCRIBE VERBALLY THE DIFFERENT AREAS OF STUDY WHICH CONTROL THE DESIGN OF THIS FACILITY. THESE CONCLUSIONS SUMMARIZE THE SYNTHESIS THAT PRODUCED THE SYSTEMS AND THE ORGANIZATION OF THE SYSTEMS.

COUNTY OF _____

Know all men by these presents, that _____ of the County of _____ State of Texas, for and in consideration of the sum of _____ Dollars, to _____ in hand paid by _____ the receipt of which is hereby acknowledged, have granted, sold and conveyed, and by these presents do grant, sell and convey unto the said _____ of the County of _____ State of Texas, all that certain _____

C O N C L U S I O N

A SCHOOL FOR EXCEPTIONAL CHILDREN DESERVES SOME NEW THINKING ABOUT THE RELATIONSHIP OF ITS INSTRUCTIONAL AND PLAY SPACES. THE TOTAL ENVIRONMENT MUST CONTAIN THE PHILOSOPHY OF THE EDUCATION AND THE FORM MUST BE CAREFULLY CONCEIVED SO AS NOT TO DIMINISH THAT PHILOSOPHY. WE SHOULD AVOID, THOUGH ECONOMIC FACTORS OFTEN CONTROL, MOVING THINGS AROUND WITHIN THE OLD BOXES OR MERELY BUILDING NEW AND CLEAN ONES.

PLAY SHOULD TAKE ON A NEW ROLE IN THE DESIGN OF A SPECIAL EDUCATION FACILITY BECAUSE IT PROMOTES EXPLORATIONS IN PERCEPTION AND HUMAN EXPERIENCE WHICH ARE SO IMPORTANT FOR THE EXCEPTIONAL CHILD.

PLANNING

THE PLANNING OF A SPECIAL SCHOOL OF THIS NATURE WILL BE INFLUENCED BY MANY FACTORS: THE CIRCULATION OF THE CHILDREN, VISITING PARENTS, TEACHERS, THERAPISTS, DOCTORS, CONSULTANTS, ADMINISTRATORS, AND ADJOINING SCHOOL STUDENTS, THE EXISTING CAFETERIA AND LIBRARY FACILITIES, THE GEOGRAPHIC ORIENTATION, ADJACENT STREET, AND EXISTING PLAY GROUNDS. HOWEVER, FIVE FACTORS WILL EXERT THE GREATEST FORCE UPON THE PLANNING STAGE. ONE, IT IS UNDESIRABLE, AS EXPLAINED IN THE FOREGOING ANALYSIS, TO SITUATE THE SCHOOL SO THAT THE SOCIAL FUNCTIONS OF PEER-GROUP ACTIVITIES WILL BE CUT OFF. TWO, IT IS UNFEASIBLE TO LOCATE THE FACILITY AWAY FROM AN EXISTING SCHOOL THAT CAN FURNISH THE NECESSARY CAFETERIA AND LIBRARY DEMANDS. THREE, A DESIRABLE RELATIONSHIP MUST BE ESTABLISHED BETWEEN THE

CONFIDENTIAL

The following information is being provided to you for your information only. It is not intended to be used for any other purpose. The information is confidential and its disclosure to unauthorized persons is prohibited. If you have any questions, please contact the appropriate authority.

This document contains information that is confidential and its disclosure to unauthorized persons is prohibited. If you have any questions, please contact the appropriate authority.

The information contained in this document is confidential and its disclosure to unauthorized persons is prohibited. If you have any questions, please contact the appropriate authority.

This document contains information that is confidential and its disclosure to unauthorized persons is prohibited. If you have any questions, please contact the appropriate authority.

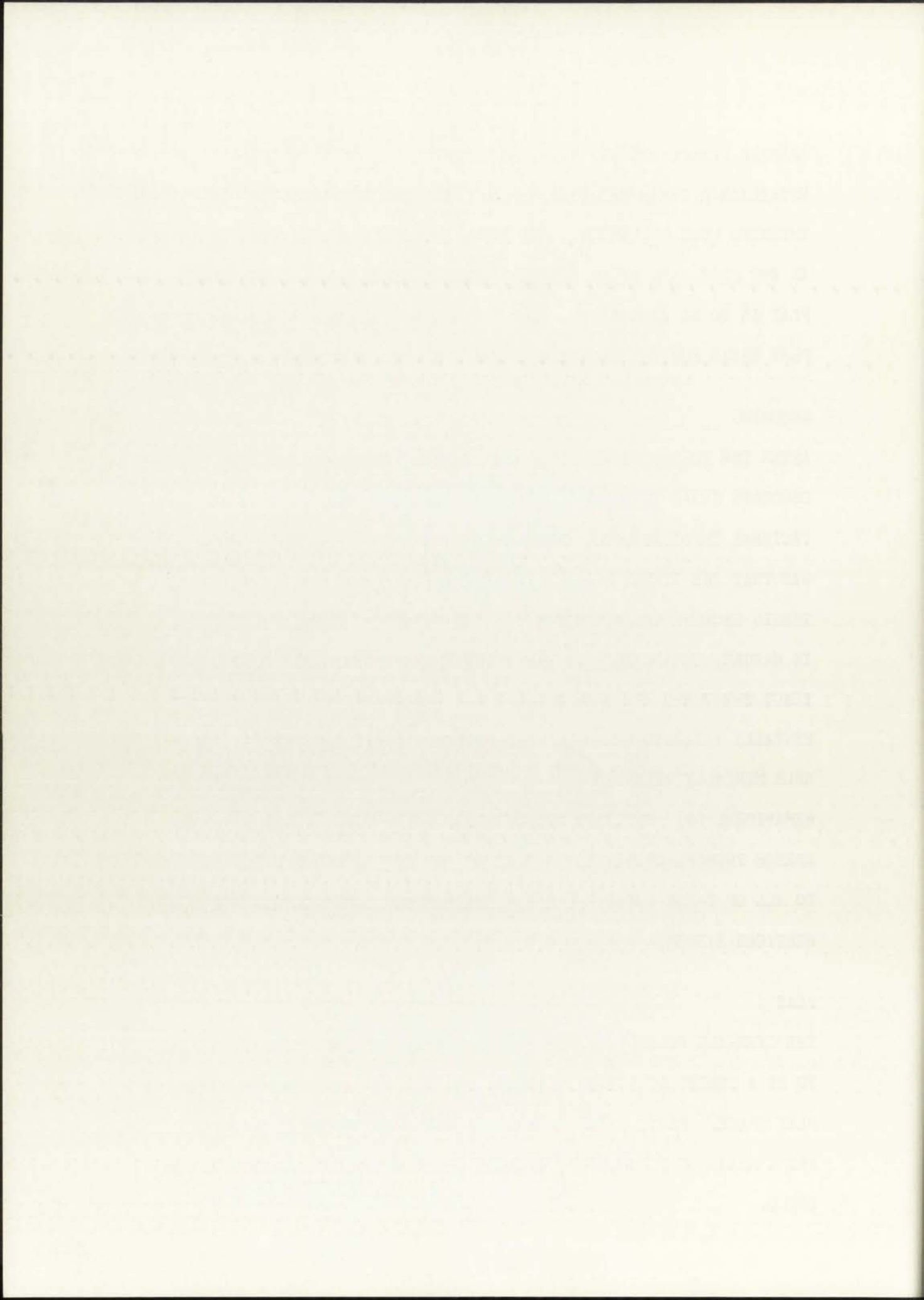
SPECIAL SCHOOL AND THE EXISTING FACILITIES. FOUR, THE BUILDING MUST ESTABLISH A CLEAR RELATIONSHIP WITH THE STREET, THAT IS, PARKING AND ENTERING MUST BE DIRECT. AND FIVE, THE NEW FACILITY WILL BE LOCATED IN THE PLAY YARD OF AN EXISTING SCHOOL AND ALTHOUGH INTEGRATED PLAY IS TO BE ENCOURAGED, SOME EFFORT MUST BE MADE TO CREATE OUTDOOR PLAY AREAS FOR THE EXCEPTIONAL CHILDREN THAT READ EXPRESSLY AS THEIRS.

GROUPING

AFTER THE FOREGOING ANALYSIS (SEE DESIGN CONSIDERATIONS) SEVERAL CONCEPTS BEGAN TO DEVELOP, SOME OF WHICH HAD WELL-DEFINED ARCHITECTURAL IMPLICATIONS. ONE FACT THAT BECAME IMMEDIATELY APPARENT WAS THAT THE GIFTED CHILD SHOULD BE REMOVED FROM THE SCOPE OF THIS THESIS BECAUSE THEIR INSTRUCTION WAS VERY DIRECTIVE AND ACADEMIC IN NATURE, DEMANDING A UNIQUE ENVIRONMENT. THIS LEFT FOUR DISTINCT TREATMENT AREAS THAT HAD TO BE DESIGNED FOR: (1) EDUCABLE MENTALLY RETARDED-BRAIN DAMAGED-NEUROLOGICALLY DAMAGED (2) TRAINABLE MENTALLY RETARDED (3) EMOTIONALLY DISTURBED-DISCIPLINARY-BEHAVIORAL (4) SPECIAL: PARTIALLY HEARING-VISUALLY HANDICAPPED. SPEECH THERAPY, ORIGINALLY A PART OF THE SPECIAL GROUP, WAS COMMON TO ALL OF THESE AREAS AND THEREFORE WANTED TO BE PART OF THE CLINICAL SERVICES SYSTEM.

PLAY

THE OVER-ALL CONCEPT OF THE SCHOOL FOR EXCEPTIONAL CHILDREN WANTED TO BE A SERIES OF ACTIVITY AREAS, THE FOCUS OF WHICH WAS A FREE PLAY SPACE. PLAY, AFTER A THOROUGH ANALYSIS, APPEARED TO BE THE PRIME MEANS OF DIAGNOSING, TREATING, AND EDUCATING THE EXCEPTIONAL CHILD.



PLAY TO THE SPECIAL CHILD, OR ANY CHILD FOR THAT MATTER, HAS TWO ASPECTS: INDOOR ACTIVITY AND OUTDOOR ACTIVITY. THE INDOOR ACTIVITY IN THE SPECIAL SCHOOL SHOULD BE SUPPLEMENTED (SEE DESIGN CONSIDERATIONS) WITH FOUR FUNCTIONS: (1) A HOME FACILITY, WITH A SMALL KITCHEN (2) AN ARTS AND CRAFTS AREA (3) A PERFORMING ARTS SPACE (4) PROJECT WORK AREAS. THE OUTDOOR ACTIVITIES ARE DIRECTED TOWARD LARGE MUSCLE AND MOTOR SKILL DEVELOPMENT AND SHOULD BE SUPPLEMENTED WITH MANY TYPES OF LARGE-SCALE PLAY GROUND EQUIPMENT. IT BECAME APPARENT THROUGH THE SYNTHESIS THAT THERE SHOULD BE A DIRECT RELATIONSHIP BETWEEN THE INDOOR AND OUTDOOR PLAY AREAS. THIS RELATIONSHIP COULD GIVE THE CHILD A FREEDOM OF EXPERIENCE AND A DRIVE TO EXPLORE BOTH ASPECTS OF PLAY AT ALMOST THE SAME TIME.

THOUGH PURELY AN INTUITIVE DECISION, I FELT THAT THE FORM OF THE INDOOR PLAY AREA SHOULD BE CIRCULAR BECAUSE OF THE PSYCHOLOGICAL MEANING OF THE FORM--ITS IMPLICATION OF SELF REALIZATION, ITS CONCENTRATING INWARD QUALITY, AND THE SOFTENING NON-ANGULAR, MORE RELAXED ENVIRONMENT IT CAN CREATE.

THE FOUR SUBFUNCTIONS OF THE PLAY AREA BECAME AEDICULAR SPACES, NOT AS IMPORTANT AS THE MAIN PLAY SPACE, BUT STILL ACTIVE SERVICE SYSTEMS THAT ADJOINED IT.

INSTRUCTIONAL SPACES

IN GENERAL CONCEPTUAL TERMS, THERE ARE THREE TYPES OF INSTRUCTIONAL SPACES WITHIN THIS FACILITY: THE DIRECTIVE AND CONTROLLABLE SPACE WITHIN THE CLASSROOM; THE INDIVIDUAL STUDY UNITS THAT CAN BE CREATED WITHIN THE CLASSROOMS; AND THE NON-DIRECTIVE ENVIRONMENT THAT CAN BE ALLOWED WITHIN THE FREEPLAY AREA.

1-7-73

Dear Mr. [Name]

I am writing to you regarding the [Topic]

As you know, the [Topic] is a very important [Topic]

and I am sure that you will find it of great interest.

I have enclosed a copy of the [Topic] for your information.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

I am sure that you will find it of great interest.

THE FOUR GROUPS OF CLASSROOMS DEVELOPED INTO CLUSTERS OR NODES CREATING ANOTHER SUBSYSTEM WHICH HAD TO BE INTEGRATED INTO THE OVER-ALL SYSTEM. THESE SUBSYSTEMS WERE CONTROLLED BY THE NEED TO CREATE "PLACE" FOR THESE CHILDREN, A HOME BASE THAT REPRESENTS SECURITY--A PLACE TO RELATE TO. IT BECAME APPARENT IN THE SYNTHESIS STAGE THAT PLACE COULD BE DEFINED: BY CREATING AN AREA WHERE THE STUDENTS' WORK IS DISPLAYED, BY CREATING AN AREA AROUND WHICH SEVERAL CLASSROOMS CLUSTER, OR USING A SERVICE FUNCTION SUCH AS A TOILET AS A FOCAL POINT. TOILETS CAN CREATE PLACE IN THE SPECIAL SCHOOL FOR TWO REASONS: (1) BECAUSE THE TOILETS HAVE SUCH A HIGH USE FACTOR THAT THEY GENERATE A FAMILIARITY IN THE CHILD'S MIND AND (2) BECAUSE THIS EVERY-DAY ACTIVITY FOR MOST IS A REAL SOCIAL CHALLENGE TO THE EXCEPTIONAL CHILD AND THEREFORE BECOMES A UNIT OF ORGANIZATION FOR HIM.

THE NUMBER OF CLASSROOMS IN A SUBSYSTEM WAS DICTATED BY THE NUMBER OF AREAS NECESSARY: TO ALLOW ADEQUATE TEACHER FLOW, AND TO PERMIT DESIRABLE STUDENT GROUPING. (THE CLUSTER SYSTEM CREATED BY THE CLASSROOMS IS REINFORCED BY HAVING ITS DEMAND FOR MECHANICAL SERVICE ANSWERED IN SUBSYSTEM AS OPPOSED TO A CENTRAL PLANT).

THE CLASSROOM, OR INSTRUCTIONAL SPACE AS I WOULD LIKE TO CALL IT, WAS CONCEIVED AS AN ACTIVITY AREA AS OPPOSED TO A FORMAL INSTRUCTION UNIT. THEREFORE, SOME DEGREE OF ARCHITECTURAL FLEXIBILITY HAD TO BE MAINTAINED IN THESE SPACES BECAUSE OF THE SUBGROUPING AND SEPARATING OUT OF ONE OR TWO STUDENTS THAT OFTEN BECOMES NECESSARY WITHIN SUCH A CONCEPT. THIS FLEXIBILITY IS ACHIEVED BY ALLOWING SUBSYSTEM

FUNCTIONS WITHIN THE INSTRUCTIONAL SPACE TO DEFINE THE FOUR AREAS OF ACTIVITY: (1) A SINK IN A COUNTER THAT PROVIDES A GROOMING CENTER AND A PROJECT WORK AREA (2) DIRECT ACCESS TO THE OUTSIDE AND SMALL CLOSET FOR STUDENTS' PERSONAL STORAGE WHICH PROVIDE THE BUFFER BETWEEN THE CONFINES OF THE INTERIOR AND THE OPENESS OF THE EXTERIOR (3) A SMALL SPACE THAT CAN BE CLOSED OFF TO THE ACTIVITIES OF THE REST OF THE ROOM FOR INDIVIDUAL INSTRUCTION AND STUDY AND (4) A GENERAL INSTRUCTION SPACE THAT CAN BE ORGANIZED AS A DIRECTIVE OR NON-DIRECTIVE SPACE. (WITHIN THIS SYSTEM THE TEACHER IS FREE TO CHANGE THE ENVIRONMENT OF THE SPACE AS SHE DEEMS NECESSARY). THE PHYSICAL SEPARATION IN THE ROOM IS ACCOMPLISHED BY PARTITIONS LOCATED ON EITHER SIDE OF THE CLOSET-EGRESS UNIT WHICH CAN CLOSE OFF THE SIDE THIRDS OF THE INSTRUCTIONAL UNIT.

LARGE-SCALE FLEXIBILITY, THAT IS, BEING ABLE TO COMBINE OR DIVIDE ROOMS, DEFEATS THE CONCEPT OF CREATING A SECURE ENVIRONMENT WHICH IS SO IMPORTANT FOR THESE CHILDREN, THEREFORE, MOVABLE-PARTITION-FLEXIBILITY OFFERED THE BEST MEANS OF SUBGROUPING. AS STATED BEFORE, THE FLEXIBILITY DESIRED IS THE SEPARATING OF ONE OR TWO STUDENTS, NOT IN COMBINING LARGE GROUPS.

TEAM TEACHING OR TEACHER STUDENT AID INSTRUCTION CAN STILL BE CONDUCTED WITH THIS CELLULAR ARRANGEMENT TO ANY DEGREE WHICH IS EFFECTIVE WITH THE SPECIAL CHILD. AS NOTED BEFORE, TEAM TEACHING MUST BE CONDUCTED ONLY ON A LIMITED BASE AT MOST BECAUSE OF THE CLOSE ASSOCIATION THAT THE SPECIAL CHILD DRAWS WITH ONE TEACHER. CELLULAR ARRANGEMENT AS A TERM MAY SEEM TO ALLUDE TO AN UNDESIRABLE

MEMORANDUM

TO: THE PRESIDENT

FROM: [Name]

SUBJECT: [Subject]

1. [Text]

2. [Text]

3. [Text]

4. [Text]

5. [Text]

6. [Text]

7. [Text]

8. [Text]

9. [Text]

10. [Text]

11. [Text]

12. [Text]

13. [Text]

14. [Text]

15. [Text]

16. [Text]

17. [Text]

18. [Text]

19. [Text]

20. [Text]

21. [Text]

22. [Text]

23. [Text]

24. [Text]

25. [Text]

26. [Text]

27. [Text]

SITUATION; HOWEVER CHILDREN FIND GREAT SECURITY IN RULES. WHETHER THEY CHOOSE TO OBEY OR NOT, THE RULE PROVIDES THE SECURITY. FOR THIS SECURITY IN THE PHYSICAL ENVIRONMENT A CONTROLLED, STATIC SURROUNDING MUST BE CREATED.

OBSERVATION-MECHANICAL

IT IS CONCEIVABLE, AND USUALLY PLANNED, THAT OBSERVATION IS CARRIED ON IN THE SAME PLANE THAT THE CHILDREN CIRCULATE. GRANTED, THIS MAY SIMPLIFY THE ARCHITECTURAL SOLUTION, BUT IT ALSO CREATES A COMPLICATION OF FUNCTIONS AND ASSIGNS AN IMPORTANCE TO THE OBSERVATION FACILITY THAT IT DOES NOT DESERVE. THERE MUST BE A VERTICAL SEPARATION BETWEEN THE STUDENT ACTIVITY LEVEL AND THE OBSERVER LEVEL TO ALLOW BOTH TO FUNCTION PROPERLY. THE VISITOR SHOULD BE ABLE TO OBSERVE THE ACTIVITY OF CLASSROOM AND INTO THE INDOOR PLAY AREA, BUT HE SHOULD NOT BECOME A DISTRACTING PART OF THE DAILY ROUTINE OF THE STUDENT. OBSERVATION SHOULD BE A SERVICE FUNCTION MUCH AS IS THE MECHANICAL SYSTEM. BOTH THE MECHANICAL AND OBSERVATION FACILITIES SHOULD BE AS INCONSPICUOUS TO THE CHILD AS POSSIBLE. SINCE THE ADMINISTRATIVE AREA IS THE MIXING POINT OF THE WHOLE SCHOOL, THE VERTICAL SEPARATION SHOULD SPRING, EXCEPT FOR NECESSARY EMERGENCY EXITS, FROM THAT LOCATION. THE ADMINISTRATIVE-CLINICAL AREA IS THE POINT AT WHICH THE CHILD FEELS THE DIRECT INFLUENCE OF VISITING PARENTS, THERAPISTS, DOCTORS, ADMINISTRATORS AND REGULAR SCHOOL STUDENTS; AND IT IS THE NATURAL POINT AT WHICH TO CREATE THE VERTICAL SEPARATION AS WELL AS THE HORIZONTAL DIVISIONS.

ADMINISTRATIVE-CLINICAL

THE ADMINISTRATIVE-CLINICAL FACILITIES BREAK DOWN INTO FOUR AREAS THAT ARE UNIFIED INTO ONE SERVICE WING. THE SERVICES THAT THIS PART OF THE BUILDING PROVIDES DEMANDS THAT IT OCCUPY THE PRIMARY CIRCULATION LEVEL AS DO THE INSTRUCTIONAL UNITS. THIS SYSTEM AFFORDS A BUFFER TO THE STREET, AN INDIRECT CIRCULATION TIE TO ANY EXISTING FACILITIES, AND THE HOME BASE OR PLACE OF DISPENSARY FOR ALL THE PEOPLE WHO USE THE SPECIAL SCHOOL. THIS BUFFER-SERVICE-TRANSITION ELEMENT ALSO SERVES, BY ITS LOCATION IN THE CIRCULATION PATTERN, AS A POSITIVE EXPERIENCE. THE CHILD PASSING THROUGH THESE, USUALLY FRIGHTENING AREAS, IS BOUND TO ACQUIRE A FAMILIARITY WITH THEM. HOPEFULLY, THIS DAILY CIRCULATION THROUGH THE ENTIRE RANGE OF CLINICAL FUNCTIONS WILL HELP THE CHILD OVERCOME ALL FEAR OF TREATMENT AND THERAPY.

THE BREAKDOWN OF SUBSYSTEMS WITHIN THE ADMINISTRATIVE-CLINICAL AREA ARE, AS STATED BEFORE: (1) SPEECH THERAPY (THOUGH A SERVICE TO THE WHOLE SYSTEM, IS OF PRIMARY IMPORTANCE TO THAT SECTION OF THE SPECIAL SCHOOL SERVING SPECIAL CHILDREN) (2) PHYSICAL THERAPY, NURSES QUARTERS AND TEACHERS' WORK AREA (3) COUNSELING-STAFF OFFICES, AND FACULTY LIBRARY (4) ENTRY, RECEPTION, AND GENERAL ADMINISTRATION.

EXPANSION

THERE ARE SO MANY CUSTOM-BUILT DEMANDS THAT GENERAL FLEXIBILITY AND EXPANSION BECOME VERY DIFFICULT. ALSO, GENERAL FLEXIBILITY MEANS CHANGING THE DIRECTION OF THE ENVIRONMENT AND THIS

THE UNIVERSITY OF CHICAGO
THE EAST-ASIAN LIBRARY
540 EAST 57TH STREET
CHICAGO, ILLINOIS 60637
TEL: 773-936-3200
WWW.EASTASIAN.CHICAGO.EDU

TEMPORARINESS MAY LEAD TO INSECURITY IN SOME OF THE CHILDREN'S MINDS. EXPANSION MUST BE ACCOMPLISHED BY CONSTRUCTING ANOTHER FACILITY, AS A COMPLETE SYSTEM, IN ANOTHER SCHOOL COMMUNITY.

SIZE AND SCOPE

THERE IS A LIMIT TO THE NUMBER OF EXCEPTIONAL CHILDREN THAT SHOULD BE EDUCATED AT A SINGLE INSTITUTION. THIS NUMBER IS ABOUT 250. OVER 250 THE STUDENT GETS LOST (1) PHYSICALLY, BECAUSE THE PLANT GETS SO LARGE THAT HE CANNOT ORIENT HIMSELF AND (2) ADMINISTRATIVELY, BECAUSE THE PAPER LOAD CREATES AN IMPERSONAL ATTITUDE AMONG THE STAFF.

THERE WILL BE 253,239 STUDENTS IN THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM BY 1985. THIS FIGURE WILL BE BROKEN DOWN INTO DISTRICTS OR SCHOOL COMMUNITIES. THERE SHOULD BE, ACCORDING TO ALBUQUERQUE PUBLIC SCHOOL STATISTICS, 4000-8000 STUDENTS IN A "SCHOOL COMMUNITY." THESE COMMUNITIES WILL BE MADE UP OF ONE SENIOR HIGH SCHOOL, THREE JUNIOR HIGH SCHOOLS, AND NINE ELEMENTARY SCHOOLS. THIS MEANS AT MAXIMUM ($8000 - 2000$ HIGH SCHOOL STUDENTS = $6000 \times 4\% = 240$). 240 STUDENTS IN A SCHOOL COMMUNITY WILL QUALIFY FOR SPECIAL EDUCATION AND TREATMENT WITHIN THE LIMITS OF THIS THESIS.

WITH TWELVE INSTRUCTIONAL SPACES IN A SPECIAL SCHOOL AND AN AVERAGE OF TEN STUDENTS PER SPACE, ABOUT 240 CHILDREN CAN BE EDUCATED IN TWO SHIFTS. ANOTHER 40 CHILDREN CAN RECEIVE COUNSELING, TESTING, AND THERAPUTIC TREATMENT AT THE SAME FACILITY BRINGING THE TOTAL CAPACITY OF SUCH A SCHOOL TO NEARLY 300 WHICH IS OPTIMAL AND IN LINE WITH THE POPULATION PREDICTIONS.

1914

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

IF A SPECIAL SCHOOL WAS LOCATED WITHIN EACH SCHOOL COMMUNITY,
TRANSPORTATION WOULD BE LIMITED FOR STUDENTS AND STAFF,
THE CHANCE OF SEVERING PEER GROUP RELATIONSHIP AT THE REGULAR
SCHOOL WOULD BE LESSENERED, AND THE POSSIBLITY OF PROVIDING BETTER
TESTING AND REFERRAL SERVICES WOULD BE IMPROVED. THE CENTRALIZED
FACILITIES COULD ALSO CUT THE COST OF STUDENT TRANSPORTATION
WHICH IS NOW ABOUT \$500 PER MONTH PER 22 STUDENTS.

