

1949

## **An Appraisal of the Home Instruction Program in Montgomery County, Maryland, 1947 1948**

Elizabeth Nelson Harrow  
*College of William & Mary - School of Education*

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SUBMITTED IN PARTIAL FULFILLMENT  
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COLLEGE OF WILLIAM AND MARY  
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1949

AN APPRAISAL OF THE HOME INSTRUCTION PROGRAM  
IN  
MONTGOMERY COUNTY, MARYLAND, 1947-1948

by

ELIZABETH NELSON HARROW

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## CHAPTER I

### THE PROBLEM AND ITS SCOPE

The Problem. The problem of this study is to determine accepted practices in home instruction programs as conducted in certain selected school systems in the United States, and to appraise in light of these practices the home instruction program of Montgomery County, Maryland.

The selection of programs for the study was made on the suggestion of Specialist, Schools for the Physically Handicapped, United States Office of Education, Washington, D. C. The characteristics considered by this specialist in selecting the programs which are studied were: (a) they had been in operation a sufficiently long period to be regarded as well-established; (b) their organization was judged to be effective; (c) the staffs were judged to be competent; and (d) the procedures and practices followed were known to the specialist selecting them to be consistent with principles currently accepted in the field of special education.

Limitations of the Problem. The service of home instruction as one part of special education for exceptional children is a large one; therefore, the study has been limited to a selected number of systems. The educational systems selected for study are seven state systems as represented by their respective state

departments of education, (Connecticut, Illinois, Kentucky, Michigan, New Jersey, Ohio, Nebraska) New York City, The District of Columbia, and Baltimore.

The study has been limited to those practices which apply to the home instruction program as a whole, and does not differentiate among practices in terms of the types or degrees of disability of the individual child receiving home instruction.

Materials dealing with this educational service are somewhat limited. Through the United States Office of Education, Washington, D. C., however, the writer was able to locate data and sources for other information.

This study will include one program for appraisal, that of Montgomery County, Maryland.

Justification for the Study. A justification for the study is that home instruction is an expanding program of special education in the United States. "Twenty-four of the states are specifying this type of educational service for exceptional children, in state legislation. Ten additional states authorize special education for exceptional children, though not specifying home instruction, as such."<sup>1</sup>

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<sup>1</sup>Federal Security Agency, "State Legislation for Exceptional Children," (Unpublished bulletin) United States Office of Education, Washington, D. C., 1949. p. 8.



It is hoped that the conclusions developed in this study will contribute to the improvement of the program in Montgomery County, Maryland, and will be helpful to others who may plan to inaugurate a program of home instruction, in developing practical and reasonably effective organization and procedures. A study such as this should have significance in relation to a relatively new and expanding field, such as the one with which it deals.

Procedure. The data collected for this study are organized in six categories: (1) methods of referral, (2) time allotment, (3) supervision, (4) qualifications of teachers, (5) curriculum offered, (6) socialization of pupils. Effective procedures in each of these categories designated by the Specialist, Schools for Physically Handicapped are discussed, as being essential to any effective home instruction program.

These practices are listed for each home instruction program studied and tabulations will be made of the frequencies of each practice.

Criteria are developed for appraising the Montgomery County, Maryland, program.

Conclusions are drawn and recommendations made for the improvement of the Montgomery County, Maryland, home instruction program.

Collection of Data. The data were collected through personal interviews, forms, (See Appendix A) and correspondence, from printed material, and from personal teaching experience.

Personal interviews were had with:

The Specialist, Schools for Physically Handicapped, United States Office of Education, Washington, D. C.

The Head of Special Education, Baltimore City Board of Education, Baltimore, Md.

The Head of Special Education, State Department of Education, Board of Education, Baltimore, Maryland.

The Supervisor of Home Instruction in Montgomery County, Maryland, Board of Education, Rockville, Maryland.

Visiting Teacher and Student Personnel, Board of Education, Rockville, Maryland.

The Director of the Visiting Instruction Corps, Department of Special Education for Exceptional Children, Washington, D. C.