IT IS THE POLICY OF THE UNITED STATES GOVERNMENT

TO MAKE AVAILABLE TO ALL CITIZENS AND RESIDENTS

THE OFFICIAL RECORDS OF THE FEDERAL GOVERNMENT

IN ACCORDANCE WITH THE PROVISIONS OF THE

ACT OF OCTOBER 17, 1952 (66 STAT. 796)

AND THE REGULATIONS THEREUNDER

AND TO PROVIDE FOR THE PROTECTION OF

DESIGN RECOMMENDATIONS

1. A BUILDING IN THIS CONTEXT BECOMES A THERAPY SYSTEM. IT IS NOT MERELY A CLEAN NEW BUILDING, BUT IT EXERTS ITS FORCE ON THE CHILD AND ACTS AS AN AGENT IN THERAPY.
2. THE WHOLE BUILDING MUST BE PRESENTED TO THE CHILD SO THAT IT IS A POSITIVE EXPERIENCE. THE ADMINISTRATIVE AND THERAPY AREAS MUST BE CAREFULLY HANDLED SO AS NOT TO INTIMIDATE THE STUDENT.
3. A SIMPLE ORDER MUST BE CREATED IN THE PHYSICAL ENVIRONMENT SO THAT THE CHILD IS NOT CONFUSED.
4. AN "OPEN" TYPE OF PLANNING MUST BE EMPLOYED SO THE CHILD DOES NOT FEEL TRAPPED.
5. A DIVERSITY OF "PLACES" MUST BE CREATED THROUGHOUT THE SCHOOL FOR THE CHILD TO RELATE TO.
6. "PLACE" SHOULD CREATE THE ORGANIZATION FOR THE INSTRUCTIONAL SPACES.
7. PLAY MUST BE THE OVER-ALL DIRECTIVE IN THE PLANNING OF THE SPECIAL SCHOOL.
8. THERAPY MUST BE GENERATED FROM THE PLAY ACTIVITIES. THIS PLAY MUST RUN THE FULL RANGE OF SUCH A FUNCTION--INDOOR AND OUT-DOOR.
9. BECAUSE OF THE ORDER THAT MUST BE CREATED IN THE ENVIRONMENT, TRANSITIONAL ELEMENTS TAKE ON A NEW IMPORTANCE.

1. A review of the information available to the Committee indicates that the information provided by the source is reliable and accurate.

2. The information provided by the source is consistent with the information provided by other sources.

3. The information provided by the source is consistent with the information provided by other sources.

4. The information provided by the source is consistent with the information provided by other sources.

5. The information provided by the source is consistent with the information provided by other sources.

6. The information provided by the source is consistent with the information provided by other sources.

7. The information provided by the source is consistent with the information provided by other sources.

10. VERTICAL MOVEMENT, OR LEVEL CHANGES, MUST BE CONTROLLED.
11. A SINGLE STORY CONSTRUCTION IS THE BEST HEIGHT RELATIONSHIP TO ESTABLISH WITH THE CHILDREN BECAUSE THE SCALE OF A ONE-STORY STRUCTURE REMAINS VERY MUCH AKIN TO THE DOMESTIC INTIMACY OF HIS HOME.
12. THE OBSERVATION FACILITIES MUST BE AS INCONSPICUOUS AS POSSIBLE.
13. THE MANIPULATION OF THE VERTICAL SEPARATION CREATED BY THE OBSERVATION FACILITIES MUST BE CAREFULLY CONTROLLED SO THAT THE OVER-ALL HEIGHT OF STRUCTURE DOES NOT BECOME UNRELATED TO THE CHILD'S HEIGHT.
14. THE SERVICE SYSTEMS WITHIN THE FACILITY ARE CREATED BY THE OBSERVATION AND THE MECHANICAL NEEDS.
15. THE MECHANICAL SYSTEM BECOMES CRITICAL BECAUSE IT CANNOT BE SANDWICHED INTO THE BUILDING FOR FEAR OF INCREASING THE OVER-ALL HEIGHT OF THE STRUCTURE.
16. THE GENERALIZED INSTRUCTION SPACES MUST BE ACTIVITY AREAS THAT CAN BE CONTROLLED AND DIRECTED BY THE TEACHER.
17. THERE ARE NO ADVANTAGES IN EXPANSION FOR THIS BUILDING TYPE; THEREFORE, A CLOSED SYSTEM SHOULD BE CREATED.
18. EXPANSION SHOULD BE ACCOMPLISHED BY CONSTRUCTING A NEW FACILITY IN ANOTHER SCHOOL COMMUNITY.
19. SPACE ALLOCATIONS FOR MOST FUNCTIONS MUST BE MORE GENEROUS

THAN NORMAL.

20. SOUND INSULATION IS OF GREAT IMPORTANCE BECAUSE OF THE HIGH NOISE LEVEL THAT THESE CHILDREN GENERATE IN THEIR ACTIVITIES.



A R E A S O F S P E C I A L S T U D Y

THE FOLLOWING LISTS OF SPECIAL CONSIDERATIONS SHOULD BE EVALUATED IN LIGHT OF PARTICULAR NEEDS BEFORE THE DESIGN OF A SPECIAL FACILITY IS BEGUN. THESE CONSIDERATIONS ARE HERE PRESENTED AS REINFORCEMENT TO THE DESIGN RECOMMENDATIONS ABOVE AND CONTAIN STATISTICAL INFORMATION THAT AIDED IN THE DEVELOPMENT OF THE PHYSICAL REQUIREMENTS WHICH FOLLOW.

THE LISTS HAVE BEEN ORGANIZED INTO A GENERAL CATEGORY, AND THE FOUR GROUPINGS EVOLVED IN THE CONCLUSIONS (SEE ABOVE).

GENERAL

THERE ARE THIRTEEN ELEMENTS WHICH CAN AFFECT THE PLANNING OF A FACILITY FOR EXCEPTIONAL CHILDREN: THE CHILD, PARENTS, TEACHERS, THERAPISTS, DOCTORS, ADMINISTRATORS, REGULAR SCHOOL STUDENTS, EXISTING CAFETERIA, EXISTING LIBRARY, EXISTING PLAYGROUNDS, GEOGRAPHIC ORIENTATION, EXISTING SERVICE FACILITIES, AND THE EXISTING STREET. EACH OF THESE ELEMENTS MUST UNDERGO CAREFUL ANALYSIS TO DETERMINE THEIR IMPORTANCE AND THE FORCES THEY WILL EXERT ON THE SPECIAL SCHOOL AND ITS FORM.

EDUCABLE MENTALLY RETARDED BRAIN DAMAGED NEUROLOGICALLY DAMAGED

1. NATIONAL STATISTICS INDICATE THAT SCHOOL AGE EDUCABLE RETARDED PUPILS EQUAL 2 PERCENT OF THE SCHOOL POPULATION. ACCORDING TO THE SATURATION FORMULA, THIS MEANS THAT 3 PERCENT OF THE TOTAL POPULATION IN ANY SINGLE SCHOOL IS AN APPROPRIATE SATURATION FIGURE FOR

THE EDUCABLE MENTALLY RETARDED.

2. WHILE ENROLLING FEWER PUPILS PER CLASS, THE SPECIAL CLASS NEEDS MORE SPACE IN ORDER TO CARRY OUT AN ACTIVITY-CENTERED PROGRAM, WHICH REVOLVES AROUND FUNCTIONAL PROCESSES OF DAILY LIVING.

3. THE MAXIMUM ENROLIMENT FOR ANY SUCH CLASS SHOULD BE 18, EXCEPT THAT IN A CLASS IN WHICH THE CHRONOLOGICAL AGE SPREAD IS GREATER THAN FOUR YEARS, THE MAXIMUM ENROLIMENT SHOULD BE 15.

4. THE MINIMUM NUMBER OF CLASSROOM UNITS FOR EMR CHILDREN IN A SPECIAL SCHOOL SHOULD BE THREE, THE MAXIMUM SIX.

5. MAXIMUM ENROLIMENT AND SUGGESTED AREA OF CLASSROOMS FOR THE EDUCABLE MENTALLY RETARDED:

| GRADE | MAXIMUM ENROLIMENT | SUGGESTED AREA PER PUPIL* |
|-------|--------------------|---------------------------|
| K-8 | 18 | 53-68 SQ. FT. |
| 7-9 | 18 | 55-70 SQ. FT. |
| 9-12 | 18 | 68-83 SQ. FT. |

*EACH CLASSROOM SHOULD BE PLANNED TO HOUSE THE MAXIMUM NUMBER OF PUPILS. SELECTION OF THE SPECIFIC SQUARE FOOTAGE PER PUPIL SHOULD BE BASED ON THE SPACE DEMANDS OF THE SPECIAL PROGRAM.

6. SUGGESTED MAXIMUM TOTAL BUILDING AREA OR CLASSROOMS FOR EDUCABLE MENTALLY RETARDED:

| GRADE | MAXIMUM CLASSROOM AREA |
|-------|------------------------|
| K-8 | 1,373 SQ. FT. |
| 7-9 | 1,635 SQ. FT. |
| 9-12 | 1,680 SQ. FT. |

7. AS A GENERAL RULE, 48-54 LINEAR FEET OF CABINET SPACE SHOULD BE PROVIDED FOR STORAGE PER CLASSROOM.

THE MATHS MENTAL SKILLS

1. THE MATHS MENTAL SKILLS TESTS ARE DESIGNED TO ASSESS THE MATHS ABILITY OF PUPILS IN A CLASS IN WHICH THE MATHS EXAMINATIONS ARE TAKEN IN ORDER TO FIND OUT THE MATHS ABILITY OF EACH PUPIL.

2. THE MATHS MENTAL SKILLS TESTS ARE DESIGNED TO ASSESS THE MATHS ABILITY OF PUPILS IN A CLASS IN WHICH THE MATHS EXAMINATIONS ARE TAKEN IN ORDER TO FIND OUT THE MATHS ABILITY OF EACH PUPIL.

3. THE MATHS MENTAL SKILLS TESTS ARE DESIGNED TO ASSESS THE MATHS ABILITY OF PUPILS IN A CLASS IN WHICH THE MATHS EXAMINATIONS ARE TAKEN IN ORDER TO FIND OUT THE MATHS ABILITY OF EACH PUPIL.

4. MATHS MENTAL SKILLS TESTS ARE DESIGNED TO ASSESS THE MATHS ABILITY OF PUPILS IN A CLASS IN WHICH THE MATHS EXAMINATIONS ARE TAKEN IN ORDER TO FIND OUT THE MATHS ABILITY OF EACH PUPIL.

RESULTS MATHS MENTAL SKILLS

| CLASS | MATHS MENTAL SKILLS | PERCENTAGE |
|-------|---------------------|------------|
| 1-2 | 10 | 100 |
| 3-4 | 10 | 100 |
| 5-6 | 10 | 100 |

5. MATHS MENTAL SKILLS TESTS ARE DESIGNED TO ASSESS THE MATHS ABILITY OF PUPILS IN A CLASS IN WHICH THE MATHS EXAMINATIONS ARE TAKEN IN ORDER TO FIND OUT THE MATHS ABILITY OF EACH PUPIL.

6. MATHS MENTAL SKILLS TESTS ARE DESIGNED TO ASSESS THE MATHS ABILITY OF PUPILS IN A CLASS IN WHICH THE MATHS EXAMINATIONS ARE TAKEN IN ORDER TO FIND OUT THE MATHS ABILITY OF EACH PUPIL.

RESULTS MATHS MENTAL SKILLS

| CLASS | MATHS MENTAL SKILLS | PERCENTAGE |
|-------|---------------------|------------|
| 1-2 | 10 | 100 |
| 3-4 | 10 | 100 |
| 5-6 | 10 | 100 |

7. MATHS MENTAL SKILLS TESTS ARE DESIGNED TO ASSESS THE MATHS ABILITY OF PUPILS IN A CLASS IN WHICH THE MATHS EXAMINATIONS ARE TAKEN IN ORDER TO FIND OUT THE MATHS ABILITY OF EACH PUPIL.

8. MAXIMUM FLEXIBILITY OF CLASSROOM ARRANGEMENT MUST BE PROVIDED.
9. MAXIMUM USE SHOULD BE MADE OF THE WALLS, UTILIZING THE MAJOR AREAS FOR DISPLAY AND LIMITING THE PORTION USED FOR CHALKBOARD.
10. STORAGE SPACE FOR OUTER GARMENTS SHOULD BE PROVIDED FOR THE PRIMARY AND INTERMEDIATE PUPILS.
11. CLASSROOMS DESIGNED TO HOUSE YOUNG RETARDED CHILDREN, CHRONOLOGICAL AGES OF APPROXIMATELY FIVE THROUGH TEN YEARS, SHOULD BE COMPARABLE IN SIZE AND IN FUNCTIONAL DESIGN TO CLASSROOMS HOUSING A KINDERGARTEN. THE ROOM SHOULD BE EQUIPPED WITH INTEREST CENTERS BUILT AROUND NATURE STUDY, MUSIC, ART, AND FAMILY LIVING.
12. CLASSROOMS DESIGNED TO HOUSE MENTALLY RETARDED PUPILS OF INTERMEDIATE AGE, CHRONOLOGICAL AGES OF TEN TO THIRTEEN, SHOULD INCLUDE SPACE AND EQUIPMENT TO EXPAND ACTIVITIES IN THE BASIC TOOL SUBJECTS (READING, WRITING, AND ARITHMETIC) CENTERED AROUND REALISTIC DAILY LIVING PROCESSES. INTRODUCTION TO THE BASIC HOME LIVING SKILLS SHOULD BE INCLUDED; THIS WILL NECESSITATE PROVIDING SPACE AND EQUIPMENT FOR THESE ACTIVITIES. PROVISIONS SHOULD ALSO BE INCLUDED FOR ACTIVITIES ASSOCIATED WITH THE FOLLOWING AREAS OF THE CURRICULUM: PERSONAL GROOMING, HEALTH, PHYSICAL DEVELOPMENT, COMMUNICATION, MUSIC, ARTS AND CRAFTS, AND NATURE STUDY. INSTRUCTION IN THESE ACTIVITIES WILL BE INTEGRATED IN THE INSTRUCTIONAL PROGRAM ESPECIALLY DESIGNED TO DEVELOP COMPETENCIES IN THE BASIC TOOL SUBJECTS.
13. CLASSROOMS DESIGNED TO HOUSE MENTALLY RETARDED PUPILS OF JUNIOR

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice to ensure transparency and accountability.

2. The second section outlines the various methods used to collect and analyze data. It details the process of gathering information from different sources, such as surveys, interviews, and focus groups, and how this data is then processed and interpreted to draw meaningful conclusions.

3. The third part of the document focuses on the implementation of the findings. It provides a step-by-step guide on how to translate the research results into practical actions, highlighting the need for clear communication and collaboration between all stakeholders involved.

4. The final section discusses the challenges and limitations of the research process. It acknowledges that while the study has provided valuable insights, there are still certain areas that require further investigation and refinement to achieve a more comprehensive understanding of the subject matter.

HIGH SCHOOL AGE, APPROXIMATELY THIRTEEN TO SIXTEEN YEARS, SHOULD BE, AS STATED ABOVE, DESIGNED TO HOUSE A MAXIMUM OF 18 PUPILS. SPACE AND EQUIPMENT SHOULD BE PROVIDED IN THESE CLASSROOMS TO CONTINUE THE TRAINING BEGUN IN THE INTERMEDIATE CLASSES. LEARNING ACTIVITIES IN THE BASIC TOOL SUBJECTS, HOME LIVING SKILLS, SOCIAL COMPETENCIES, AND VOCATIONAL COMPETENCIES, INCLUDING SOME WORK EXPERIENCES, SHOULD BE PROVIDED.

14. CLASSROOMS DESIGNED TO HOUSE RETARDED STUDENTS OF HIGH SCHOOL AGE, FIFTEEN TO EIGHTEEN YEARS, SHOULD INCLUDE MAXIMUM SPACE FOR 18 STUDENTS. THE INSTRUCTIONAL PROGRAM SHOULD STRESS PREPARATION FOR ADULT CITIZENSHIP, OCCUPATIONAL INFORMATION, AND A PLANNED, COORDINATED WORK EXPERIENCE TRAINING PROGRAM. SPACE AND EQUIPMENT SHOULD BE PROVIDED TO PERFORM THESE FUNCTIONS. PROVISIONS SHOULD BE MADE FOR INTEGRATING THESE STUDENTS WITH REGULAR STUDENTS IN ONE OR TWO CAREFULLY SELECTED REGULAR CLASSES.

TRAINABLE MENTALLY RETARDED

1. THE TRAINABLE CHILD SHOULD NOT BE MOVED FROM ONE ROOM OR FROM ONE ATTENDANCE CENTER TO ANOTHER.
2. DEFINITE PROVISIONS MUST BE MADE FOR OUTDOOR AREAS THAT PROMOTE PHYSICAL DEVELOPMENT.
3. THE CLASSROOM MUST PROVIDE AN AREA FOR PRESENTING SMALL GROUP INSTRUCTION.
4. A GROOMING AREA SHOULD BE PROVIDED WITHIN THE INSTRUCTIONAL SPACE.

THE FIRST PART OF THE REPORT IS A SUMMARY OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO TWO SECTIONS, THE FIRST OF WHICH DEALS WITH THE GENERAL PRINCIPLES OF THE THEORY AND THE SECOND WITH THE APPLICATION OF THESE PRINCIPLES TO THE THEORY OF THE CONSTITUTION.

THE SECOND PART OF THE REPORT IS A SUMMARY OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO TWO SECTIONS, THE FIRST OF WHICH DEALS WITH THE GENERAL PRINCIPLES OF THE THEORY AND THE SECOND WITH THE APPLICATION OF THESE PRINCIPLES TO THE THEORY OF THE CONSTITUTION.

THE THIRD PART OF THE REPORT IS A SUMMARY OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO TWO SECTIONS, THE FIRST OF WHICH DEALS WITH THE GENERAL PRINCIPLES OF THE THEORY AND THE SECOND WITH THE APPLICATION OF THESE PRINCIPLES TO THE THEORY OF THE CONSTITUTION.

THE FOURTH PART OF THE REPORT IS A SUMMARY OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO TWO SECTIONS, THE FIRST OF WHICH DEALS WITH THE GENERAL PRINCIPLES OF THE THEORY AND THE SECOND WITH THE APPLICATION OF THESE PRINCIPLES TO THE THEORY OF THE CONSTITUTION.

5. A HOME LIVING SKILLS AREA MUST BE AVAILABLE TO THE TRAINABLE CHILD.
6. SUCH FACILITIES SHOULD BE OF PERMANENT CONSTRUCTION, AND THEIR INTERIORS SHOULD BE PLANNED TO ENABLE THE TEACHER TO CONDUCT THE FUNCTIONAL, ACTIVITY-CENTERED PROGRAM DESIGNED FOR ONE PARTICULAR GROUP OF STUDENTS.
7. A GENERAL ACTIVITIES SPACE MUST BE PROVIDED FOR FREE PLAY AND GROUP ACTIVITIES.
8. TOILETS AND THE KITCHEN FACILITY SHOULD BE RESIDENTIAL IN TYPE AND SIZE, ENABLING THE CHILD TO TRANSFER TRAINING FROM HOME TO SCHOOL AND VICE VERSA. NOTE URINALS SHOULD NOT BE PLACED IN TOILET FACILITIES FOR YOUNG RETARDED CHILDREN. THIS CONFUSES THEIR "EXPECTED BEHAVIOR." URINALS SHOULD BE PROVIDED FOR OLDER BOYS ONLY.
9. THE MINIMUM FACILITY FOR TRAINABLE MENTALLY RETARDED PUPILS SHOULD CONTAIN TWO INSTRUCTIONAL UNITS AND A MAXIMUM OF SIX.
10. MAXIMUM ENROLLMENT AND SUGGESTED AREA OF CLASSROOMS FOR THE TRAINABLE MENTALLY RETARDED:

| GRADE | MAXIMUM ENROLLMENT | SUGGESTED AREA PER PUPIL |
|-------|--------------------|--------------------------|
| K-8 | 12 | 57-72 SQ. FT. |
| 7-9 | 12 | 59-74 SQ. FT. |
| 9-12 | 12 | 72-87 SQ. FT. |

11. AREA ALLOWANCE FOR CONSTRUCTION OF INDOOR AND OUTDOOR INSTRUCTIONAL AREAS FOR TRAINABLE MENTALLY RETARDED PUPILS BASED ON THE NUMBER OF PUPILS ENROLLED AND THE NUMBER OF INSTRUCTIONAL UNITS REQUIRED.

1. The first part of the report is devoted to a general survey of the situation in the country.

2. The second part is devoted to a detailed study of the economic situation.

3. The third part is devoted to a study of the social situation.

4. The fourth part is devoted to a study of the political situation.

5. The fifth part is devoted to a study of the cultural situation.

6. The sixth part is devoted to a study of the international situation.

7. The seventh part is devoted to a study of the future of the country.

8. The eighth part is devoted to a study of the role of the state.

9. The ninth part is devoted to a study of the role of the church.

10. The tenth part is devoted to a study of the role of the family.

11. The eleventh part is devoted to a study of the role of the school.

12. The twelfth part is devoted to a study of the role of the press.

13. The thirteenth part is devoted to a study of the role of the radio.

14. The fourteenth part is devoted to a study of the role of the cinema.

15. The fifteenth part is devoted to a study of the role of the theatre.

16. The sixteenth part is devoted to a study of the role of the sports.

17. The seventeenth part is devoted to a study of the role of the arts.

18. The eighteenth part is devoted to a study of the role of the sciences.

19. The nineteenth part is devoted to a study of the role of the literature.

20. The twentieth part is devoted to a study of the role of the music.

21. The twenty-first part is devoted to a study of the role of the dance.

22. The twenty-second part is devoted to a study of the role of the drama.

23. The twenty-third part is devoted to a study of the role of the opera.

| NUMBER OF INSTRUCTIONAL UNITS | ENROLLMENT IN UNITS | | INDOOR INSTRUCTIONAL AREA SQ. FT. | OUTDOOR INSTRUCTIONAL AREA SQ. FT. |
|----------------------------------|------------------------|------|---|--|
| | MIN. | MAX. | | |
| 1 | 7 | 12 | 1860 | 5,000 |
| 2 | 13 | 24 | 3720 | 10,000 |
| 3 | 25 | 36 | 5580 | 13,000 |
| 4 | 37 | 48 | 7440 | 15,000 |
| 5 | 39 | 60 | 9300 | 15,000 |
| 6 | 61 | 72 | 11,160 | 15,000 |

12. AS A GENERAL RULE, 60-67 LINEAR FEET OF STORAGE AND CABINET SPACE SHOULD BE PROVIDED PER CLASSROOM.

EMOTIONALLY DISTURBED
BEHAVIORAL

1. THE EMOTIONALLY DISTURBED CHILD SHOULD NOT BE MOVED FROM ONE ATTENDANCE CENTER TO ANOTHER.
2. THE INSTRUCTIONAL SPACES MUST BE CAPABLE OF BEING CONTROLLED VISUALLY AND AUDIALLY.
3. A DEGREE OF ARCHITECTURAL FLEXIBILITY MUST BE ACCOMPLISHED WITHIN THE INSTRUCTIONAL UNITS TO ALLOW SUBGROUPING.
4. THE MINIMUM FACILITY FOR EMOTIONALLY DISTURBED CHILDREN SHOULD CONTAIN THREE INSTRUCTIONAL UNITS, ONE OF WHICH TO BE A NON STIMULANT ENVIRONMENT. THE MAXIMUM NUMBER OF INSTRUCTIONAL UNITS IN SUCH A FACILITY SHOULD BE SIX.
5. ENROLLMENT AND SUGGESTED AREA OF CLASSROOMS FOR THE EMOTIONALLY HANDICAPPED:

| GRADE | ENROLLMENT | | SUGGESTED AREA PER PUPIL |
|-------|------------|------|-----------------------------|
| | MIN. | MAX. | |
| K-8 | 8 | 12 | 50-65 SQ. FT. |
| 7-9 | 8 | 15 | 52-67 SQ. FT. |
| 9-12 | 10 | 15 | 65-80 SQ. FT. |

| Year | 1950 | 1951 | 1952 | 1953 | 1954 |
|------|--------|--------|--------|--------|--------|
| 1 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| 2 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| 3 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| 4 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| 5 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |

AS A RESULT OF THE ABOVE, THE TOTAL AMOUNT OF THE DEBT IS \$1,000.00.

FINANCIAL STATEMENT

1. THE FINANCIAL STATEMENT FOR THE YEAR 1950 IS AS FOLLOWS:

2. THE FINANCIAL STATEMENT FOR THE YEAR 1951 IS AS FOLLOWS:

3. A SUMMARY OF THE FINANCIAL STATEMENTS FOR THE YEARS 1950 AND 1951 IS AS FOLLOWS:

4. THE FINANCIAL STATEMENT FOR THE YEAR 1952 IS AS FOLLOWS:

5. THE FINANCIAL STATEMENT FOR THE YEAR 1953 IS AS FOLLOWS:

6. THE FINANCIAL STATEMENT FOR THE YEAR 1954 IS AS FOLLOWS:

| Year | 1950 | 1951 | 1952 | 1953 | 1954 |
|------|--------|--------|--------|--------|--------|
| 1 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| 2 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| 3 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| 4 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| 5 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |

6. AS A GENERAL RULE, 45-50 LINEAR FEET OF CABINET SPACE SHOULD BE PROVIDED FOR STORAGE PER CLASSROOM.

SPECIAL
PARTIALLY HEARING
VISUALLY HANDICAPPED

1. THE INSTRUCTIONAL SPACES MUST BE CAPABLE OF BEING CONTROLLED AUDIALLY AND VISUALLY.

2. THE MINIMUM FACILITY FOR THE SPECIAL CHILDREN SHOULD CONTAIN A MINIMUM OF TWO INSTRUCTIONAL SPACES AND A MAXIMUM OF SIX.

3. ENROLLMENT AND SUGGESTED AREA OF CLASSROOMS FOR THE PARTIALLY HEARING AND VISUALLY HANDICAPPED:

| GRADE | ENROLLMENT | | SUGGESTED AREA PER PUPIL |
|-------|------------|------|-----------------------------|
| | MIN. | MAX. | |
| K-8 | 5 | 10 | 53-68 SQ. FT. |
| 7-9 | 7 | 12 | 55-70 SQ. FT. |
| 9-12 | 7 | 12 | 68-83 SQ. FT. |

4. AS A GENERAL RULE 45-55 LINEAR FEET OF STORAGE AND CABINET SPACE SHOULD BE PROVIDED PER INSTRUCTIONAL SPACE.

RECEIVED BY THE DIRECTOR

THE DIRECTOR OF THE BUREAU OF LAND MANAGEMENT
WASHINGTON, D. C. 20250

FOR THE RECORD
A CHECK OF THE RECORDS OF THE BUREAU OF LAND MANAGEMENT
HAS REVEALED THAT THE FOLLOWING INFORMATION IS ON FILE:

1. THE RECORDS OF THE BUREAU OF LAND MANAGEMENT
SHOW THAT THE FOLLOWING INFORMATION IS ON FILE:

| DATE | DESCRIPTION | BY WHOM |
|----------|-------------|---------|
| 10-15-50 | ... | ... |
| 11-15-50 | ... | ... |
| 12-15-50 | ... | ... |

AS A RESULT OF THIS CHECK, IT IS DETERMINED THAT THE
FOLLOWING INFORMATION IS ON FILE:

...

...

...

S Y S T E M S

BELOW IS A LIST OF THE ELEVEN SYSTEMS THAT EMBODY THE DESIGN PHILOSOPHY OF A FACILITY FOR EXCEPTIONAL CHILDREN.

- I. PLANNING: RELATIONSHIP BETWEEN THE SPECIAL SCHOOL, THE STREET, THE PLAYGROUND, AND THE EXISTING SCHOOL
- II. GROUPING: FOUR PROBLEM AREAS
- III. PLAY: RELATIONSHIP BETWEEN INDOOR AND OUTDOOR ACTIVITY AREAS
- IV. PLAY: RELATIONSHIP BETWEEN FREE PLAY AND FOUR SERVICE AREAS
- V. INSTRUCTIONAL UNITS: CREATION OF PLACE
- VI. INSTRUCTIONAL UNITS: FLEXIBILITY PROVIDED WITHIN ONE CLASS-ROOM
- VII. OBSERVATION: RELATIONSHIP WITH INSTRUCTIONAL AND ADMINISTRATIVE-CLINICAL AREAS
- VIII. OBSERVATION: VERTICAL SEPARATION
SYSTEM OF OBSERVATION
TRANSITION BETWEEN INSTRUCTIONAL UNITS AND FREE PLAY AREA
- IX. MECHANICAL: SERVICE SYSTEM
OBSERVATION-MECHANICAL
- X. ADMINISTRATIVE-CLINICAL: FOUR SUBSYSTEMS
- XI. PHYSICAL: INTEGRATION OF ALL SYSTEMS

KNOW BE AVOID BY THE BOARD, WHICH SHALL BE THE BOARD

MEMBERSHIP OF A BOARD FOR THE BOARD OF DIRECTORS

1. THE BOARD SHALL BE COMPOSED OF FIVE MEMBERS, THREE OF WHOM SHALL BE Elected BY THE STOCKHOLDERS, AND TWO SHALL BE APPOINTED BY THE BOARD.

2. THE BOARD SHALL HAVE THE POWER TO

3. THE BOARD SHALL HAVE THE POWER TO

4. THE BOARD SHALL HAVE THE POWER TO

5. THE BOARD SHALL HAVE THE POWER TO

6. THE BOARD SHALL HAVE THE POWER TO

AND

7. THE BOARD SHALL HAVE THE POWER TO

8. THE BOARD SHALL HAVE THE POWER TO

9. THE BOARD SHALL HAVE THE POWER TO

10. THE BOARD SHALL HAVE THE POWER TO

AND

11. THE BOARD SHALL HAVE THE POWER TO

12. THE BOARD SHALL HAVE THE POWER TO

13. THE BOARD SHALL HAVE THE POWER TO

14. THE BOARD SHALL HAVE THE POWER TO



PHYSICAL REQUIREMENTS

| | | 4 | 7 | 3 | 6 | |
|--------|-----------------------|---------|-----------------|-----------------|------------------|--|
| | FUNCTION | SIZE | AREA SQ. FT. | NO. OF UNITS | TOTAL SQ. FT. | |
| I. | COUNSELING OFFICE | 10 x 12 | 120 | 4 | 480 | |
| II. | OBSERVATION ROOM | 6 x 8 | 48 | 3 | 144 | |
| III. | STAFF TOILET | 8 x 6 | 48 | 2 | 96 | |
| IV. | STAFF LIBRARY | 12 x 16 | 192 | 1 | 192 | |
| V. | STAFF LOUNGE | 12 x 14 | 168 | 1 | 168 | |
| VI. | RECEPTION OFFICE | 12 x 12 | 144 | 1 | 144 | |
| VII. | CONFERENCE ROOM | 16 x 16 | 256 | 1 | 256 | |
| VIII. | PHYSICAL THERAPY | 18 x 20 | 360 | 1 | 360 | |
| IX. | NURSES' QUARTERS | 16 x 16 | 256 | 1 | 256 | |
| X. | TOILET & QUIET ROOM | 6 x 16 | 96 | 1 | 96 | |
| XI. | TEACHERS' WORK AREA | 16 x 20 | 320 | 1 | 320 | |
| XII. | SPEECH THERAPY OFFICE | 8 x 12 | 96 | 1 | 96 | |
| XIII. | SPEECH THERAPY AREA | 10 x 11 | 110 | 2 | 220 | |
| XIV. | 2ND FLOOR OBSERVATION | - | - | - | 3,264 | |
| XV. | FREE PLAY AREA | 66' D | - | 1 | 3,420 | |
| XVI. | ART AREA | 13 x 20 | 260 | 1 | 260 | |
| XVII. | PROJECT WORK AREA | 13 x 20 | 260 | 1 | 260 | |
| XVIII. | PERFORMING ARTS AREA | 13 x 20 | 260 | 1 | 260 | |
| XIX. | HOMEMAKING AREA | 13 x 20 | 260 | 1 | 260 | |
| XX. | CLASSROOMS | 24 x 30 | 720 | 10 | 7,200 | |
| XXI. | SPECIAL INSTRUC. AREA | 24 x 30 | 720 | 2 | 1,440 | |
| XXII. | CHILDRENS' TOILETS | 8 x 10 | 80 | 8 | 640 | |
| XXIII. | OUTDOOR PLAY AREA | - | - | - | 15,000 | |

INDEX

| | |
|-----|----------------|
| 1 | GENERAL |
| 2 | ADMINISTRATIVE |
| 3 | FINANCIAL |
| 4 | PERSONNEL |
| 5 | PROPERTY |
| 6 | RECORDS |
| 7 | TRAINING |
| 8 | SAFETY |
| 9 | RELATIONS |
| 10 | GENERAL |
| 11 | ADMINISTRATIVE |
| 12 | FINANCIAL |
| 13 | PERSONNEL |
| 14 | PROPERTY |
| 15 | RECORDS |
| 16 | TRAINING |
| 17 | SAFETY |
| 18 | RELATIONS |
| 19 | GENERAL |
| 20 | ADMINISTRATIVE |
| 21 | FINANCIAL |
| 22 | PERSONNEL |
| 23 | PROPERTY |
| 24 | RECORDS |
| 25 | TRAINING |
| 26 | SAFETY |
| 27 | RELATIONS |
| 28 | GENERAL |
| 29 | ADMINISTRATIVE |
| 30 | FINANCIAL |
| 31 | PERSONNEL |
| 32 | PROPERTY |
| 33 | RECORDS |
| 34 | TRAINING |
| 35 | SAFETY |
| 36 | RELATIONS |
| 37 | GENERAL |
| 38 | ADMINISTRATIVE |
| 39 | FINANCIAL |
| 40 | PERSONNEL |
| 41 | PROPERTY |
| 42 | RECORDS |
| 43 | TRAINING |
| 44 | SAFETY |
| 45 | RELATIONS |
| 46 | GENERAL |
| 47 | ADMINISTRATIVE |
| 48 | FINANCIAL |
| 49 | PERSONNEL |
| 50 | PROPERTY |
| 51 | RECORDS |
| 52 | TRAINING |
| 53 | SAFETY |
| 54 | RELATIONS |
| 55 | GENERAL |
| 56 | ADMINISTRATIVE |
| 57 | FINANCIAL |
| 58 | PERSONNEL |
| 59 | PROPERTY |
| 60 | RECORDS |
| 61 | TRAINING |
| 62 | SAFETY |
| 63 | RELATIONS |
| 64 | GENERAL |
| 65 | ADMINISTRATIVE |
| 66 | FINANCIAL |
| 67 | PERSONNEL |
| 68 | PROPERTY |
| 69 | RECORDS |
| 70 | TRAINING |
| 71 | SAFETY |
| 72 | RELATIONS |
| 73 | GENERAL |
| 74 | ADMINISTRATIVE |
| 75 | FINANCIAL |
| 76 | PERSONNEL |
| 77 | PROPERTY |
| 78 | RECORDS |
| 79 | TRAINING |
| 80 | SAFETY |
| 81 | RELATIONS |
| 82 | GENERAL |
| 83 | ADMINISTRATIVE |
| 84 | FINANCIAL |
| 85 | PERSONNEL |
| 86 | PROPERTY |
| 87 | RECORDS |
| 88 | TRAINING |
| 89 | SAFETY |
| 90 | RELATIONS |
| 91 | GENERAL |
| 92 | ADMINISTRATIVE |
| 93 | FINANCIAL |
| 94 | PERSONNEL |
| 95 | PROPERTY |
| 96 | RECORDS |
| 97 | TRAINING |
| 98 | SAFETY |
| 99 | RELATIONS |
| 100 | GENERAL |

| | FUNCTION | SIZE | AREA SQ. FT. | NO. OF UNITS | TOTAL SQ. FT. |
|-------|--|---------|-----------------|-----------------|------------------|
| XXIV. | GENERAL STORAGE | - | - | - | 500 |
| XXV. | MECH. & JANITOR CLOSETS | 13 x 20 | 260 | 5 | 1,300 |
| XXVI. | CIRCULATION STAIRS AND WALL THICKNESSES | - | - | 20% | 4,326 |

TOTAL BUILDING

AREA = 25,958 SQ. FT.

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

5300 S. DICKINSON DRIVE

CHICAGO, ILLINOIS 60637

PHYSICS 309

LECTURE NOTES

BY [Name]

DATE [Date]

TOPIC [Topic]

SECTION [Section]

LECTURE [Lecture]

PROBLEM SET [Problem Set]

LABORATORY [Laboratory]

RESEARCH [Research]

GRADUATE [Graduate]

UNDERGRADUATE [Undergraduate]

Q U E S T I O N S

THE FOLLOWING IS A SET OF QUESTIONS THAT AN ARCHITECT MUST HAVE ANSWERED BEFORE HE BEGINS THE DESIGN OF A FACILITY FOR EXCEPTIONAL CHILDREN. THEY ARE HERE PRESENTED AS AN AFTERTHOUGHT TO THE RESEARCH METHOD THAT I PURSUED AND NOT NECESSARILY A PART OF IT.

THEY ARE INTENDED AS A TOOL TO HELP THE ARCHITECT MAKE HIMSELF FAMILIAR WITH THE IMMEDIATE NEEDS IN SUCH A DESIGN PROBLEM. IN TOTAL, THEY ARE SUPERFICIAL AND CANNOT ANSWER THE REAL QUESTIONS THAT CONCERN SUCH A DESIGN BECAUSE THEY TOUCH ONLY THE QUANTITATIVE DEMANDS. THEY MAY, HOWEVER, PROVIDE A SPRINGBOARD FOR THE ARCHITECT WHOSE IMMEDIATE CONCERN IS TO ANSWER THE DEMANDS FOR CONSTRUCTION.

1. HOW MANY CHILDREN ARE TO BE ACCOMMODATED NOW OR EVENTUALLY?
2. ABOUT HOW MUCH IS THE BOARD EXPECTING TO SPEND TO BUILD AND EQUIP THE SCHOOL?
3. WHAT TYPES OF CHILDREN WILL BE SERVED?
 - A. AGE GROUPS OR RANGES.
 - B. RANGE OR DEGREE OF RETARDATION.
 - C. POSSIBLE TYPES OF MULTIPLE HANDICAPS IN ADDITION TO RETARDATION, SUCH AS POOR VISION, C.P., ORTHOPEDIC CONDITION, EPILEPSY, ETC.
 - D. ARE ALL CHILDREN EXPECTED TO BE TOILET TRAINED.
 - E. APPROXIMATE NUMBER OF EACH SEX.
4. HOW CHILDREN WILL BE GROUPED.
 - A. HOW MANY IN EACH GROUP
 - B. HOW DIFFERENTIATED (ACCORDING TO AGE, TYPE, ETC.)
5. WHAT SPECIALIZED ACTIVITIES REQUIRING SPECIAL FACILITIES, EQUIPMENT AND STORAGE, WILL BE INCLUDED IN THE PROGRAM, SUCH AS:
 - A. HOME MAKING FACILITIES, WHICH MAY INCLUDE:
 - BED MAKING
 - TABLE SETTING, MEAL SERVICE
 - HOME COOKING

The first part of the document discusses the importance of maintaining accurate records and the role of the auditor in this process. It highlights the need for transparency and accountability in financial reporting.

The second part of the document focuses on the specific procedures and standards that must be followed during the audit process. It details the steps from planning to the final reporting stage, ensuring that all requirements are met.

The third part of the document addresses the challenges and risks associated with the audit process. It provides strategies to mitigate these risks and ensure the integrity of the audit findings.

The fourth part of the document discusses the importance of communication and collaboration between the auditor and the client. It emphasizes the need for clear reporting and regular updates throughout the audit process.

The fifth part of the document provides a summary of the key points discussed and offers final recommendations for improving the audit process. It stresses the importance of continuous learning and staying up-to-date with industry changes.

The sixth part of the document concludes with a statement of the auditor's commitment to providing high-quality, independent, and objective audit services. It reaffirms the auditor's role in ensuring the reliability of financial information.

The seventh part of the document contains the signature and contact information of the auditor, along with a declaration of independence and a statement of the audit opinion.

- HOME LAUNDRY OPERATIONS
 - HOME CLEANING.
 - B. ARTS AND CRAFTS, WHICH MAY INCLUDE:
 - CLAY MODELING
 - WEAVING
 - LEATHER WORK
 - SIMPLE CERAMICS
 - PAPIER MACHE' WORK
 - A VARIETY OF MESSY ACTIVITIES SUCH AS THERAPEUTIC FREE PLAY, INCLUDING WATER, CLAY, PAINT, ETC.
 - C. AUDIO-VISUAL PROGRAMS, WHICH MAY REQUIRE:
 - MOVIE PROJECTOR
 - SLIDE PROJECTOR
 - WIRING, OUTLETS AND ANTENNA FOR TELEVISION
 - TAPE RECORDER
 - PUBLIC ADDRESS SYSTEM
 - D. SEWING, SUCH AS:
 - SIMPLE MENDING AND DARNING
 - EMBROIDERY
 - SIMPLE MACHINE SEWING
 - KNITTING AND CROCHETING
 - E. MUSIC AND DANCING, WHICH MAY REQUIRE:
 - PHONOGRAPH
 - PIANO
 - RHYTHM INSTRUMENTS
 - ROOM FOR FOLK DANCING
 - F. "SCIENCE," INVOLVING:
 - GROWING PLANTS
 - PETS
 - G. PHYSICAL EDUCATION FACILITIES
 - a. INDOORS:
 - TUMBLING
 - GAMES OF LOW ORGANIZATION
 - SWIMMING
 - CLIMBING
 - TETHER BALL
 - TRAMPAULIN
 - SAND BOXES (TO BE COVERED FOR USE AS PLAY TABLES)
 - b. OUTDOORS:
 - SAND BOXES
 - WHEEL TOYS (WITH STORAGE FOR SAME)
 - GAMES OF LOW ORGANIZATION
 - CLIMBING EQUIPMENT (BARS, NETS, SCULPTURED CONCRETE, ETC.)
 - SWINGS, SLIDES
 - GARDENING
6. WHAT WILL HAPPEN IN THE "REGULAR" CLASSROOMS:
- A. KINDERGARTEN TYPE ACTIVITIES, INCLUDING:
 - EXERCISES IN SENSORY DISCRIMINATION
 - DRAMATIC PLAY
 - BLOCK BUILDING

THE HISTORY OF THE

1. THE HISTORY OF THE

2. THE HISTORY OF THE

3. THE HISTORY OF THE

4. THE HISTORY OF THE

5. THE HISTORY OF THE

6. THE HISTORY OF THE

7. THE HISTORY OF THE

8. THE HISTORY OF THE

9. THE HISTORY OF THE

10. THE HISTORY OF THE

11. THE HISTORY OF THE

12. THE HISTORY OF THE

13. THE HISTORY OF THE

14. THE HISTORY OF THE

15. THE HISTORY OF THE

16. THE HISTORY OF THE

17. THE HISTORY OF THE

18. THE HISTORY OF THE

19. THE HISTORY OF THE

20. THE HISTORY OF THE

21. THE HISTORY OF THE

22. THE HISTORY OF THE

23. THE HISTORY OF THE

24. THE HISTORY OF THE

25. THE HISTORY OF THE

26. THE HISTORY OF THE

27. THE HISTORY OF THE

28. THE HISTORY OF THE

29. THE HISTORY OF THE

30. THE HISTORY OF THE

31. THE HISTORY OF THE

32. THE HISTORY OF THE

33. THE HISTORY OF THE

34. THE HISTORY OF THE

35. THE HISTORY OF THE

SINGING AND RHYTHM ACTIVITIES
RESTING

B. PRE-VOCATIONAL ACTIVITIES

7. TOILET FACILITIES
 - A. WILL IT BE DESIRABLE TO PROVIDE URINALS, AS MOST RETARDED ARE NOT FAMILIAR WITH THIS TYPE OF FIXTURE?
 - B. TYPE OF FIXTURE TO BE USED (E.G. OFF THE FLOOR, ONE PIECE) WITH FLUSHOMETER OR TANK AND BOWL
 - C. FACILITIES FOR STORAGE OF TOWELS, WASH CLOTHS AND POSSIBLY TOOTH BRUSHES
 - D. AREA AND FACILITIES FOR CHANGING DIAPERS, IF CHILDREN ARE NOT TOILET TRAINED
8. WILL CHILDREN EAT LUNCH AT SCHOOL?
 - A. PROVIDED BY HOME, OR BY SCHOOL, OR PART BY EACH
 - B. WHERE TO BE PREPARED, STORED AND SERVED
9. TRANSPORTATION:
 - A. FURNISHED BY SCHOOL, BY PRIVATE CAR, OR OTHERWISE
 - B. PROVISIONS FOR LOADING AND UNLOADING
 - C. WEATHER PROTECTION
 - D. PROVISIONS FOR PHYSICALLY HANDICAPPED (RAMPS, ETC.)
 - E. PARKING FACILITIES FOR STAFF, VOLUNTEER AIDS, VISITORS
10. CLOTHING STORAGE:
 - A. OUTDOOR CLOTHING IN THE NORTH IN WINTER MONTHS
 - B. RAINWEAR
 - C. LIGHT PERSONAL GARMENTS
11. STORAGE OF SUPPLIES AND EQUIPMENT:
 - A. IN USE--NEAR SCENE OF USE
 - B. IN RESERVE--CENTRALIZED FOR BETTER CONTROL
12. ASSEMBLY OR AUDITORIUM FACILITIES:
 - A. MULTI-PURPOSE ROOM (GYM, CAFETERIA, ASSEMBLY, ETC.)
 - B. PROVIDED WITH SLIDING OR FOLDING DOORS FOR SUBDIVISION
13. HEALTH OR NURSES ROOM:
 - A. EXAMINATION
 - B. FIRST AID
 - C. ISOLATION
14. ADMINISTRATIVE AREAS:
 - A. SCHOOL PERSONNEL:
 - DIRECTOR
 - SECRETARY
 - RECEPTIONIST
 - SOCIAL WORKERS
 - B. MAINTENANCE OF RECORDS
 - C. PROFESSIONAL LIBRARY
 - D. LOUNGE AND REST ROOMS FOR STAFF AND VOLUNTEERS
 - E. WILL PERSONNEL OF LOCAL ARC OR OTHER SPONSORING AGENCY NEED OFFICE SPACE?



15. TOILET FACILITIES:
 - A. READILY ACCESSIBLE FOR YOUNGER CHILDREN
CAPABLE OF SUPERVISION
INDIVIDUAL OR CONGREGATE
 - B. MORE CENTRALIZED FOR OLDER CHILDREN
16. VISITOR OR COMMUNITY INTEREST (SPACE FOR):
 - A. INDIVIDUAL VISITORS--PROFESSIONAL OR LAY
 - B. GROUP--SUCH AS STUDENT NURSES, TEACHERS, ETC., CIVIC GROUPS
 - C. ONE WAY MIRRORS.
17. SHOULD SPACE BE ALLOWED FOR GROUP MEETINGS AND ACTIVITIES OF PARENTS AND OTHER INTERESTED COMMUNITY GROUPS, INCLUDING LOCAL ASSOCIATIONS FOR RETARDED CHILDREN, SUCH AS:
 - A. BOARD ROOM
 - B. OFFICE SPACE
 - C. ASSEMBLY AREA FOR MEDIUM SIZE OR SMALL GROUPS
18. WHAT TYPES OF FURNITURE WILL BE SELECTED FOR VARIOUS ROOMS, AND HOW WILL IT BE ARRANGED IN USE, AND STORED IF NOT IN USE:
 - A. TYPES FOR YOUNGER CHILDREN
 - B. TYPES FOR OLDER CHILDREN
 - C. MULTIPURPOSE ROOM, ASSEMBLY AREA, CAFETERIA, ETC.
19. IN WHAT OTHER WAYS SHOULD THE SPECIAL CHARACTERISTICS OF RETARDED CHILDREN INFLUENCE DESIGN, CHOICE OF CONSTRUCTION MATERIALS, ETC.
 - A. WILL AGE AND DEGREE OF RETARDATION RESULT IN MUCH PLAY TIME DIRECTLY ON THE FLOOR, MAKING RADIANT HEAT IN FLOORS DESIRABLE?
 - B. WILL PHYSICAL HANDICAPS OF SOME CHILDREN MAKE IT DESIRABLE TO INCORPORATE RAMPS, WIDE DOORS FOR MOVEMENT OF WHEEL CHAIRS, GRAB BARS IN TOILET ROOMS, RAILS ON STEPS, ETC?
 - C. SHOULD DISTURBANCES OF PERCEPTION CHARACTERISTIC OF SOME RETARDED CHILDREN BE ALLOWED FOR BY SPECIAL ATTENTION TO: EVENLY DIFFUSED LIGHTING, RESTFUL COLORS, REDUCTION OF NOISE LEVEL
 - D. WILL ADDED RISK OF SPILLING, TOILET ACCIDENTS OR OTHER "MESSES" JUSTIFY SPECIAL EFFORTS TO ACHIEVE IMPERVIOUS, EASILY CLEANED SURFACES FOR FLOORS AND WALLS?
 - E. SHOULD MORE THAN USUAL ATTENTION BE GIVEN TO BUILT-IN SAFETY FACTORS INCLUDING FIREPROOFING, FENCING, WINDOWS WHICH CANNOT BE CLIMBED OUT OF, EASY EXITS, LIGHTING FIXTURES NOT EASILY DAMAGED EVEN IF OUT OF REACH, SECLUSION OF DANGEROUS OBJECTS SUCH AS FIRE EXTINGUISHERS, NON-SKID SURFACES, ETC.
 - F. SHOULD PLAYGROUNDS, CAFETERIAS, BATHROOMS, ETC. BE DESIGNED TO MINIMIZE "BLIND SPOTS" WHERE PERSON IN CHARGE MAY NOT BE ABLE TO OVERVIEW ALL CHILDREN AT ALL TIMES?



- G. SHOULD A TELEPHONE OR INTERCOM SYSTEM BETWEEN CLASSROOMS AND OFFICE (IF ANY) BE INCLUDED, SO THAT TEACHER DOES NOT HAVE TO LEAVE CHILDREN IN CASE OF EMERGENCY?
 - H. WOULD THERE BE VALUES IN DIRECT INTERCONNECTIONS BETWEEN CLASSROOMS?
 - I. SINCE SOME YOUNG RETARDED CHILDREN ARE HIGHLY DISTRACTIBLE AND LIKELY TO "GET INTO EVERYTHING," SHOULD SPECIAL ATTENTION BE GIVEN TO PROVIDING SUBSTANTIAL CLOSED STORAGE CUPBOARDS IN CLASSROOMS IN ADDITION TO SOME OPEN SHELVING?
 - J. DOES PROGRAM ENVISIONED FOR THIS SCHOOL INCLUDE INDIVIDUALIZED INSTRUCTION FOR CHILDREN WITH SPECIAL DEFECTS, OR WITH HIGH DISTRACTIBILITY AND IF SO SHOULD CUBICLES BE PROVIDED?
220. IS LOW MAINTENANCE COST AND MINIMUM JANITORIAL SERVICE ESPECIALLY DESIRABLE AND IF SO IS THE BOARD PREPARED TO MAKE SOME ADDITIONAL INITIAL INVESTMENT TO SECURE IT?
21. IF THIS SCHOOL IS BEING PLANNED AND BUILT BY A VOLUNTARY AGENCY, IS IT ANTICIPATED THAT THE PROJECT MIGHT EVENTUALLY BE TAKEN OVER OR OPERATED UNDER PUBLIC AUSPICES? IF SO, HAVE THESE PUBLIC AUTHORITIES BEEN CONSULTED AS TO THE STANDARDS THEY CUSTOMARILY APPLY TO SUCH BUILDINGS?