The Supervisor, Special Education, State Board of Education, Richmond, Virginia.

Special Education Staffs in state educational departments were communicated with through forms and correspondence.

Definitions of Terms. Since certain terms are frequently used in this study, it seems desirable to define them.

### Exceptional Children

"Exceptional Children" include all those who because of marked deviation from what is considered normal in physical, mental, or emotional traits require special educational facilities different from and beyond what is provided in the regular classes, the major group of exceptional children are; blind, partially seeing, deaf, hard of hearing, orthopedically handicapped, cerebral palsied, delicate, speech defective, epileptic, mentally deficient, gifted, emotionally or socially maladjusted.<sup>2</sup>

### Curriculum

The curriculum may be defined as covering all the experiences that are planned and conducted by teachers or others working directly under the supervision of the school staff for the purpose of guiding learning experiences that contribute to well-defined educational goals. It includes arts and crafts, science, home life, garden or farm experiences, shopwork, health, and recreation. The functional curriculum will not follow slavishly the state, county, or local course of study, but will use it as a guide to the essentials that may aid the pupil in his present adjustment and that may benefit him on his return to school and the community.<sup>3</sup>

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<sup>2</sup>White House Conference on Child Health and Protection, Special Education, "The Handicapped and the Gifted," New York, 1931, p. 5-6.

<sup>3</sup>Christine F. Ingram, Elsie H. Martens, and Katherine M. Cook, United States Office of Education Bulletin No. 5, United States Office of Education, Washington, D. C., 1945.

Home Instruction. Home instruction is one phase of special educational service being offered exceptional children. It is the service that necessitates the teachers going into the home, carrying instruction to a pupil, who because of his physical disability is unable to be placed in a special class at school, in a hospital, a convalescent home, or for whom special transportation services cannot be provided. It is a service to be rendered only when no other means of educational instruction is available for a particular child. It should function only when group education is not possible. A special class in school for exceptional children is provided in many communities. Many hospitals have special educational classes for their children. Special transportation is offered in many places. Only when all these services have been considered and found to be impractical should a pupil be allowed to apply for home instruction.

It is important that all pupils for whom other services of education do not exist be included in this service. It is also important that those children be returned to group education as soon as possible.

## CHAPTER II

### ANALYSIS OF DATA AND DEVELOPMENT OF CRITERIA

In this chapter the secured data are organized in six categories as follows: (1) methods of referral and assignment, (2) time allotment, (3) supervision, (4) qualifications of teachers, (5) curriculum offered, (6) socialization of pupils. The home instruction practices of the selected school systems involved in this study (See page 1 for systems studied) are listed under the six categories outlined above, and frequency counts are presented in tabular form.

From the selected practices and from the opinion of authority in this field of education, criteria will be formulated, by which the Montgomery County, Maryland, home instruction program may be appraised.

Category 1. Methods of Referral and Assignment to Home Instruction. To serve its people adequately education must reach all the handicapped children who need it. Some method should be devised for identifying them and for bringing them to the attention of the proper authorities.

Two major types of legislation have attempted to set up specific means of bringing this about; (1) laws providing for the enumeration and reporting of handicapped children in connection with the school census;

(2) laws providing for periodic general or special health examinations.<sup>4</sup>

As a means of diminishing the obvious inadequacies in the identification of the handicapped by census enumerators and teachers, as well as to promote the physical well being of all children, thirty-eight states have attempted to provide some forms of state-wide health or physical examinations.<sup>5</sup>

The provision of an adequate method of screening all potential cases in the community so as to include all children who are eligible for home instruction, but to exclude all who could profit by group education, should be given consideration.