NOTES

REFER TO:

- 5A. **HOMEMAKING:** IT IS SUGGESTED THAT THESE FACILITIES BE SET UP TO STIMULATE HOME CONDITIONS, FOR EXAMPLE: RANGES, TABLES, BEDS, ETC. SHOULD BE SIMILAR TO THOSE LIKELY TO BE FOUND IN THE PUPILS' OWN HOMES.
- 5C. **AUDIO-VISUAL:** IN A LARGE SCHOOL A SEPARATE ROOM MAY BE PROVIDED IN WHICH ALL AUDIC-VISUAL EQUIPMENT CAN BE PERMANENTLY SET UP, WITH SPECIAL SCREENS FOR WINDOWS, ETC. IN SCHOOLS EXCLUSIVELY FOR RETARDED CHILDREN, WHICH WILL USUALLY BE SMALLER, PLANNING SHOULD INCLUDE THE MINIMUM NECESSARY FACILITIES TO PERMIT MOVIE AND SLIDE PROJECTORS TO BE SET UP WHEN NEEDED IN THE MULTI-PURPOSE ROOM OR CLASSROOMS.
- 5F. **"SCIENCE"** FOR RETARDED CHILDREN EMPHASIZES RUDIMENTARY OBSERVATION OF THE WORLD ABOUT US AND IS DESCRIPTIVE RATHER THAN RATIONAL IN ITS APPROACH. WIDE WINDOW SILLS TO ACCOMMODATE PLANTS, AQUARIA, ETC. ARE DESIRABLE. IN SOME AREAS THE CARE OF LARGER PETS OUTDOORS MAY BE ENCOURAGED, AND PROVIDED FOR IN PLANNING.

1. The first part of the document is a letter from the Secretary of the State to the Governor, dated 18th March 1871.

2. The second part is a report from the Secretary of the State to the Governor, dated 18th March 1871.

3. The third part is a report from the Secretary of the State to the Governor, dated 18th March 1871.

4. The fourth part is a report from the Secretary of the State to the Governor, dated 18th March 1871.

5. The fifth part is a report from the Secretary of the State to the Governor, dated 18th March 1871.

6. The sixth part is a report from the Secretary of the State to the Governor, dated 18th March 1871.

7. The seventh part is a report from the Secretary of the State to the Governor, dated 18th March 1871.

8. The eighth part is a report from the Secretary of the State to the Governor, dated 18th March 1871.

9. The ninth part is a report from the Secretary of the State to the Governor, dated 18th March 1871.

10. The tenth part is a report from the Secretary of the State to the Governor, dated 18th March 1871.

- 5G. OUTDOOR PLAY AREAS: IT IS SUGGESTED THAT THESE BE PARTIALLY PAVED, (WITH SMOOTH, SLIGHTLY RESILIENT PAVEMENT), AND PARTIALLY GRASSED, AND WHENEVER POSSIBLE MADE ACCESSIBLE DIRECTLY FROM CLASS OR ACTIVITY ROOMS, ESPECIALLY FOR YOUNGER CHILDREN. IN MOST CASES FENCING IS ADVISABLE; PLAY AREAS ARE PREFERABLY LOCATED AWAY FROM THE STREET. SOME UNOBSTRUCTED AREAS, APART FROM THOSE WITH PLAYGROUND EQUIPMENT, SHOULD BE PROVIDED FOR GAMES.
- 6A.b DISPLAY AREAS IN CLASSROOMS: IN GENERAL CORKBOARD SHOULD TAKE PRECEDENCE OVER BLACK OR (GREEN) BOARDS. FOR GREATEST VERSATILITY MAGNETIC BOARDS WITH CHALKABLE COATING MAY BE CONSIDERED.
- 6A.b SINKS IN CLASSROOMS: A SINK WITH DECK OR DRAINBOARD IS USEFUL FOR ALL AGE GROUPS.
- 6A. RESTING: WHERE YOUNG CHILDREN REMAIN IN SCHOOL THROUGH THE LUNCH HOUR THE PROGRAM MAY CALL FOR A QUIET PERIOD. STACKING CANVAS COVERED TUBULAR ALUMINUM COTS ARE RECOMMENDED AND PROVISION FOR THEIR CONVENIENT STORAGE ADJACENT TO THE AREA IN WHICH THE CHILDREN WILL REST IS PREFERRED.
- 10C CLOTHING STORAGE: ESPECIALLY IN SCHOOLS WHERE CHILDREN DO NOT GO HOME FOR LUNCH, IT IS FREQUENTLY CONVENIENT TO HAVE ONE COMPLETE CHANGE OF CLOTHING FOR EACH CHILD CONTINUOUSLY ON HAND.
16. VISITORS: CONTRARY TO WHAT SOME PEOPLE SUPPOSE, RETARDED CHILDREN USUALLY ADAPT WELL TO OCCASIONAL VISITORS AND NO PARTICULAR PROVISIONS NEED BE MADE FOR THEM WHEN CLASSROOMS ARE OF ADEQUATE SIZE. WHEN THE SCHOOL IS SO LOCATED THAT IT MAY BE USED FOR DEMONSTRATION PURPOSES, HOWEVER, SO THAT FREQUENT GROUP VISITS MAY BE EXPECTED, IT IS POSSIBLE THAT CONSIDERATION SHOULD BE GIVEN TO INSTALLING VISION SCREENS FROM CORRIDOR TO CLASSROOM. WHERE COST OF ONE-WAY MIRROR PRECLUDES IT, OTHER LESS EXPENSIVE DEVICES SUCH AS WHITE PAINTED WIRE SCREENING MAY BE HELPFUL.
18. FURNITURE: SINCE LESS TIME IS SPENT IN FORMAL ACADEMIC WORK AND MORE IN ACTIVITIES AND PROJECTS THAN IS USUAL IN A PROGRAM FOR "NORMAL" CHILDREN, FURNITURE SHOULD BE CHOSEN WHICH LENDS ITSELF TO A VARIETY OF ARRANGEMENTS. FLAT TOP INDIVIDUAL DESKS, OR TABLES, OF RECTANGULAR OR TRAPEZOIDAL SHAPE CAN BE READILY GROUPED TO PROVIDE LARGER WORK AREAS FOR PARTICULAR PROJECTS. MOULDED, DETACHED CHAIRS WHICH ARE DESIGNED TO BE EASILY STACKED CAN ADD FLOOR SPACE DURING PERIODS WHEN CHILDREN ARE ON THEIR FEET. THESE PRINCIPLES APPLY AT ALL LEVELS.

NATIONAL ASSOCIATION FOR RETARDED CHILDREN, INC.
BUILDING DESIGN COMMITTEE
MARTIN GROSS, CHAIRMAN
IN CONSULTATION WITH THE EDUCATION COMMITTEE,
MRS. LOUIS J. DUBRIN, CHAIRMAN
APRIL, 1958

THE FIRST PART OF THE REPORT IS A SUMMARY OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK. THE SECOND PART OF THE REPORT IS A DETAILED ACCOUNT OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK.

THE THIRD PART OF THE REPORT IS A SUMMARY OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK. THE FOURTH PART OF THE REPORT IS A DETAILED ACCOUNT OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK.

THE FIFTH PART OF THE REPORT IS A SUMMARY OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK. THE SIXTH PART OF THE REPORT IS A DETAILED ACCOUNT OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK.

THE SEVENTH PART OF THE REPORT IS A SUMMARY OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK. THE EIGHTH PART OF THE REPORT IS A DETAILED ACCOUNT OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK.

THE NINTH PART OF THE REPORT IS A SUMMARY OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK. THE TENTH PART OF THE REPORT IS A DETAILED ACCOUNT OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK.

THE ELEVENTH PART OF THE REPORT IS A SUMMARY OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK. THE TWELFTH PART OF THE REPORT IS A DETAILED ACCOUNT OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK.

THE THIRTEENTH PART OF THE REPORT IS A SUMMARY OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK. THE FOURTEENTH PART OF THE REPORT IS A DETAILED ACCOUNT OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK.

THE FIFTEENTH PART OF THE REPORT IS A SUMMARY OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK. THE SIXTEENTH PART OF THE REPORT IS A DETAILED ACCOUNT OF THE WORK DONE DURING THE YEAR. IT IS DIVIDED INTO SEVERAL SECTIONS, EACH OF WHICH DEALS WITH A DIFFERENT ASPECT OF THE WORK.

I N T E R V I E W S

DR. WARREN T. BROWN, M. D.
PSYCHIATRIC CONSULTANT FOR THE
ALBUQUERQUE PUBLIC SCHOOLS

ALBUQUERQUE PUBLIC SCHOOLS
MRS. MARIAN BAREFOOT
DIRECTOR SPECIAL EDUCATION

UNIVERSITY OF NEW MEXICO
DR. F. K. ADAMS
SPECIAL EDUCATION

UNIVERSITY OF NEW MEXICO
DR. JAMES KELLY
SPECIAL EDUCATION

ALBUQUERQUE PUBLIC SCHOOLS
MR. ART MATHEWS AIA
ARCHITECT FOR THE ALBUQUERQUE PUBLIC
SCHOOLS

THE SPECIAL EDUCATION CENTER
MRS. JEANETTE REED
DIRECTOR

CHILDS DAY CARE CENTER
MRS. KAROLYN GOLDENBERG
DIRECTOR

ALAMEDA ELEMENTARY SCHOOL
MRS. CLARK, PRINCIPAL
MRS. MARTHA ITTNER, SPECIAL
EDUCATION

ALAMOSA ELEMENTARY SCHOOL
MR. BARR, PRINCIPAL
MRS. WILMA WILSON
SPECIAL EDUCATION

1. The first part of the document discusses the importance of maintaining accurate records for all transactions.

2. It is essential to ensure that all data is entered correctly and that the system is regularly updated.

3. The second part of the document outlines the procedures for handling customer inquiries and complaints.

4. All staff members should be trained to provide a high level of service and to resolve any issues promptly.

5. The third part of the document details the financial reporting requirements and the need for transparency.

6. Regular audits should be conducted to ensure compliance with all relevant regulations and standards.

7. The fourth part of the document discusses the importance of maintaining a strong relationship with our suppliers.

8. It is crucial to negotiate favorable terms and conditions that ensure the quality and reliability of our supply chain.

9. The fifth part of the document outlines the marketing strategy and the need for creative and effective campaigns.

10. Finally, the document concludes with a summary of the key points and a call to action for all staff members.

BARCELONA ELEMENTARY SCHOOL
MR. MILLER, PRINCIPAL
MR. RALPH POORMAN, SPECIAL EDUCATION

CORTEZ ELEMENTARY SCHOOL
MRS. SORENSON, PRINCIPAL
MRS. HELYN MAYER--PARTIALLY
HEARING AND SPEECH
MRS. WETONNA ATHERTON--PARTIALLY
HEARING

EAST SAN JOSE ELEMENTARY SCHOOL
MR. ROMERO, PRINCIPAL
MR. MAX DE ARAGON, SPECIAL EDUCATION

MEY ELEMENTARY SCHOOL
MR. ALALOUF, PRINCIPAL
MRS. ELIZABETH PAAK, SPECIAL
EDUCATION
MRS. ROENA WHITMIRE, SPECIAL
EDUCATION
MRS. GLYNELLE FRANZMEIER, SPECIAL
EDUCATION

LINCOLN JUNIOR HIGH SCHOOL
MR. NOBEL, PRINCIPAL
MRS. JO THOMASON, SPECIAL
ADJUSTMENT
MRS. LEE BRANARD, SPECIAL
ADJUSTMENT

LONGFELLOW ELEMENTARY SCHOOL
MR. SANCHEZ, PRINCIPAL
MRS. MADELINE MCBRIDE, TRAINABLE

STRONGHURST ELEMENTARY SCHOOL
MR. MIERA, PRINCIPAL
MISS JANET FESSIER, SPECIAL
EDUCATION
MRS. MERCEDES BELARDE, SPECIAL
EDUCATION

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5400 SOUTH ELSTON STREET
CHICAGO, ILLINOIS 60637

TO: DR. J. H. GOLDSTEIN
FROM: DR. J. H. GOLDSTEIN
SUBJECT: [Illegible]

RE: [Illegible]

[Illegible text block]

[Illegible text block]

[Illegible text block]

[Illegible text block]

B I B L I O G R A P H Y

MAGAZINES:

- _____. "A BOLD NEW APPROACH: THE COMMUNITY MENTAL HEALTH CENTER," PROGRESSIVE ARCHITECTURE, NOVEMBER 1966, PP 132-145.
- _____. "MENTAL HEALTH FACILITIES," ARCHITECTURAL RECORD (FEBRUARY 1967), PP 147-162.

PAMPHLETS:

- _____. A COMPREHENSIVE PLAN OF ACTION TO COMBAT MENTAL RETARDATION IN NEW MEXICO, STATE OF NEW MEXICO, STATE PLANNING OFFICE, SANTA FE, NEW MEXICO, (1965).

BAREFOOT, MARIAN. COORDINATOR OF SPECIAL EDUCATION FOR THE APS, SPECIAL EDUCATION, ALBUQUERQUE PUBLIC SCHOOLS, 1966-67.

- _____. CALIFORNIA STATE SCHOOLS FOR CHILDREN WITH CEREBRAL PALSY AND SIMILAR HANDICAPS, CALIFORNIA STATE DEPARTMENT OF EDUCATION (1965).

CAMPBELL, L. WAYNE, DALY, FLORA M., HANSON, FRED M. PROGRAMS FOR THE EDUCABLE MENTALLY RETARDED IN CALIFORNIA PUBLIC SCHOOLS, CALIFORNIA STATE DEPARTMENT OF EDUCATION (MARCH 1965).

CAMPBELL, L. WAYNE, DALY, FLORA M., HANSON, FRED M. PROGRAMS FOR THE TRAINABLE MENTALLY RETARDED IN CALIFORNIA PUBLIC SCHOOLS, CALIFORNIA STATE DEPARTMENT OF EDUCATION (1966).

DELAYO, LEONARD J. SUPERINTENDENT OF PUBLIC INSTRUCTION, STANDARDS FOR NEW MEXICO SCHOOLS, CHAPTERS 1, 2, 3, & 4 (March 22, 1965).

- _____. DESIGN OF FACILITIES FOR THE MENTALLY RETARDED, U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, (1963).

_____. EMOTIONALLY DISTURBED CHILDREN, SCHENECTADY PUBLIC SCHOOLS, SCHENECTADY, NEW YORK (NOVEMBER, 1963).

_____. GIFTED CHILDREN AND YOUTH, COUNCIL OF CHIEF STATE SCHOOL OFFICERS, WASHINGTON D. C. (1962).

GORE, BEATRICE E., OUTLAND, RICHARD W., EDUCATIONAL PROGRAMS FOR ORTHOPEDICALLY HANDICAPPED CHILDREN INCLUDING THE CEREBRAL PALSIED IN CALIFORNIA SCHOOLS, CALIFORNIA STATE DEPARTMENT OF EDUCATION, (1965).

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

REPORT OF THE COMMITTEE ON THE
PROGRESS OF CHEMISTRY IN 1951

BY THE COMMITTEE ON THE
PROGRESS OF CHEMISTRY

CHICAGO, ILLINOIS, 1952

CHICAGO, ILLINOIS, 1952

CHICAGO, ILLINOIS, 1952

CHICAGO, ILLINOIS, 1952

CHICAGO, ILLINOIS, 1952

CHICAGO, ILLINOIS, 1952

CHICAGO, ILLINOIS, 1952

CHICAGO, ILLINOIS, 1952

CHICAGO, ILLINOIS, 1952

CHICAGO, ILLINOIS, 1952

CHICAGO, ILLINOIS, 1952

GOSSARD, ARTHUR PAUL. SUPERIOR AND BACKWARD CHILDREN IN PUBLIC SCHOOLS, (1941).

LOFTUS, LAURETTA AND THOMPSON, PEARL E. A CURRICULUM GUIDE FOR AARC DAY CARE CENTER, (AUGUST 1964).

_____. MENTAL RETARDATION, A "TOTAL" COMMUNITY PROGRAM, LUCAS COUNTY ASSOCIATION FOR RETARDED CHILDREN (1964-65).

_____. PLANNING OF FACILITIES FOR THE MENTALLY RETARDED, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE (NOVEMBER, 1964).

_____. PLANNING, PROGRAMMING, AND DESIGN FOR THE COMMUNITY MENTAL HEALTH CENTER, NATIONAL INSTITUTE OF MENTAL HEALTH, U.S. PUBLIC HEALTH SERVICE (1965).

_____. RECOMMENDATIONS FOR THE OPERATION OF CLASSES FOR THE EMOTIONALLY DISTURBED, INTERMEDIATE SCHOOL DISTRICT, COUNTY OF MACOMB (1964).

_____. SOME THOUGHTS ON PLANNING DAY SCHOOLS FOR RETARDED CHILDREN, NATIONAL ASSOCIATION FOR RETARDED CHILDREN, INC.

_____. SPECIAL EDUCATION CURRICULUM VOLUME I, ALBUQUERQUE PUBLIC SCHOOLS, 1964, ELEMENTARY SCHOOL CURRICULUM COMMITTEE, SPECIAL EDUCATION DEPARTMENT, ALBUQUERQUE PUBLIC SCHOOLS.

_____. SPECIAL EDUCATION CURRICULUM VOLUME II, ALBUQUERQUE PUBLIC SCHOOLS, 1964, JUNIOR HIGH SCHOOL CURRICULUM COMMITTEE, SPECIAL EDUCATION DEPARTMENT, ALBUQUERQUE PUBLIC SCHOOLS.

_____. THE EDUCATION OF EMOTIONALLY HANDICAPPED CHILDREN, CALIFORNIA STATE DEPARTMENT OF EDUCATION, (MARCH 1967).

_____. THE EVALUATION AND TREATMENT OF THE MENTALLY RETARDED CHILD IN CLINICS, NATIONAL ASSOCIATION FOR RETARDED CHILDREN INC. (1956).

_____. THE ORGANIZATION AND IMPLEMENTATION OF PROGRAMS FOR HANDICAPPED CHILDREN AND YOUTH--1964. U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, 1964.

WATSON, CHARLES W. LAWS AND REGULATIONS RELATING TO EDUCATION AND HEALTH SERVICES FOR EXCEPTIONAL CHILDREN IN CALIFORNIA, CALIFORNIA STATE DEPARTMENT OF EDUCATION (1966).

_____. WEST VIRGINIA STATE PROGRAM FOR GIFTED AND ACADEMICALLY ABLE STUDENTS (1963).

THE UNIVERSITY OF CHICAGO
LIBRARY

1000 S. EAST ASIAN BLDG.
CHICAGO, ILL. 60607

DATE _____
BY _____

NO. _____
SERIALS ACQUISITION

ISSUE NO. _____
VOLUME NO. _____

ISSUED _____
BY _____

DATE _____
BY _____

NO. _____
SERIALS ACQUISITION

ISSUE NO. _____
VOLUME NO. _____

ISSUED _____
BY _____

DATE _____
BY _____

NO. _____
SERIALS ACQUISITION

ISSUE NO. _____
VOLUME NO. _____

ISSUED _____
BY _____

8110

SOLUTION

**A BACHELOR THESIS IN ARCHITECTURE
DEPARTMENT OF ARCHITECTURE
UNIVERSITY OF NEW MEXICO**

STANFORD E. WYATT JR.

**A FACILITY FOR EXCEPTIONAL CHILDREN
IN
THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM**

SYSTEMS

BELOW IS A LIST OF THE ELEVEN SYSTEMS THAT EMBODY THE DESIGN PHILOSOPHY OF A FACILITY FOR EXCEPTIONAL CHILDREN.

- I. PLANNING: RELATIONSHIP BETWEEN THE SPECIAL SCHOOL, THE STREET, THE PLAYGROUND, AND THE EXISTING SCHOOL
- II. GROUPING: FOUR PROBLEM AREAS
- III. PLAY: RELATIONSHIP BETWEEN INDOOR AND OUTDOOR ACTIVITY AREAS
- IV. PLAY: RELATIONSHIP BETWEEN FREE PLAY AND FOUR SERVICE AREAS
- V. INSTRUCTIONAL UNITS: CREATION OF PLACE
- VI. INSTRUCTIONAL UNITS: FLEXIBILITY PROVIDED WITHIN ONE CLASSROOM
- VII. OBSERVATION: RELATIONSHIP WITH INSTRUCTIONAL AND ADMINISTRATIVE-CLINICAL AREAS
- VIII. OBSERVATION: VERTICAL SEPARATION
SYSTEM OF OBSERVATION
TRANSITION BETWEEN INSTRUCTIONAL UNITS AND FREE
PLAY AREA
- IX. MECHANICAL: SERVICE SYSTEM
OBSERVATION-MECHANICAL
- X. ADMINISTRATIVE-CLINICAL: FOUR SUBSYSTEMS
- XI. PHYSICAL: INTEGRATION OF ALL SYSTEMS





COMMUNITY

STREET



PARKING

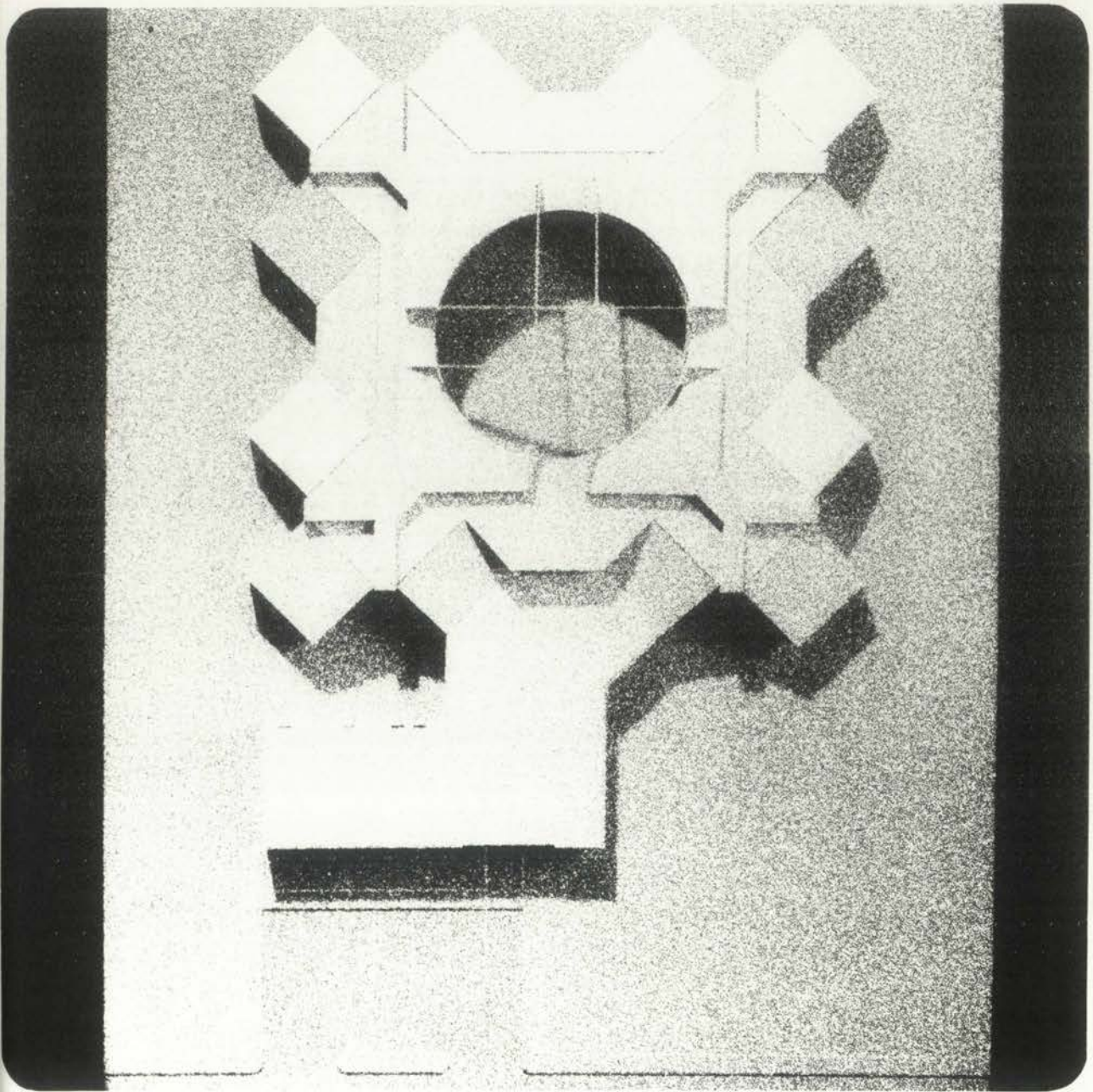
SPECIAL SCHOOL

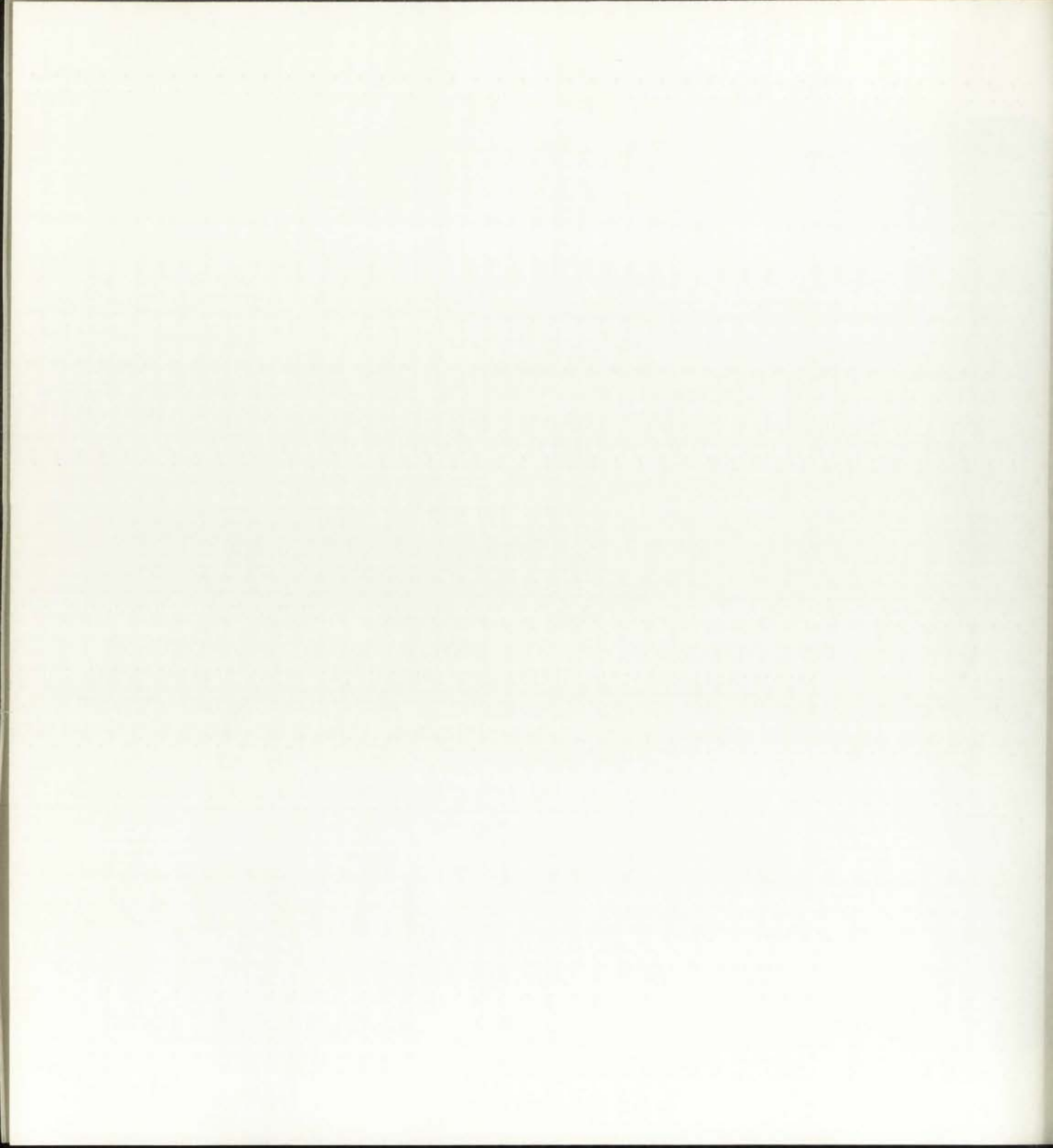
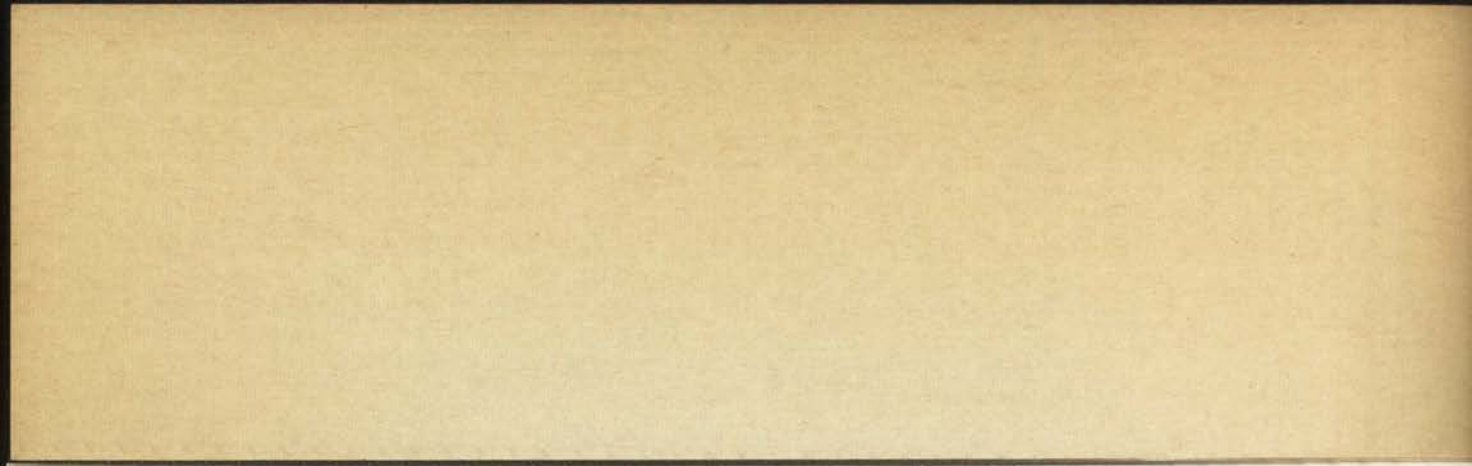
EXISTING FACILITY

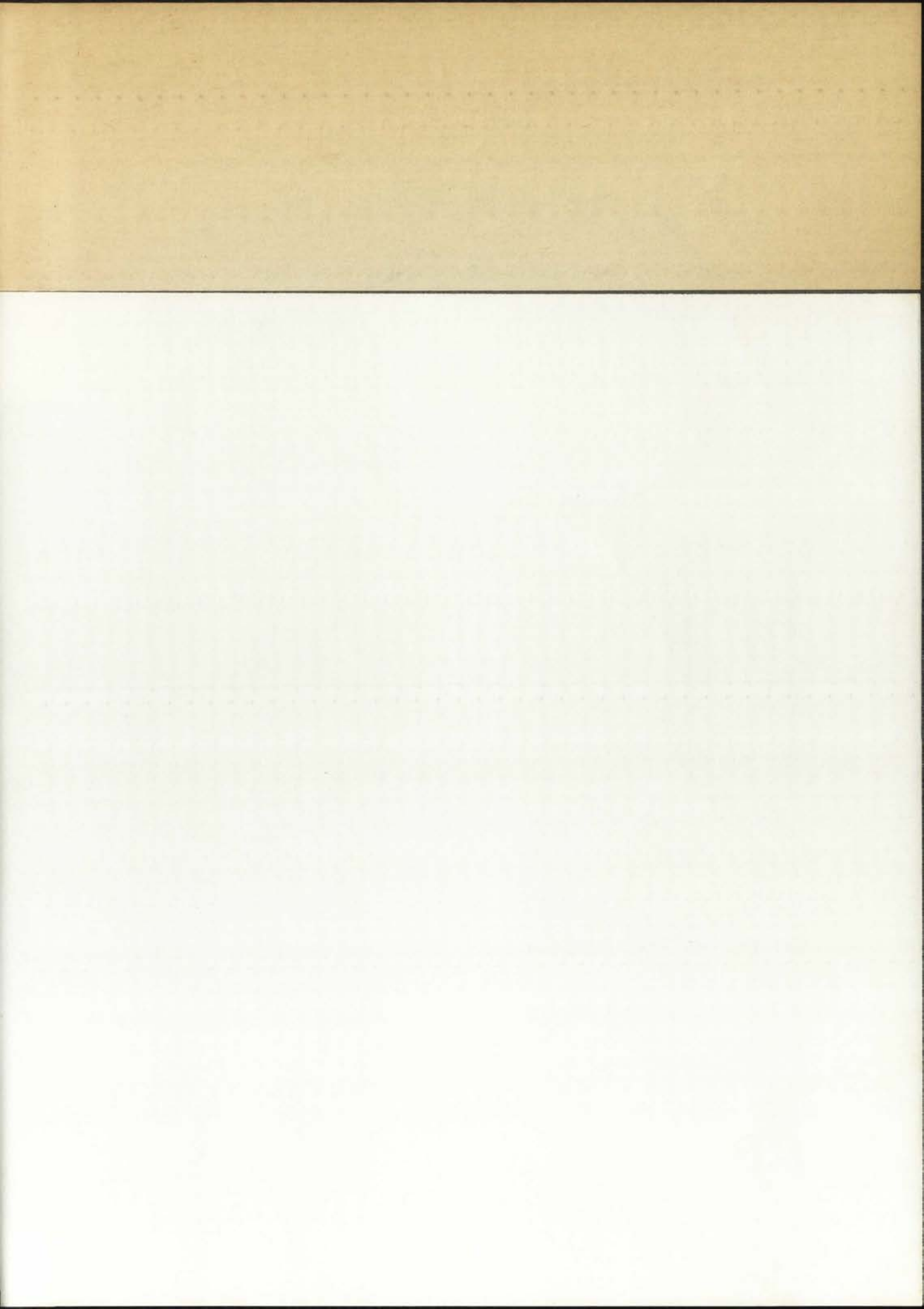
INTEGRATED PLAYGROUND

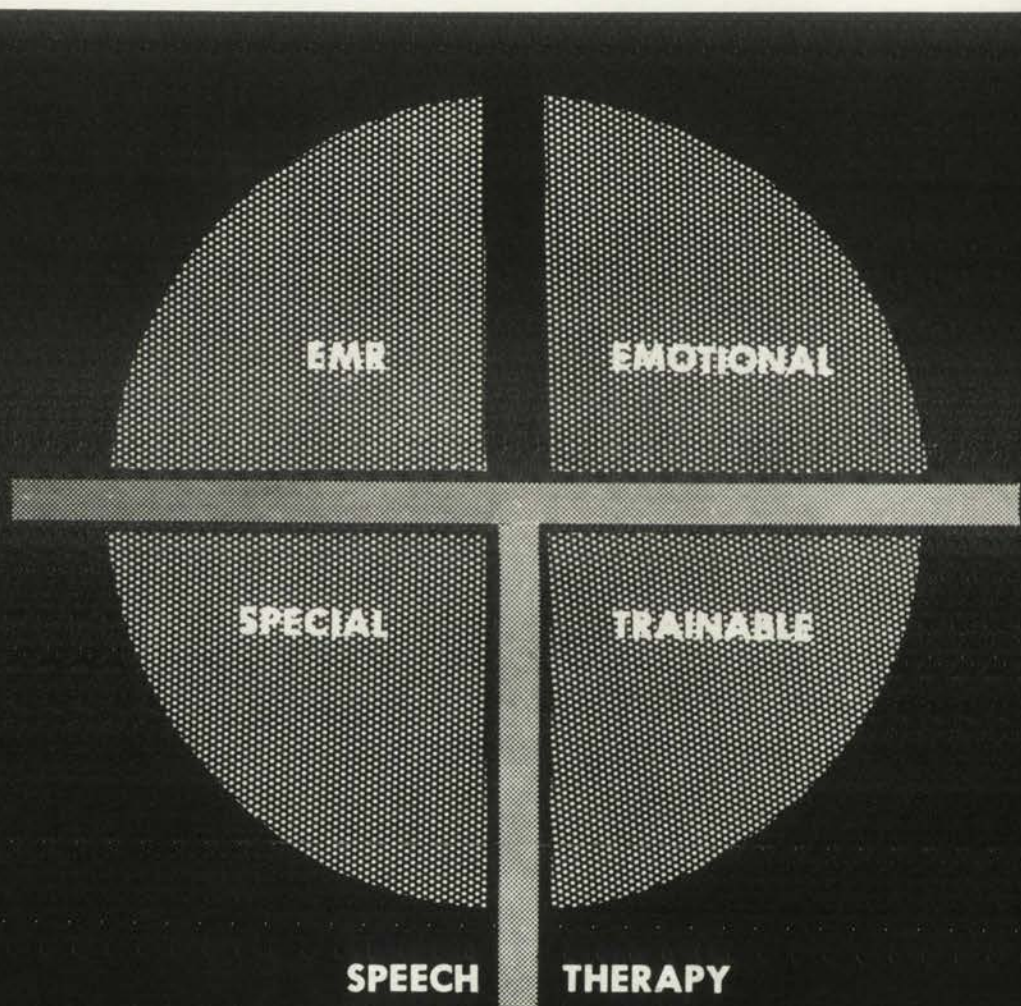
COMMUNITY

**PLANNING
HORIZONTAL SYSTEM**

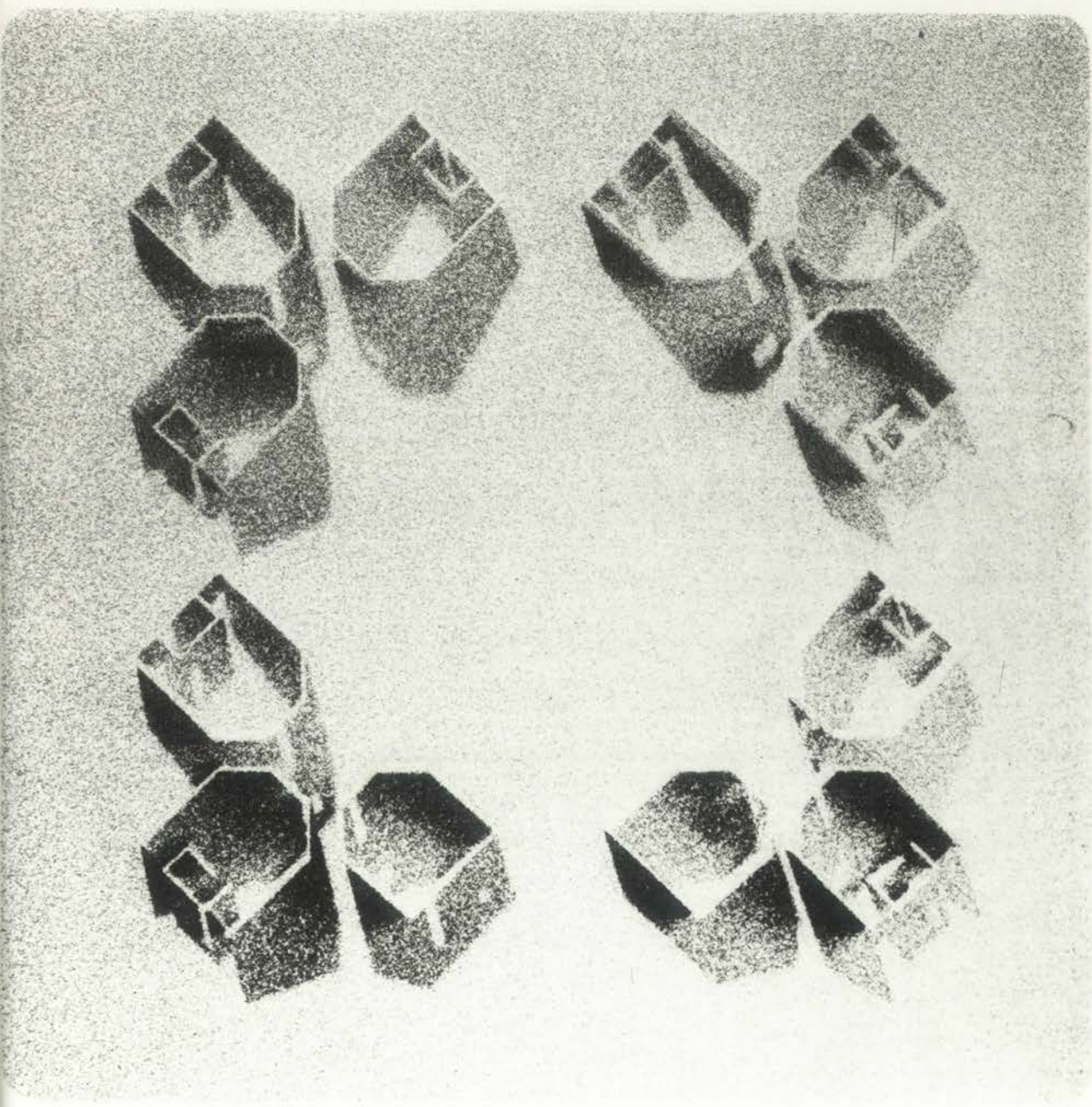


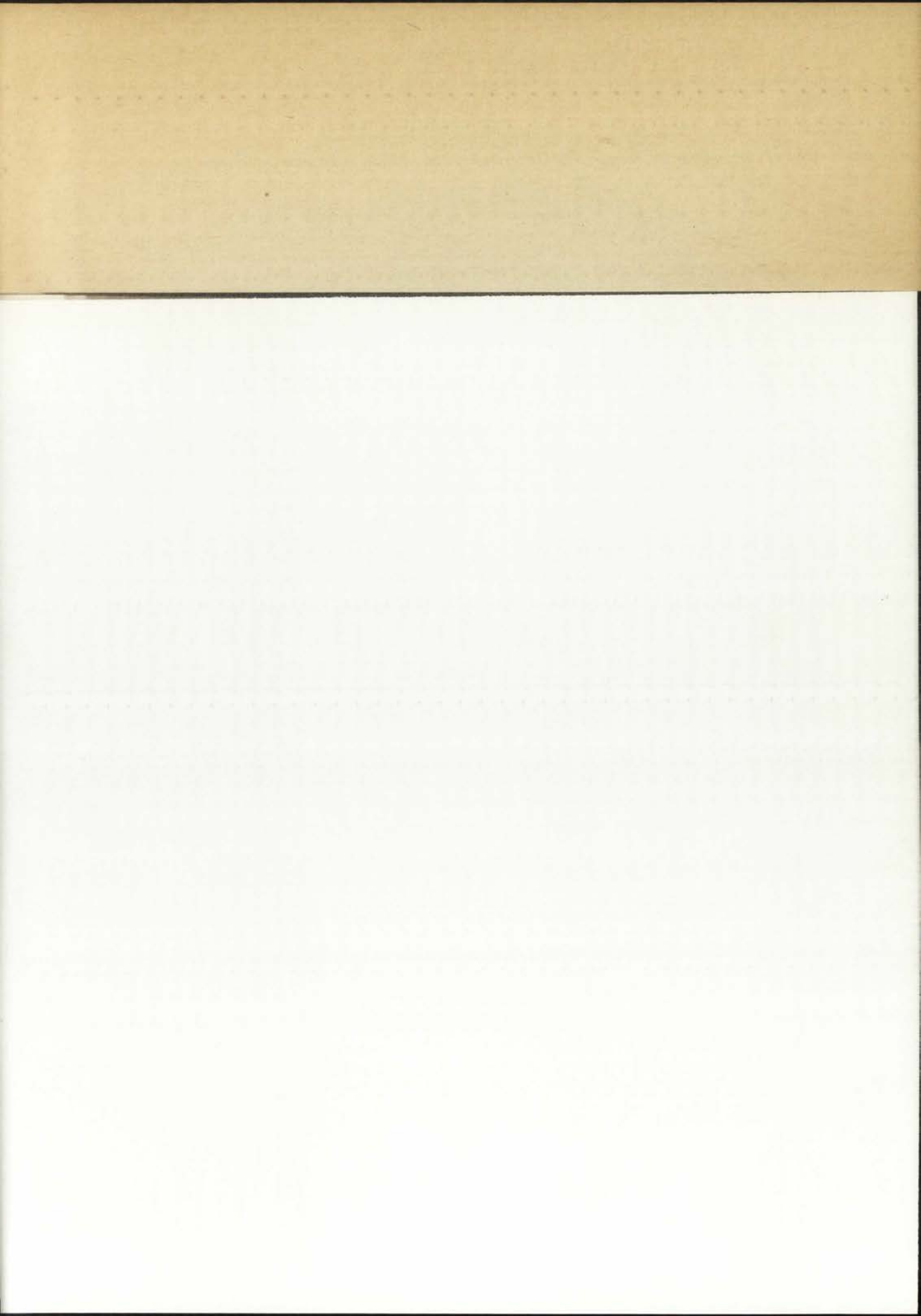






GROUPING
HORIZONTAL SYSTEM





**MATH AND
SOCIAL SCIENCE
COURT**

OUTDOOR PLAY

OUTDOOR PLAY

**NATURAL
SCIENCE
COURT**

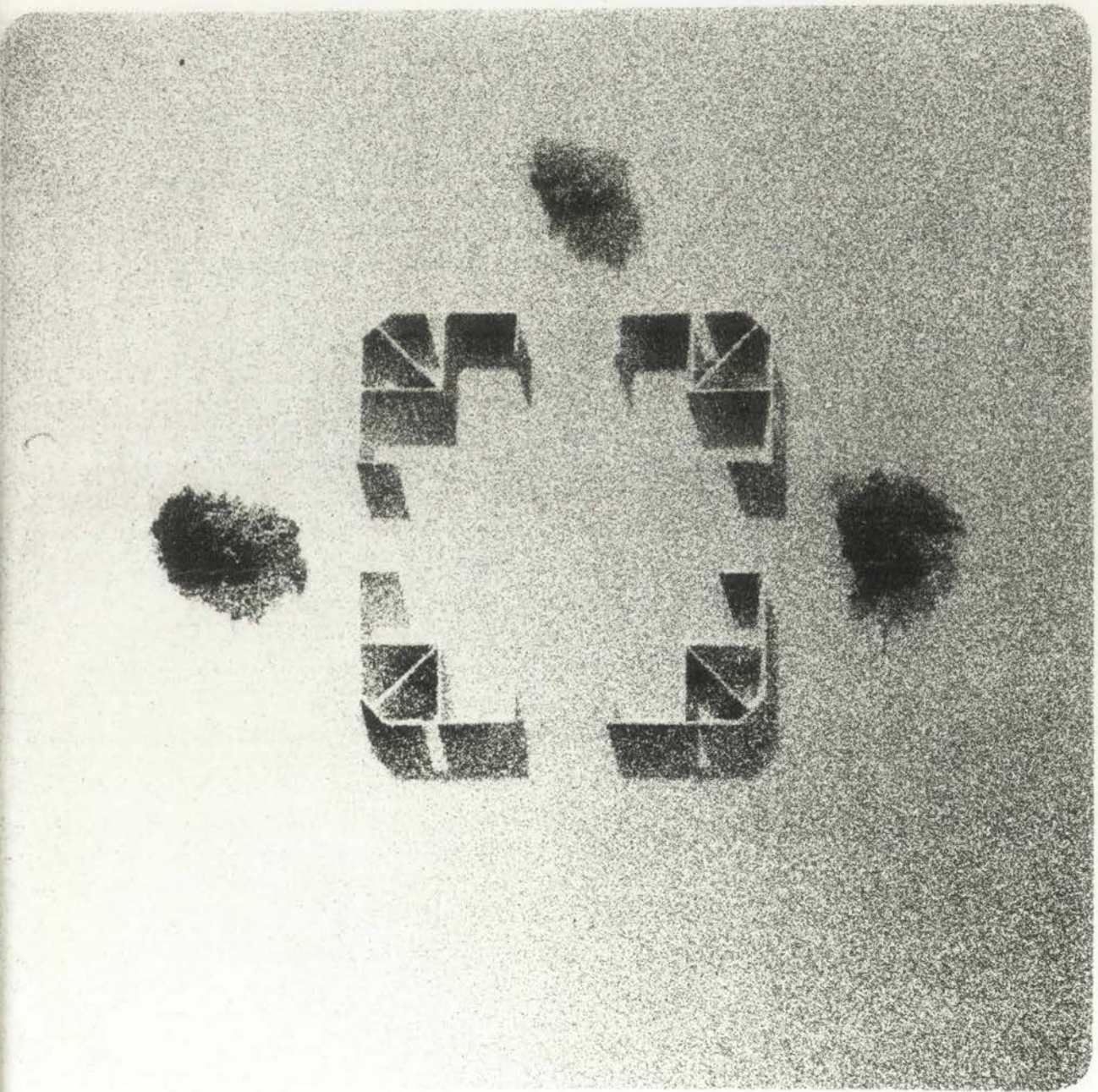
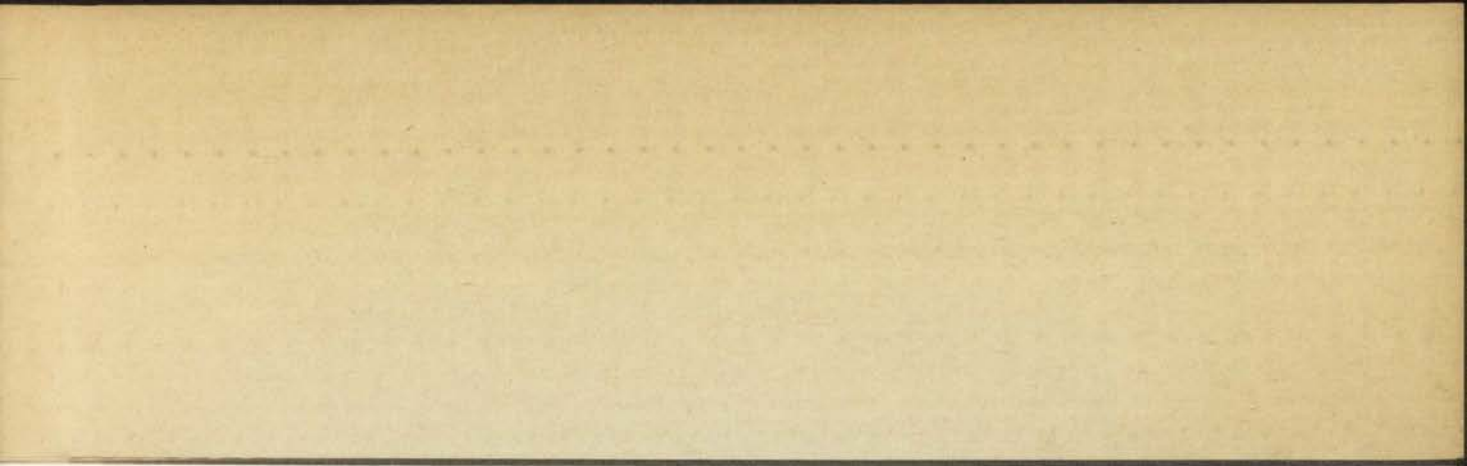
**INDOOR
PLAY**