Throughout the country, policies of referral and assignment to home instruction vary; however, there are a few general trends that seem to exist in each of the educational systems reviewed in this study. They are: (1) a certified diagnosis of physical defects is made by competent, professional authorities, in each of the cases studied, (2) the physician's recommendations are followed by systematic and periodic re-examinations, (3) in each case blanks for medical referral and recommendations are provided. They are made available to clinics, hospitals and physicians, in some cases. Such forms call for, a statement from the physician certifying the need for home instruction, and the diagnosis of the child's physical condition along with recommendations to the teacher.<sup>6</sup>

A method followed in Baltimore, Maryland, seems to be effective. "In Baltimore, Maryland a member of the Special Education Staff writes during the summer, to the physicians in charge of home instruction cases and asks

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<sup>4</sup>Federal Security Agency, "State Legislation for Education of Exceptional Children." (Unpublished Bulletin) United States Office of Education, Washington, D. C., 1949, p. 6.

<sup>5</sup>Ibid., p. 8.

<sup>6</sup>Federal Security Agency, "The School Comes to the Home-Bound Child," Educational Briefs, Number 13, United States Office of Education, Washington, D. C., 1948, p. 4-5.

for recommendations for fall placement and follow-up. The purpose of such check-up is to find out whether the child is physically able to return to special class or regular class, and if not, to secure general suggestions for continued home instruction or other care.<sup>7</sup>

Table I shows the practices existing in the various methods of referrals and assignments to home instruction and the frequency of their appearance in the programs studied.

TABLE I

METHODS OF REFERRAL AND ASSIGNMENT TO HOME INSTRUCTION  
IN TEN SELECTED EDUCATIONAL SYSTEMS ACCORDING  
TO FREQUENCY OF PRACTICES, 1948-1949

Practices	Frequency of Practices
Require certified diagnosis of pupils' physical defects by competent, professional authorities	10
Require psychological examination, (those who are educable)	8
Specify definite specifications as to length of incapacitation	2
Administer achievement tests	1
Include grades, (kindergarten through high school)	7
Include elementary grades only	3
Include normal and subnormal children	1
Require forms used for medical referral and recommendation	10
Specify types of disabilities	10

<sup>7</sup>Ibid., p. 5.

In some educational systems definite stipulations are made concerning assignment to home instruction, as to age range of pupils served. Some programs include children of pre-kindergarten age through high school, some begin with the first grade and carry the pupil through high school, whereas, others offer the service only to those pupils in the elementary grades.

In the District of Columbia and Baltimore stipulations are made as to a definite length of time pupils should be incapacitated before being eligible for home instruction. One semester is designated by one system and a thirty-day period is stated by the other. Admission, in a few cases, is based upon intelligence and achievement tests, whereas, others give instruction to all children who are educable. Only one of the programs studied include mentally subnormal children in the home instruction program.

Pupils who have certain physical disabilities are eligible for this service. Some of the types of disabilities are: rheumatic fever, cerebral palsy, poliomyelitis, bone and joint diseases, chronic medical diseases and various types of crippling conditions.

In order to be sure that home instruction is the best service of education to offer a particular child, it is necessary to consider more than one of these practices.

The frequency of the practices shown in Table I suggest the following criterion:



CRITERION I

The methods of referral and assignment to a home instruction program should include; (1) certified diagnoses of pupils' physical defects by competent, professional authorities, (2) forms to be used for medical referral and recommendations, (3) services to be limited to specific types of disabilities, (4) pupils of educable minds, (5) grades from kindergarten through high school inclusive.

Category 2, Time Allotment. The amount of time that the teacher spends in the home instructing a child varies among school systems. Some offer a minimum of two hours a week, whereas others offer five hours a week. New York City offers three, one and one-half hours a week, making a total of four and one-half hours a week for each pupil.

Table II shows the weekly time allotments for each pupil receiving home instruction in the ten educational systems studied.