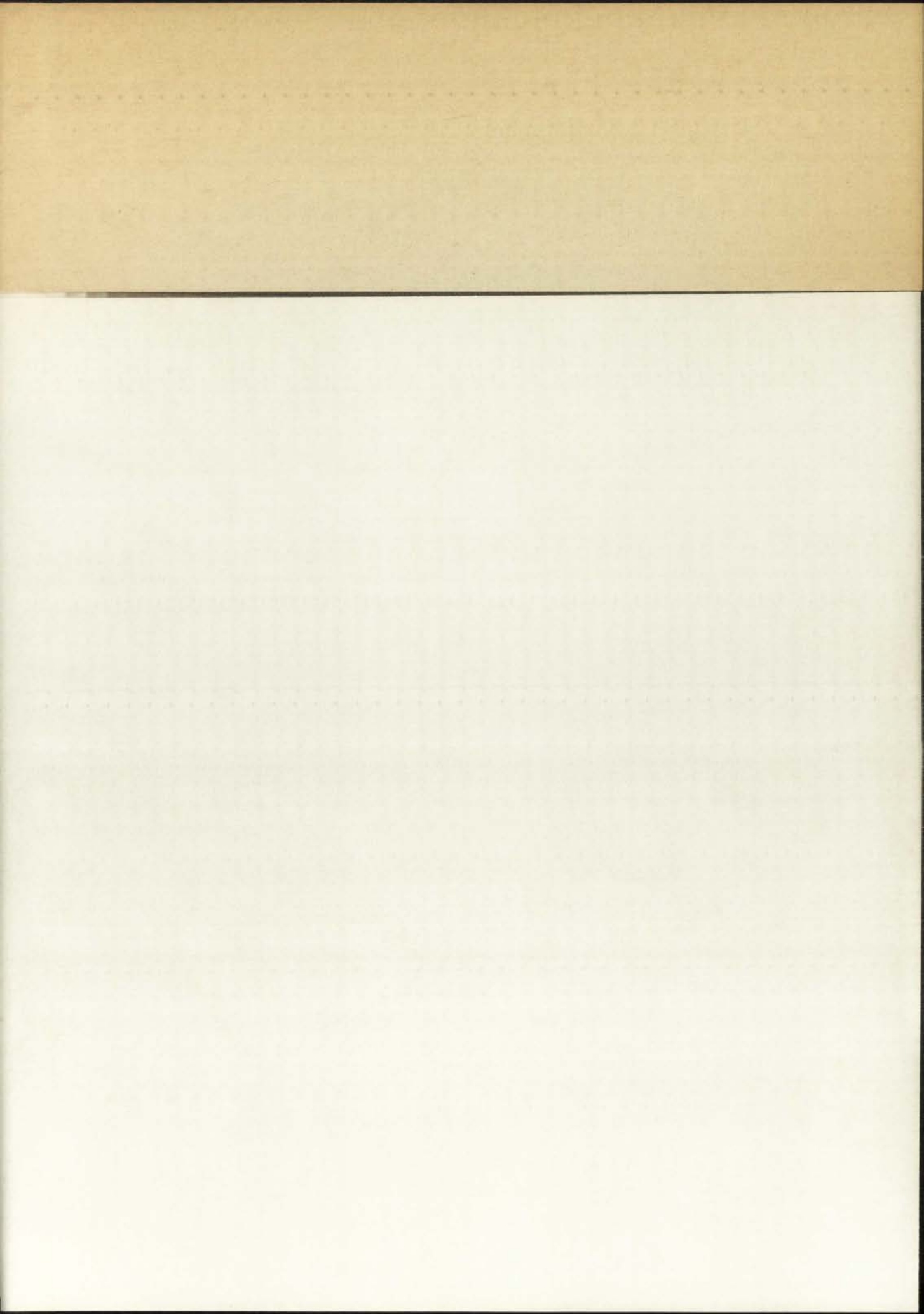
**ARTS AND
CRAFTS
COURT**

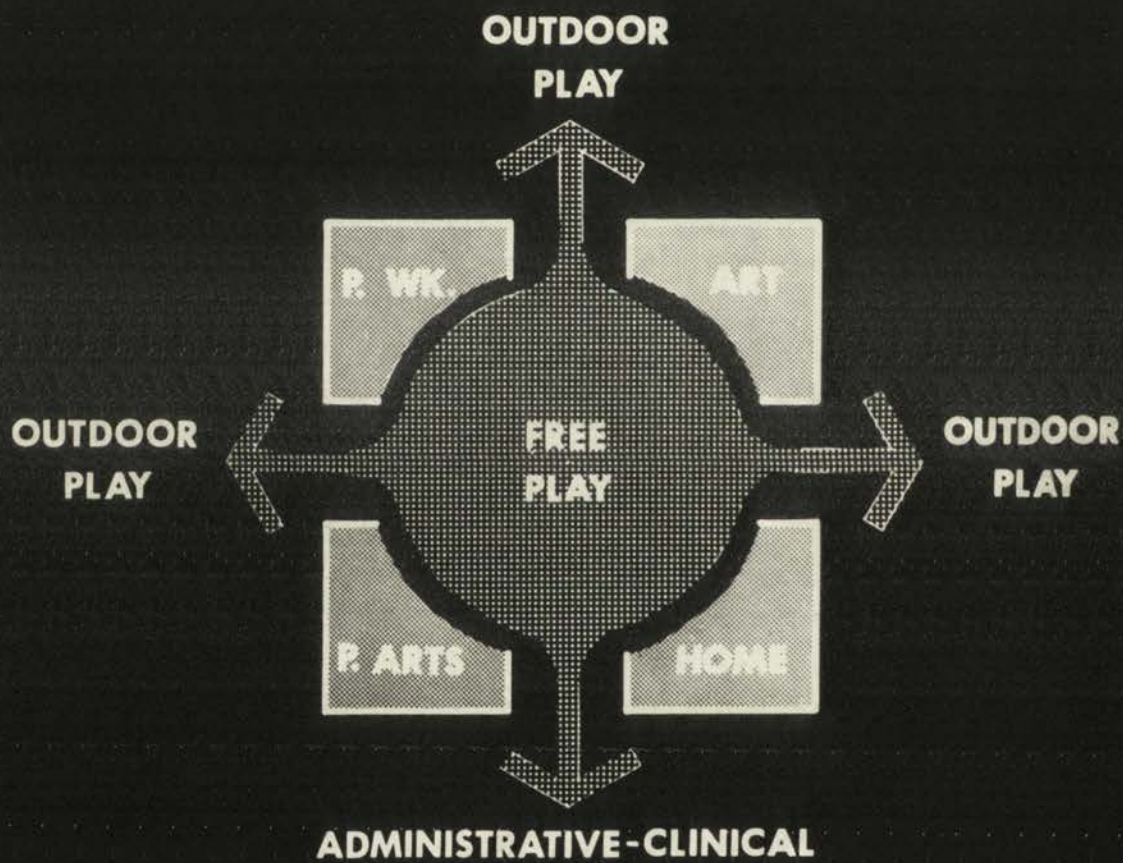
CIRCULATION

**PLAY 1
HORIZONTAL SYSTEM**

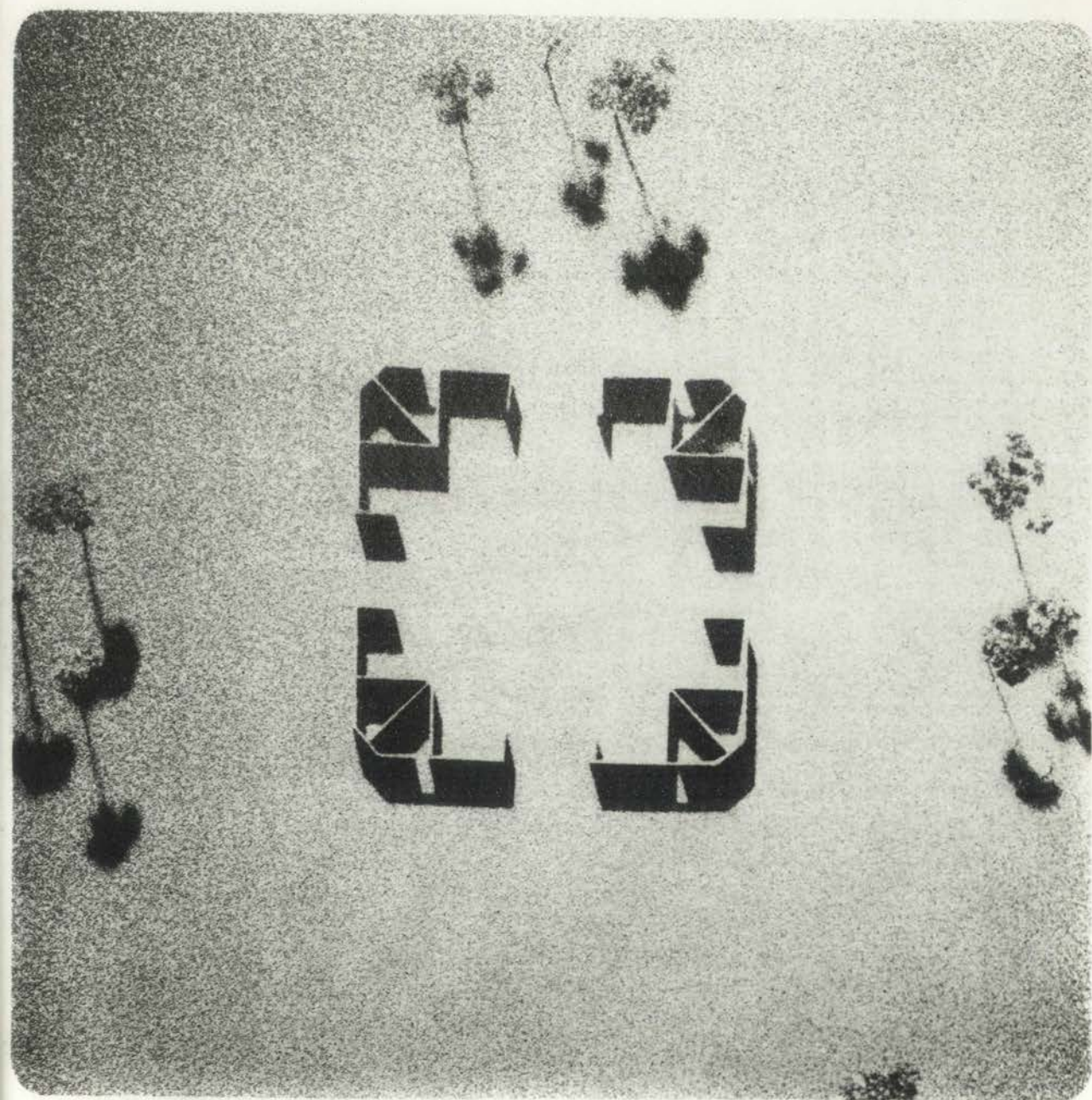
3

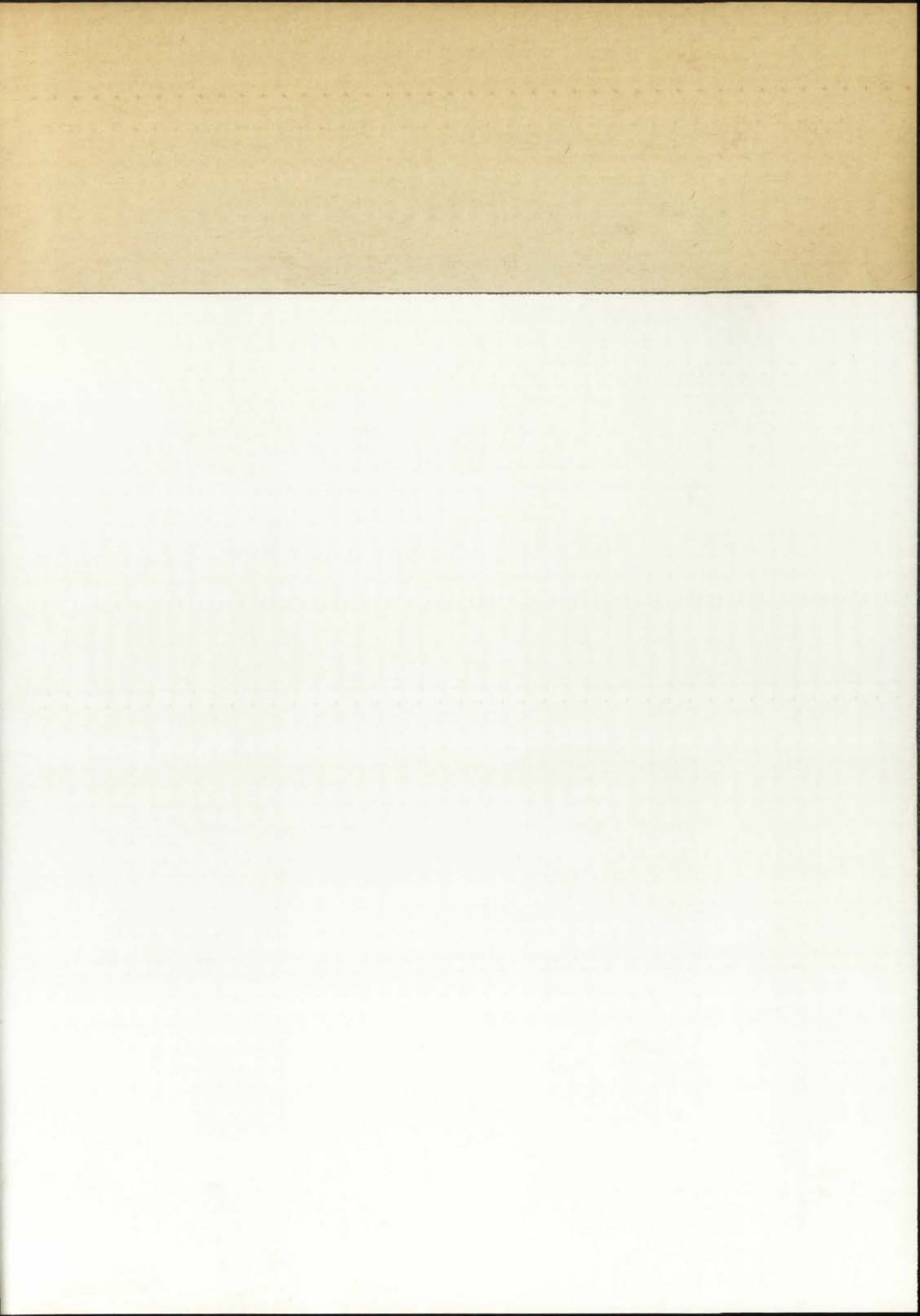


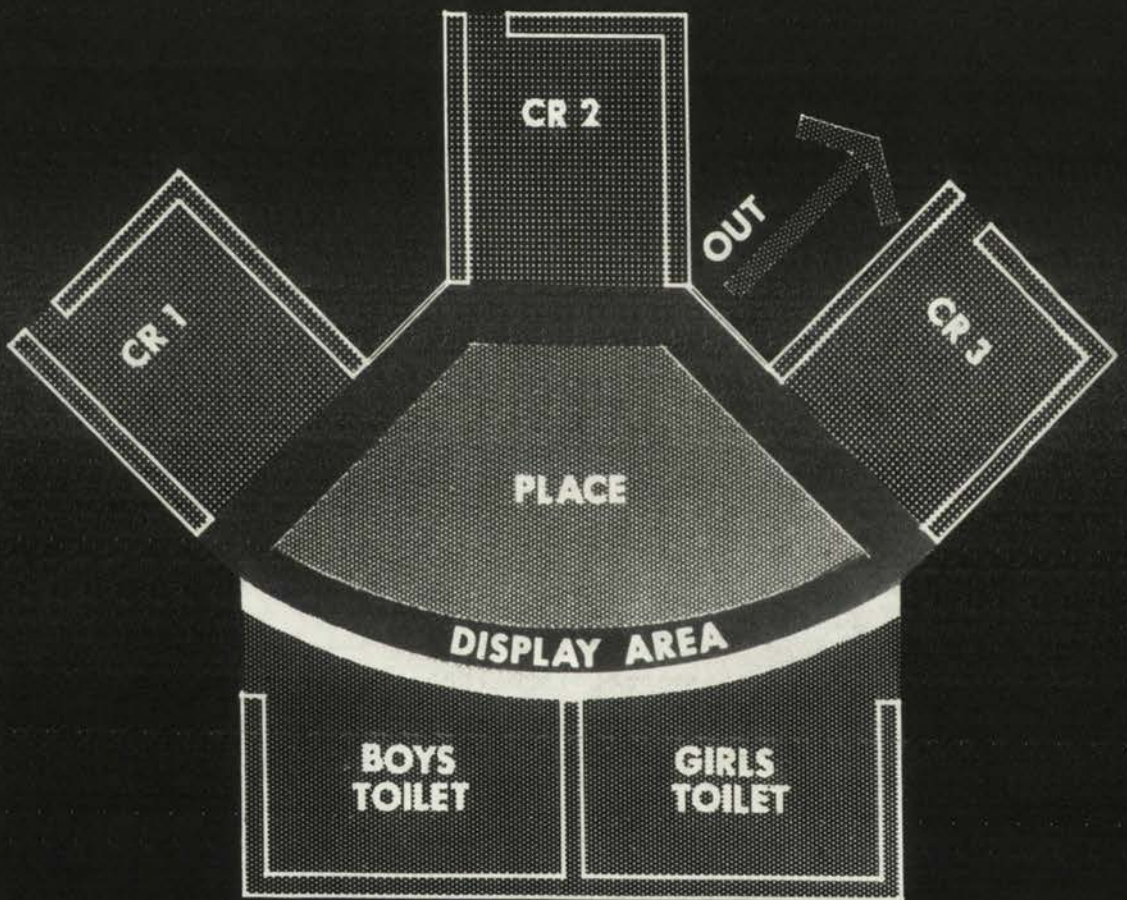




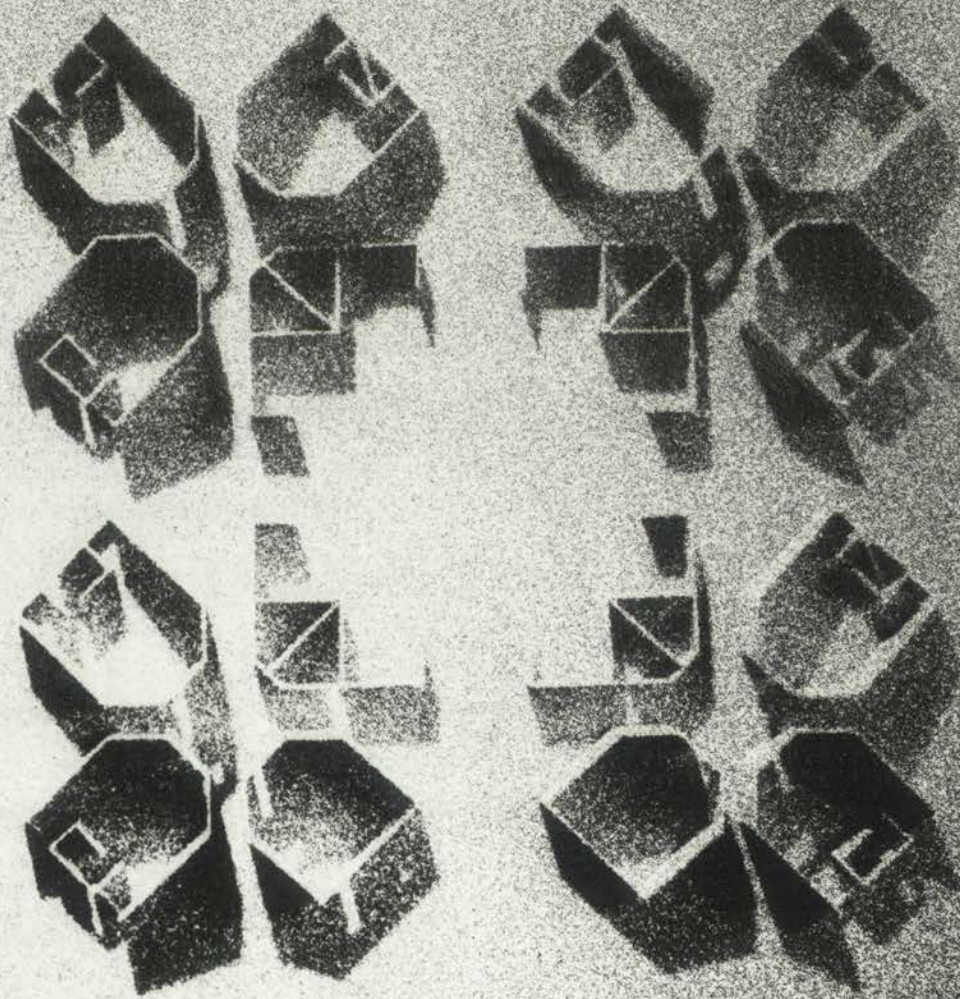
PLAY 2
HORIZONTAL SYSTEM

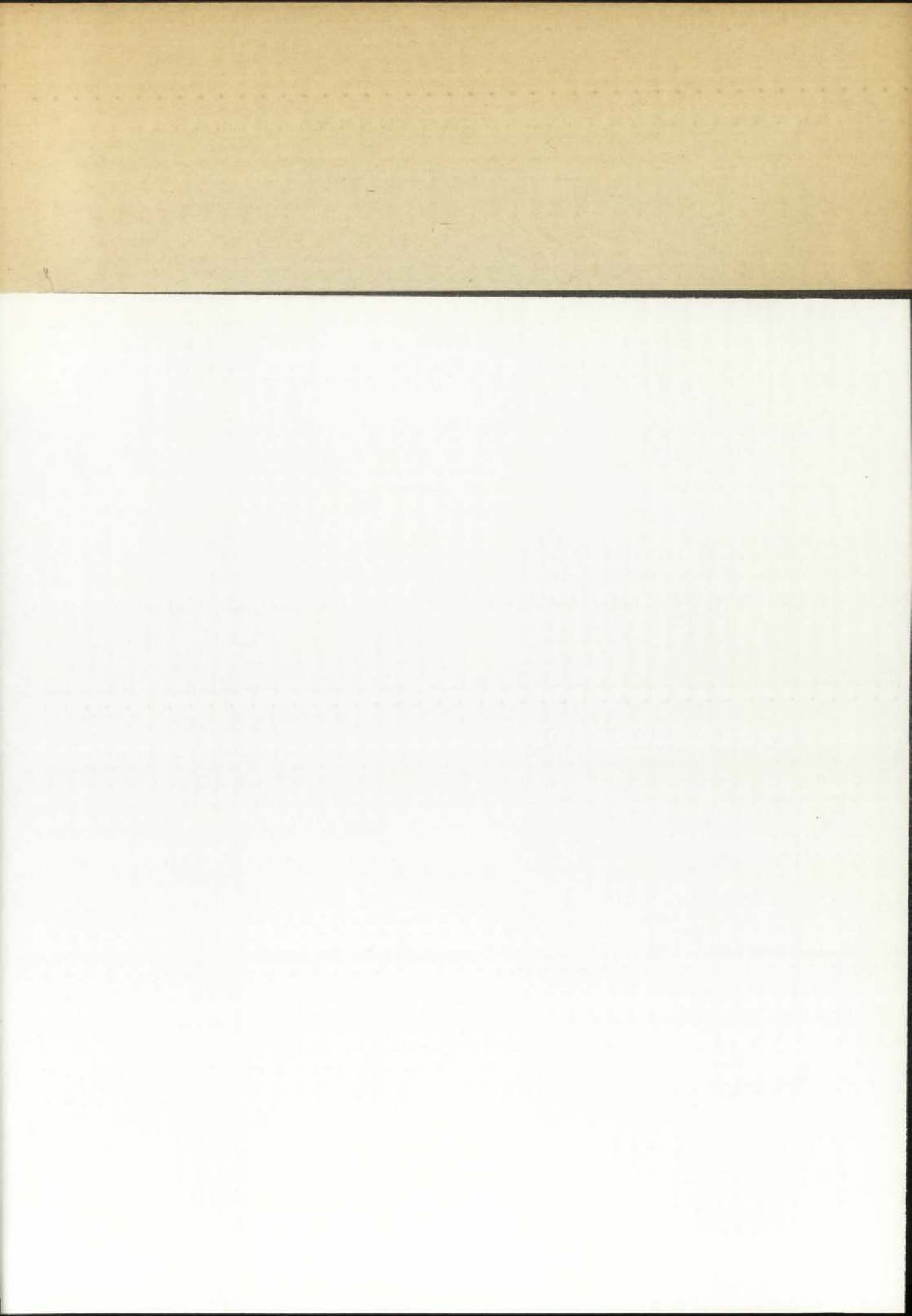


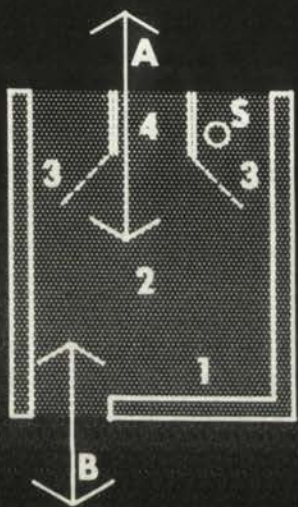




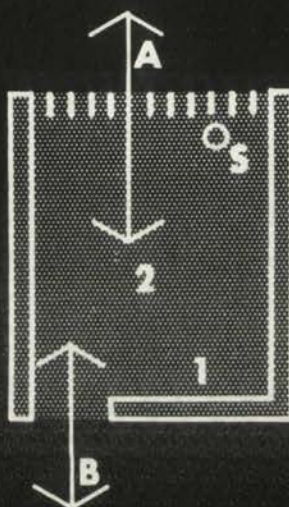
INSTRUCTIONAL UNIT 1
HORIZONTAL SYSTEM



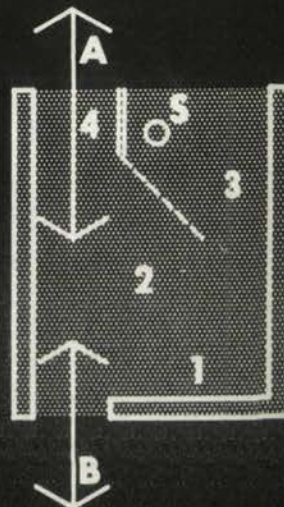




a. GENERAL ACTIVITY



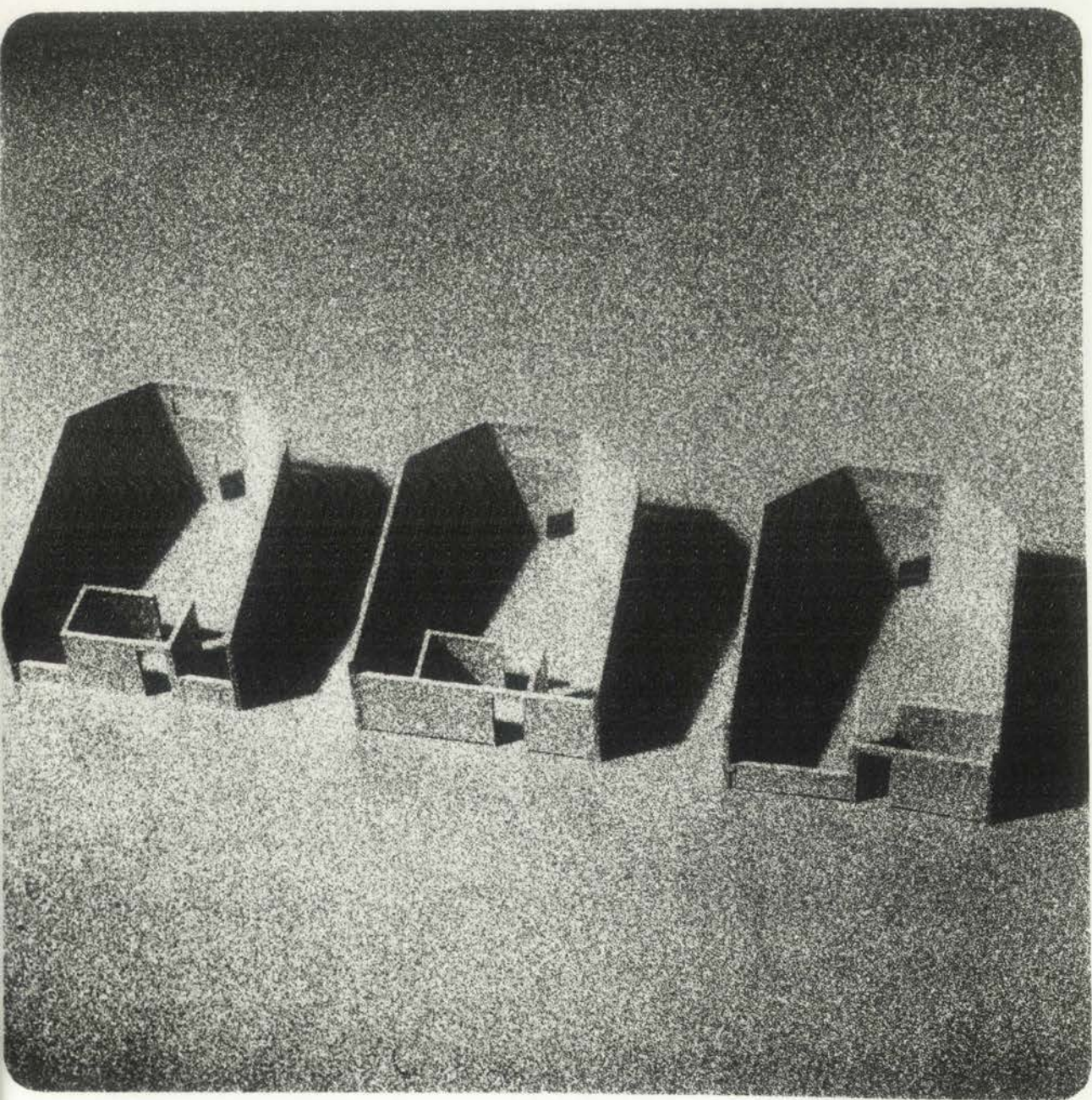
b. CONTROLLED ENVIRONMENT

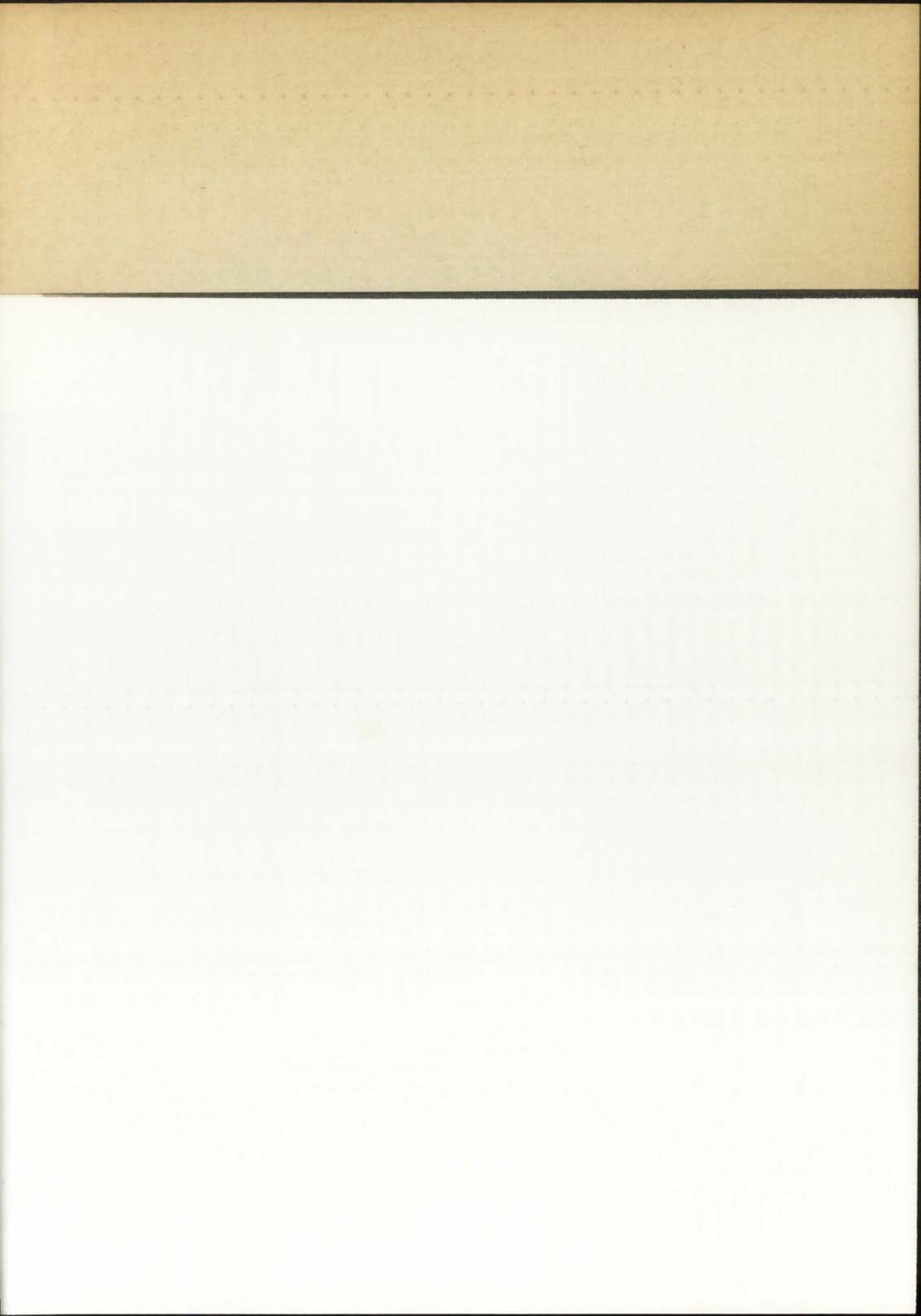


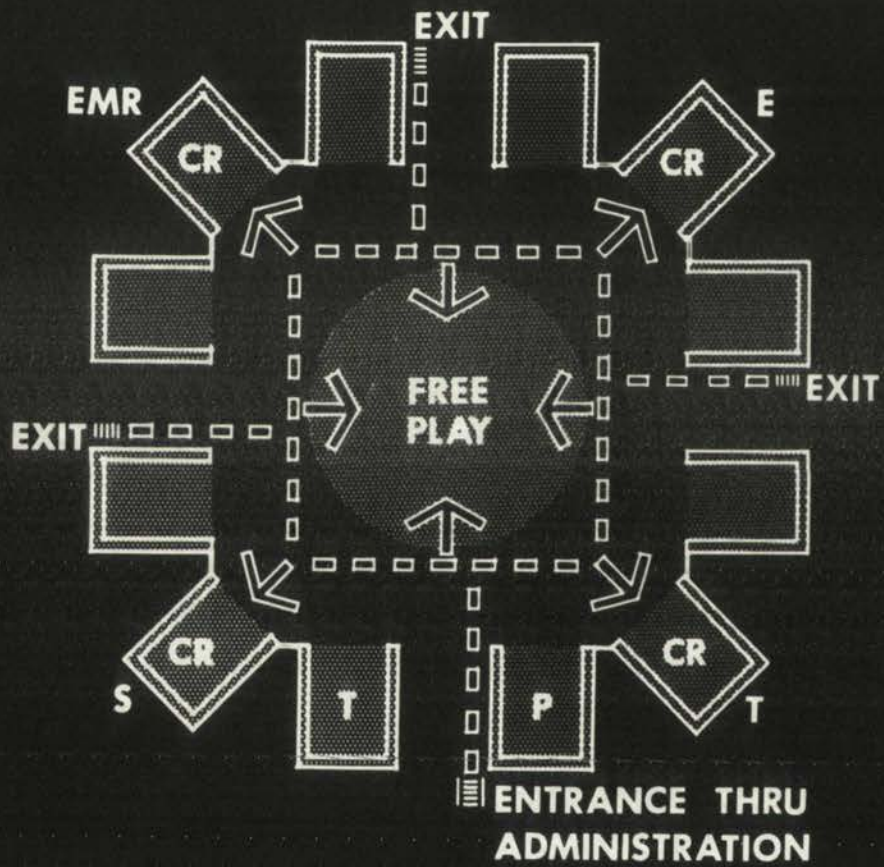
c. SPECIAL ACTIVITY

LEGEND: A-EGRESS B-ENTRY S-SINK 1-DEMONSTRATION
 2-INSTRUCTION 3-PROJECT-WORK AREA
 4-STORAGE

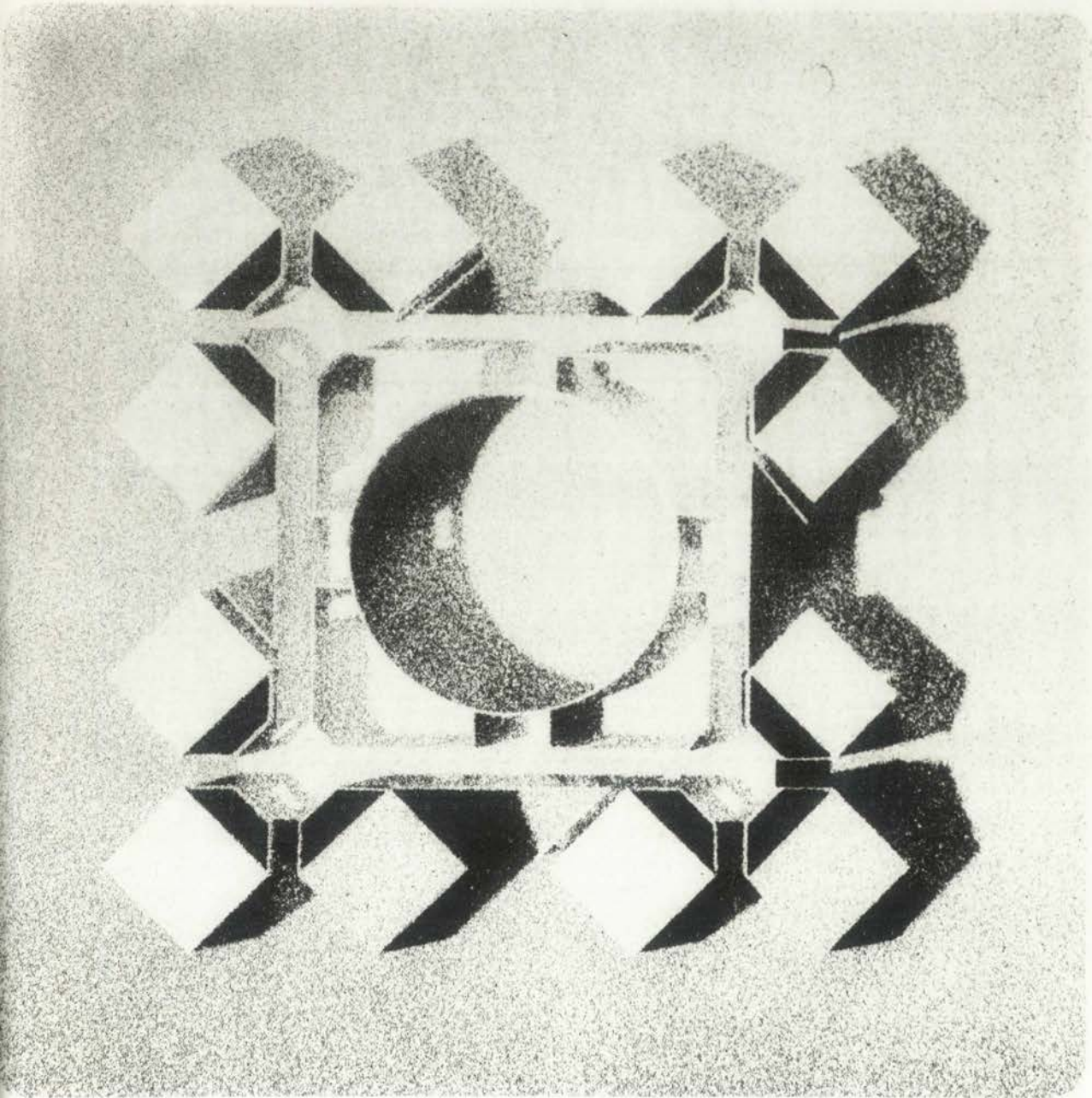
INSTRUCTIONAL UNIT 2
HORIZONTAL SYSTEM



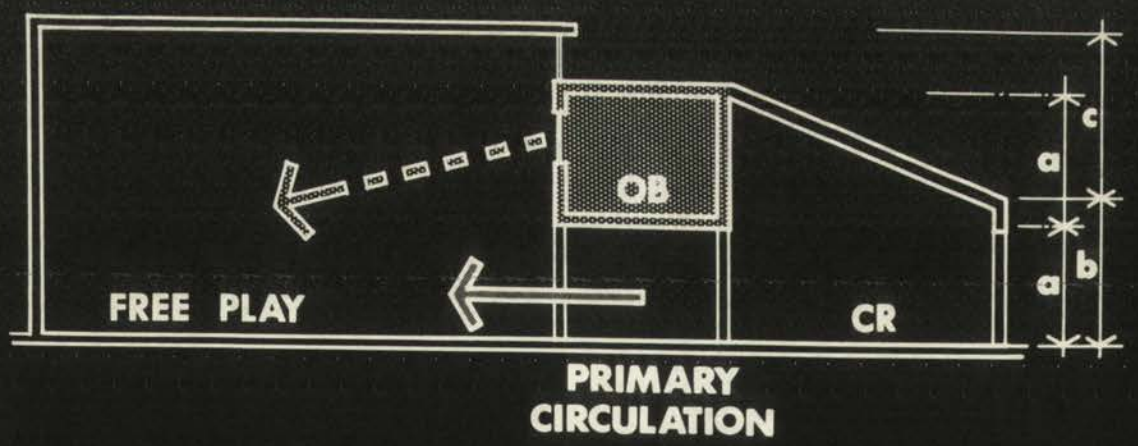
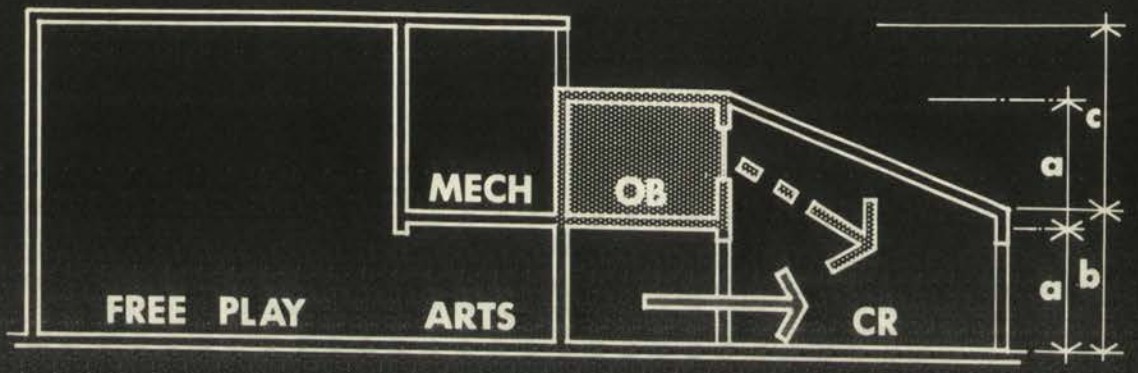




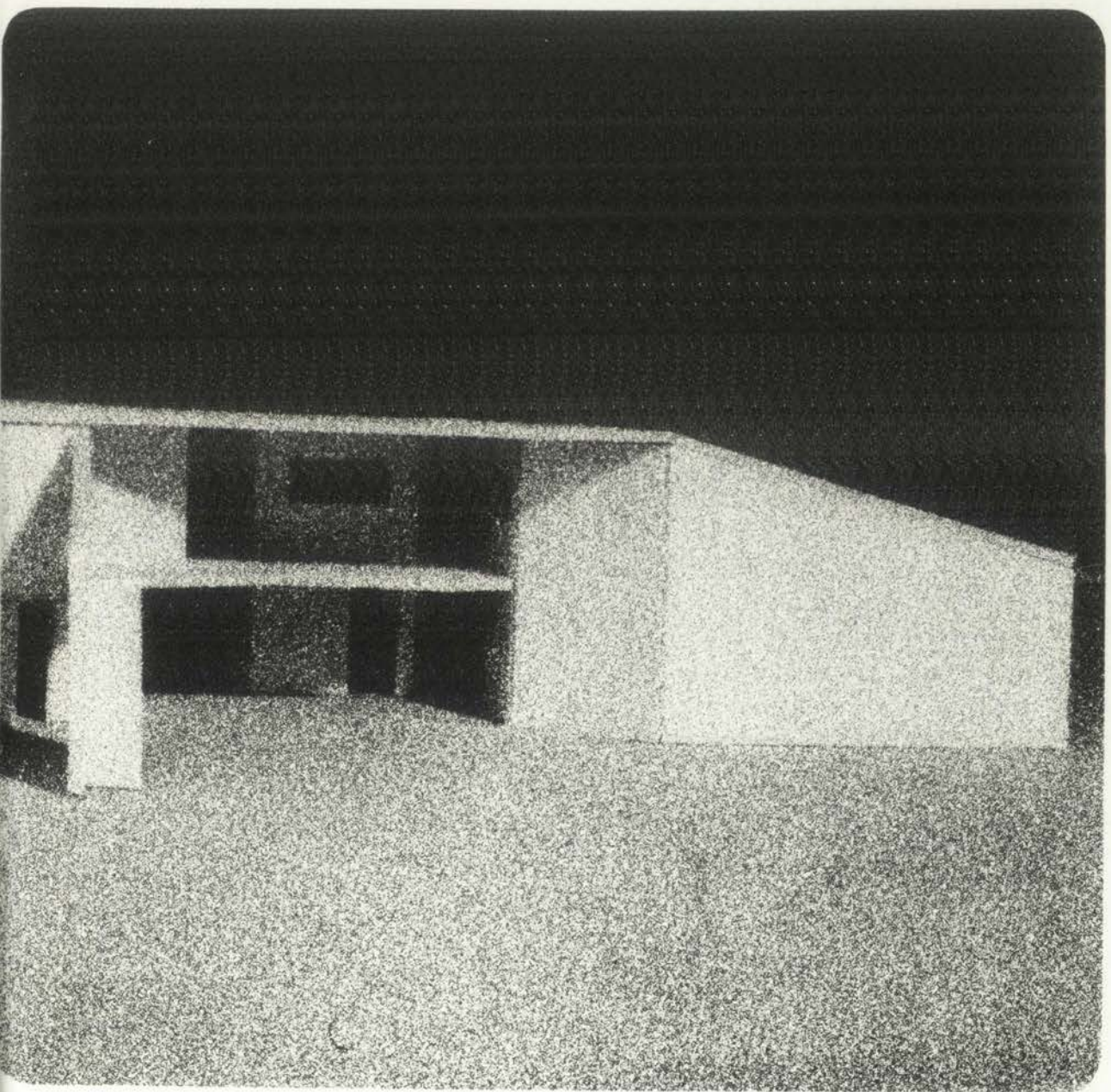
OBSERVATION 1
HORIZONTAL SYSTEM

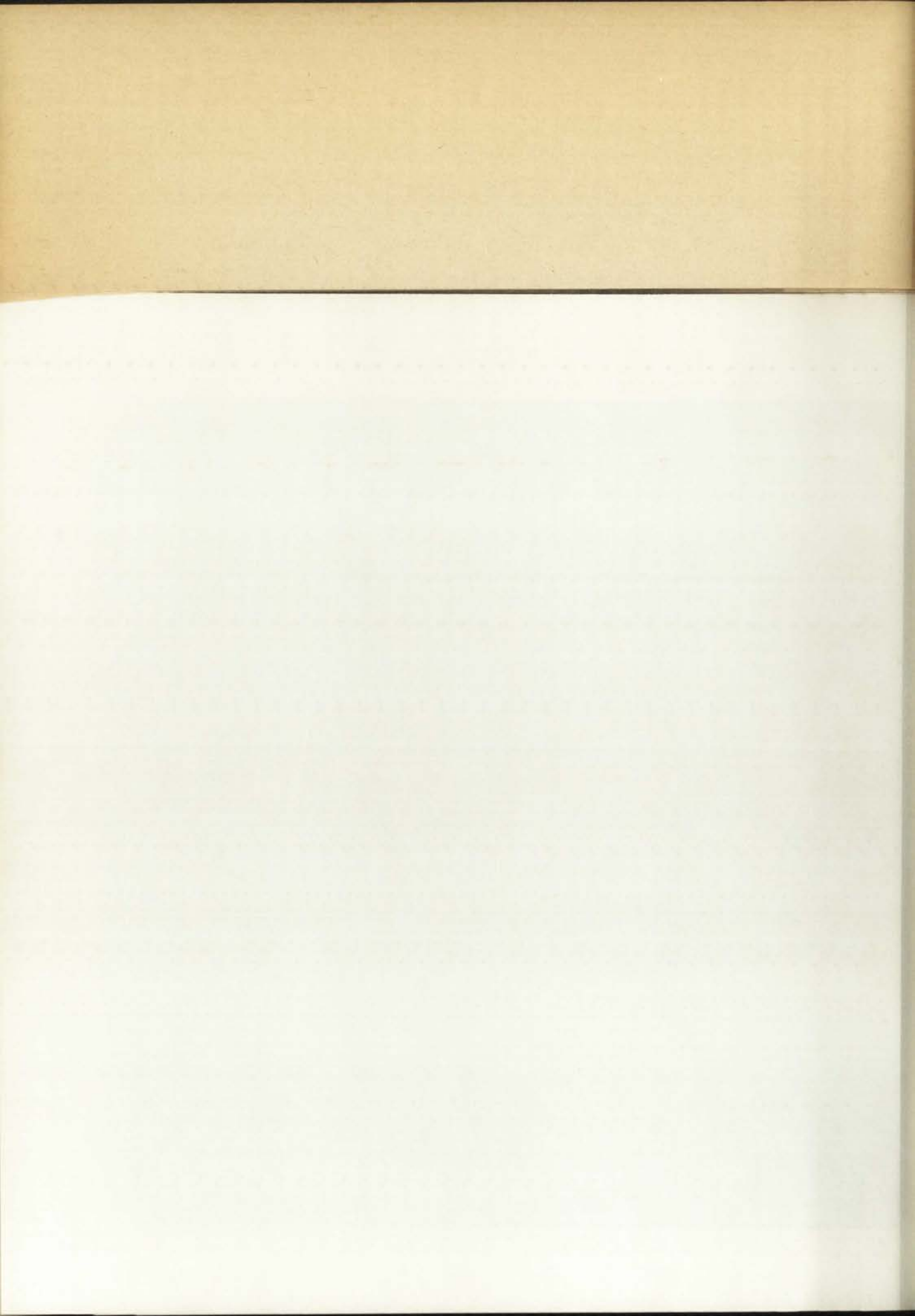


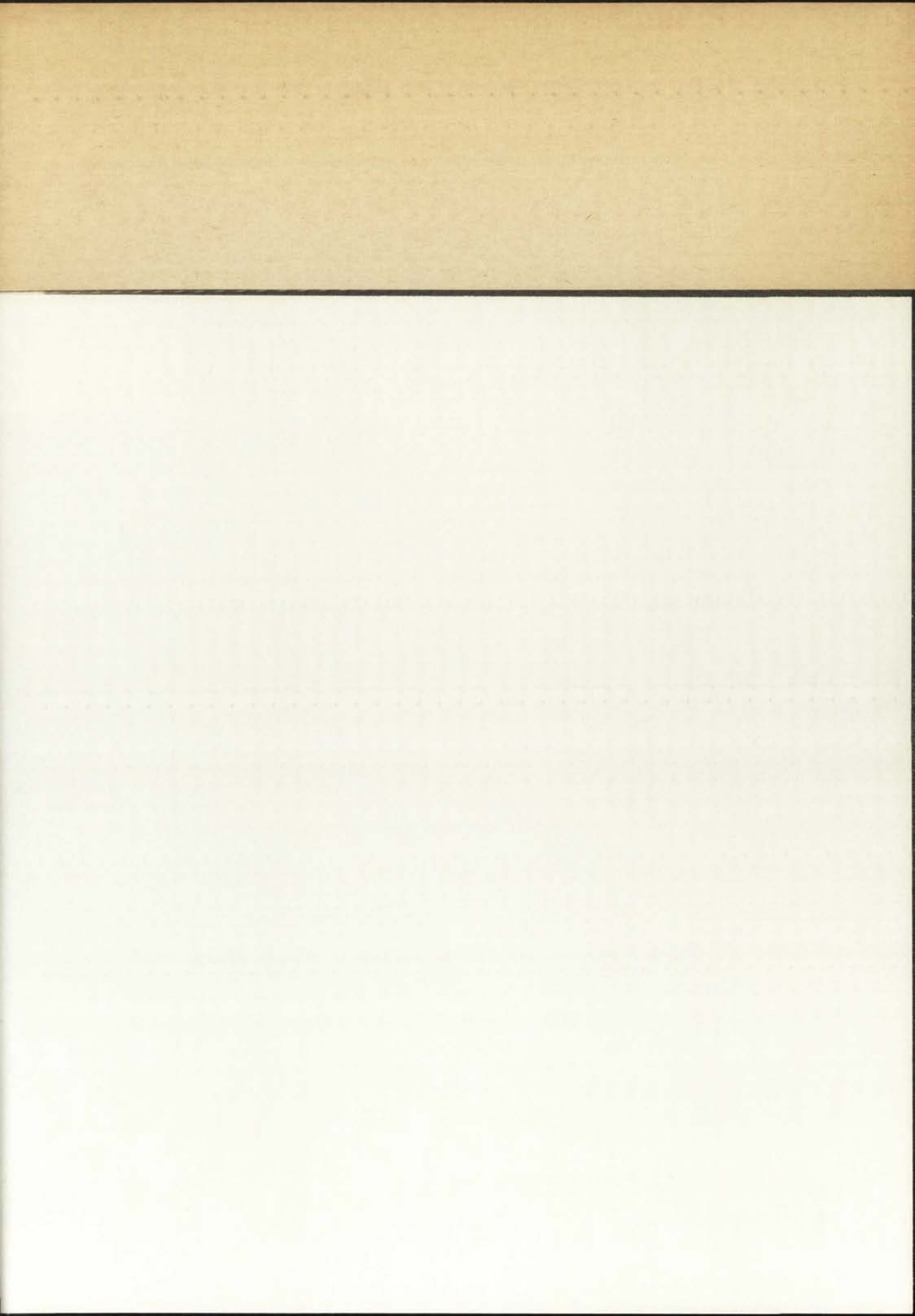


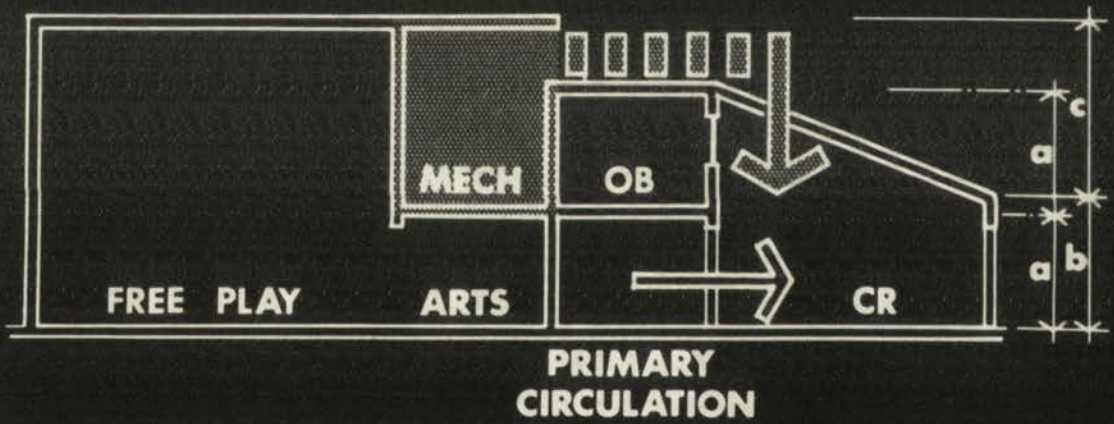


OBSERVATION 2
VERTICAL SYSTEM



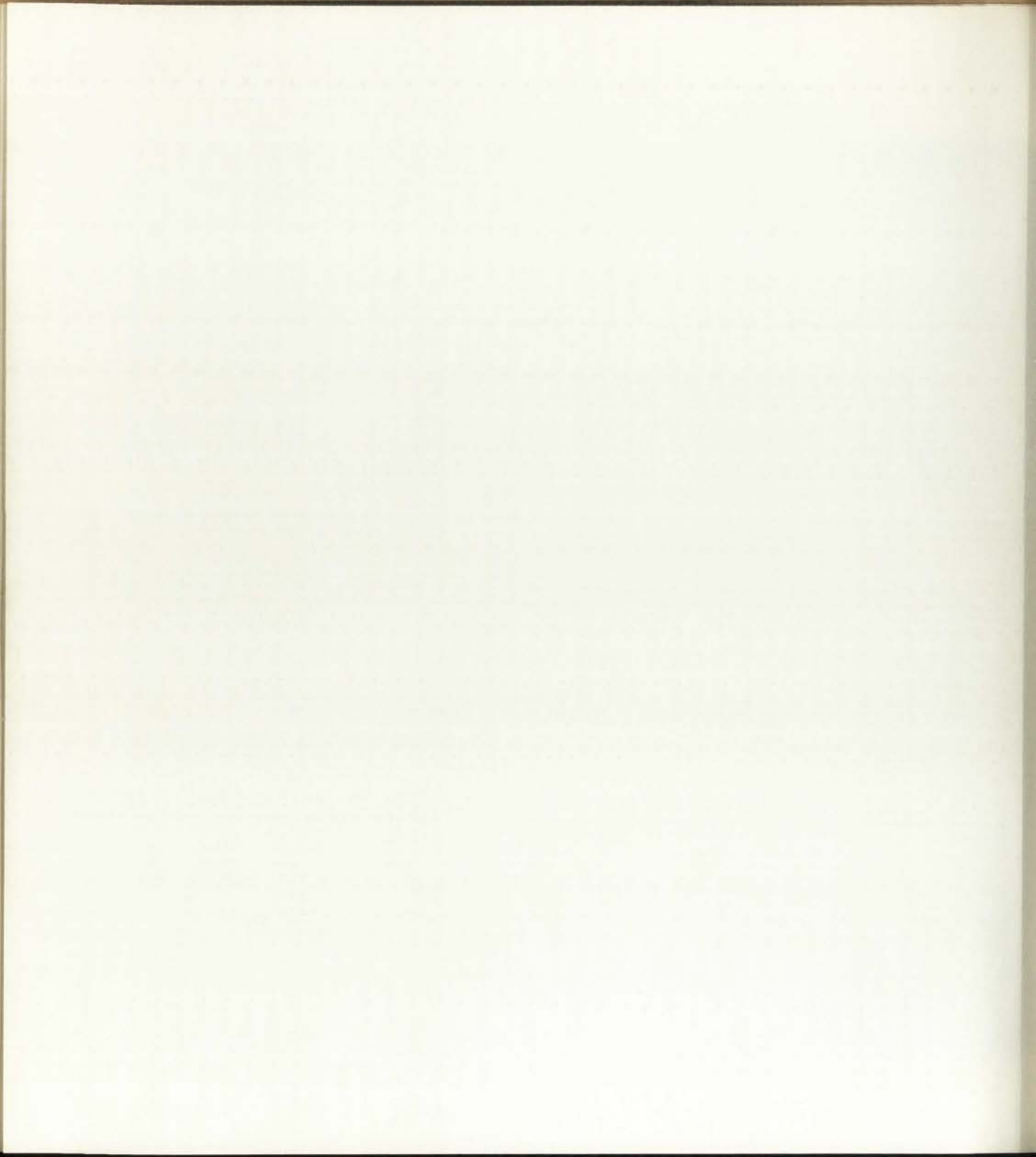
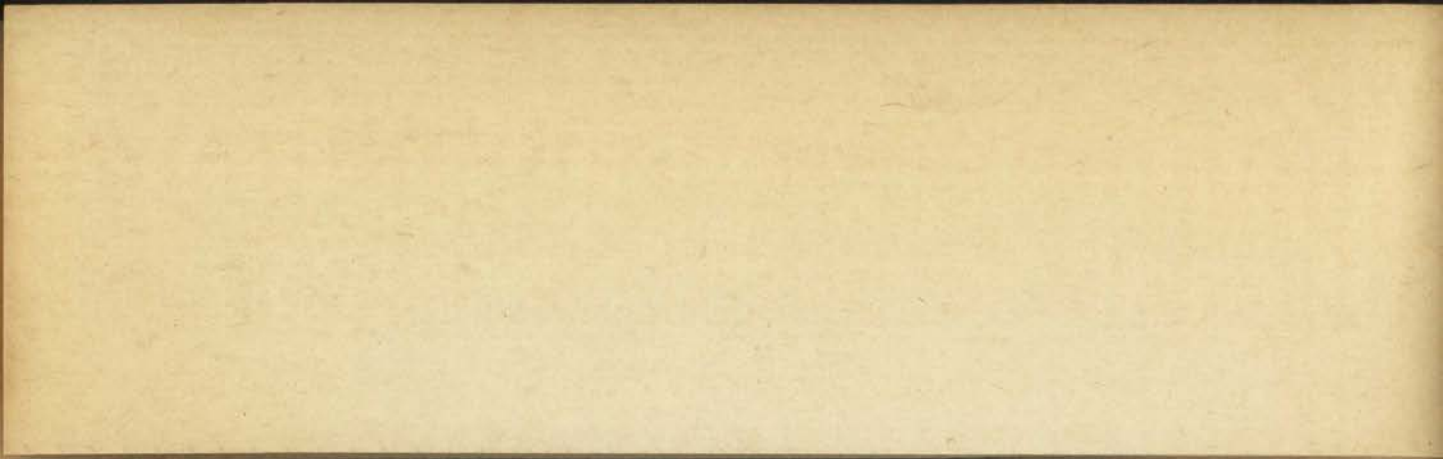


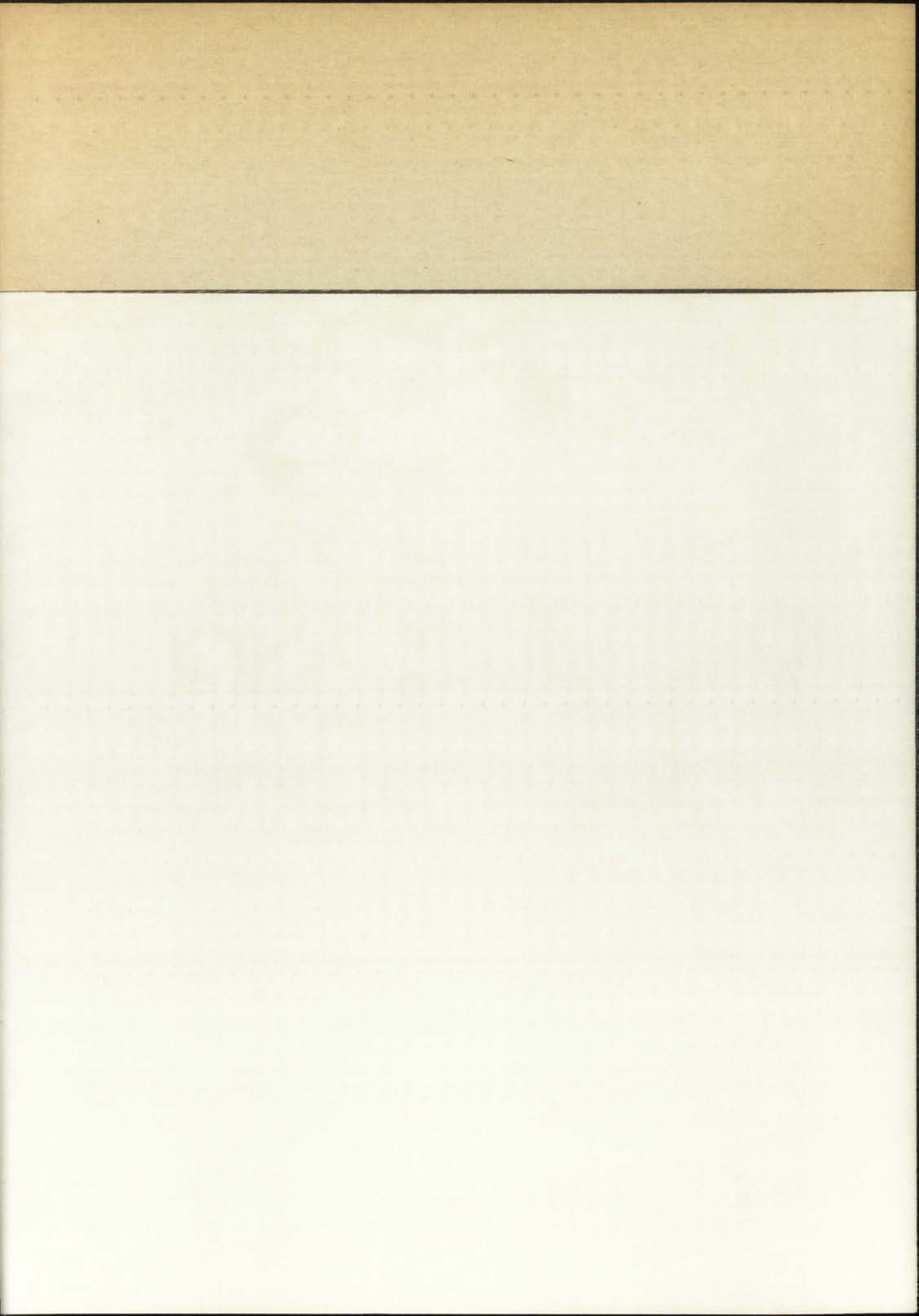


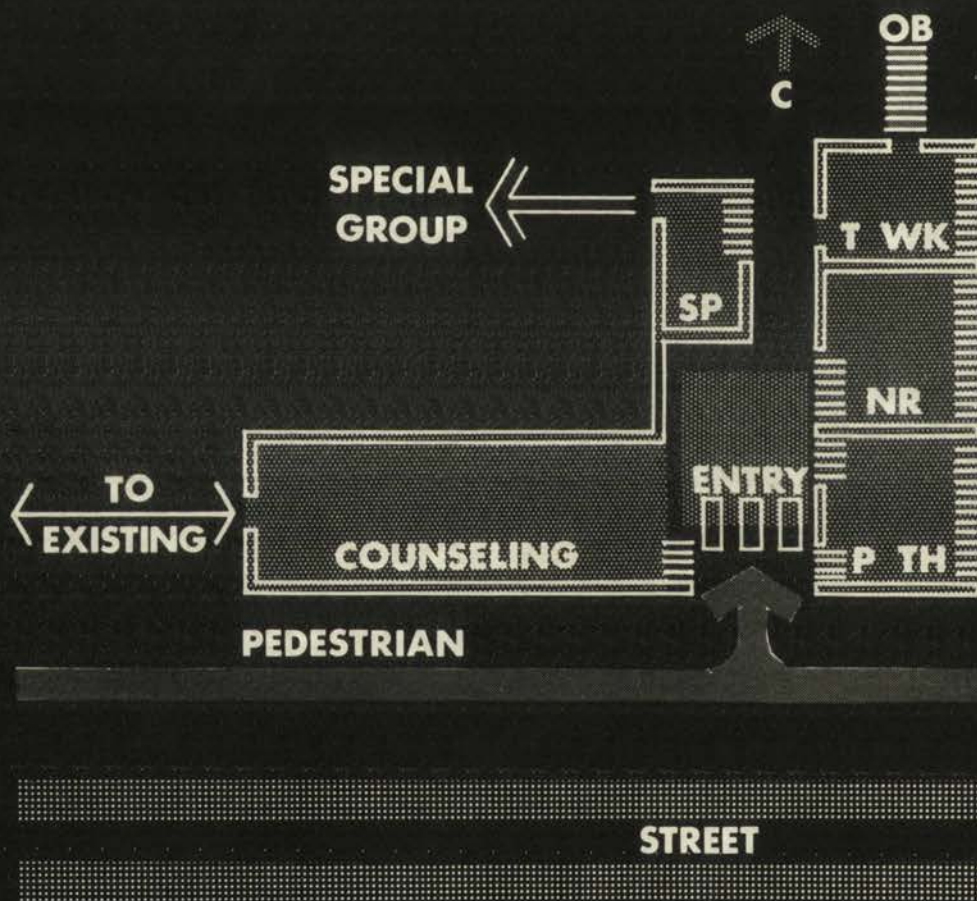


**MECHANICAL
VERTICAL SYSTEM**

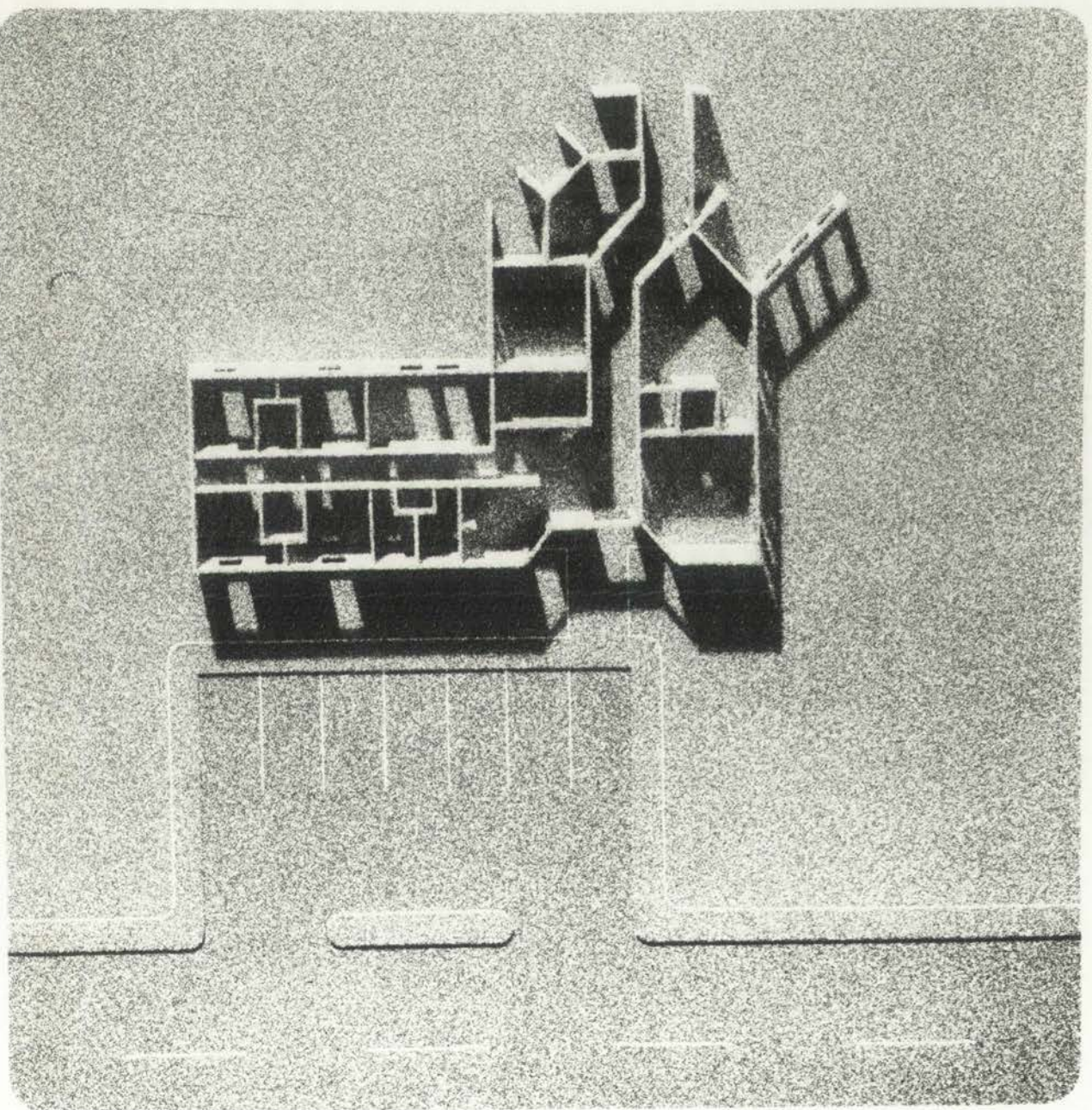


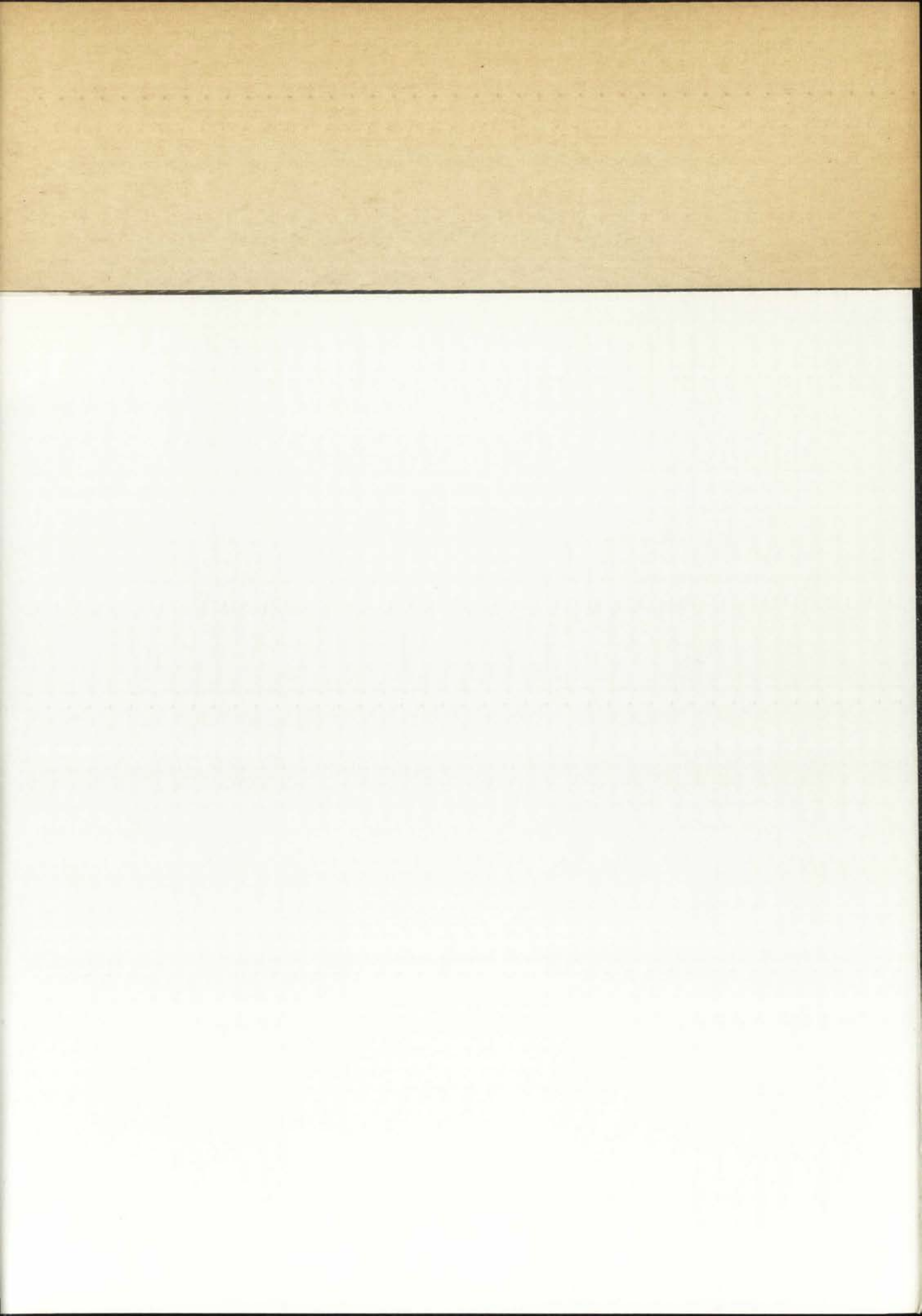


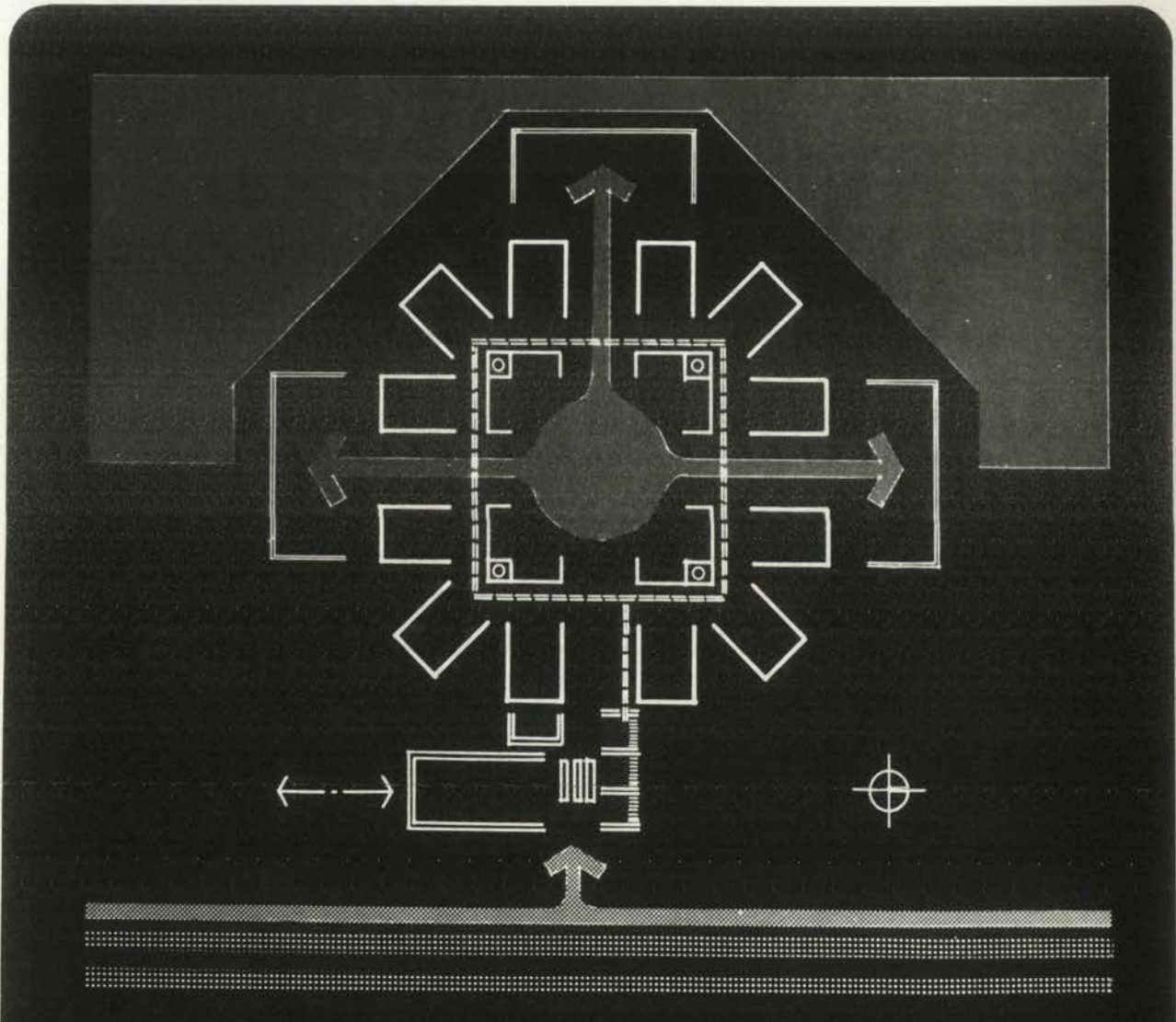




**ADMINISTRATIVE-CLINICAL
HORIZONTAL SYSTEM**







**PHYSICAL
HORIZONTAL SYSTEM**