TABLE II

WEEKLY TIME ALLOTMENT IN HOME INSTRUCTION FOR  
EACH HOME-BOUND PUPIL IN TEN SELECTED  
EDUCATIONAL SYSTEMS, 1948-1949

Educational Departments	Number of Hours			
	2	3	4 $\frac{1}{2}$	5
Baltimore, Maryland				X
Connecticut				X
District of Columbia	X			
Illinois				X
Kentucky	X			
Michigan	X			
Nebraska		X		
New Jersey				X
New York City			X	
Ohio				
Total	3	1	1	5

One-half of the educational systems studied allow five hours of instruction a week for each pupil receiving home teaching. The Specialist, Schools for Physically Handicapped Children, United States Office of Education, Washington, D. C., also encourages five hours of instruction, whenever it is possible.<sup>8</sup> Upon these two bases a criterion for a reasonable adequate time allotment for a home instruction program may be formulated.

#### CRITERION II

Five hours per week of instruction should be established as a seemingly adequate time allotment for each home-bound child.

Category 3, Supervision. Before reviewing the supervisory practices as they exist in the ten educational systems studied, a brief description of legislative provision for state supervision will be presented.

The provisions are: "Thirty-four states, The District of Columbia, and The Territory of Hawaii have within the state educational departments personnel designated as acting in supervisory or consultative capacity for the education of exceptional children. Twenty-three states make specific reference to special education as an authorized field of supervisory service, and make provision for the appointment of personnel to discharge such responsibility. In each of the other eleven states,

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<sup>8</sup>Federal Security Agency, "The School Comes to the Home-Bound Child." Educational Briefs, Number 13, United States Office of Education, Washington, D. C., p. 5.

one or more persons are serving exceptional children upon the assignment of the chief state school officer, who is empowered to recommend appointment of needed personnel in any area. In general it might be said that five sixths of our states have taken steps legally to recognize the place of special education in the local school districts as an essential feature of the states educational system. More than a third of them give added emphasis to the consultative and supervisory personnel in the state educational department.<sup>9</sup>

There appears to be little or no standard plan for the supervision of the home teacher. Where there is a director or supervisor of special education, the home teacher usually works with the guidance of this person: In many school systems, particularly in smaller cities and counties, the home teacher may be appointed by the school superintendent and she may be responsible only to him. Occasionally she is a member of an elementary school staff, working out from that school. In other instances she is a more or less solitary person, working alone. Home teachers usually feel more secure about the work if someone in the school system is responsible for the program. They need a supervisor or a consultant who understands the problems of the children and who can help plan for them. Where home teachers are working as a part of special education programs, it appears that improved working conditions and higher standards develop.<sup>10</sup>

Table III reveals data showing the various methods and degrees of supervision in progress in the ten educational systems studied.

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<sup>9</sup>Federal Security Agency, "State Legislation for Education of Exceptional Children," (Unpublished Bulletin) United States Office of Education, Washington, D.C., 1949. p. 12.

<sup>10</sup>Federal Security Agency, "The School Comes to the Home-Bound Child," Educational Briefs, Number 13, United States Office of Education, Washington, D.C., p. 6.

TABLE III

METHODS OF SUPERVISION OF HOME INSTRUCTION PROGRAMS  
IN TEN SELECTED EDUCATIONAL SYSTEMS, 1948-1949

Methods of Supervision	Number of Systems
Regular Classroom Supervisors	2
State Consultants available upon request	2
Superintendent for rural and Supervisor of Special Education for urban	1
State Directors of Special Education	3
Special Supervisors of Home Instruction	<u>2</u>
Total	10

In two cases a supervisor is employed to devote her complete time and attention to the home instruction program. This practice is in progress in New York City and in the District of Columbia. Other programs do not lend themselves to the employment of a full time supervisor. In two cases the regular classroom supervisor assumes this additional supervision. Three systems reported that the services of the state consultant were available upon request. Although in these cases this service is only voluntary, it does offer the teacher a source upon which he may rely for help. The state director of special education keeps in touch with the home instruction programs in three systems.

As a conclusion it may be said that those in authority in these systems encourage definite supervision of the home instruction program and that seventy percent of the systems studied reported some form of supervision of the home instruction program. Upon these bases criterion three may be formed.

### CRITERION III

A home instruction program should include definite means of supervision. The amount of supervision and supervisory personnel should be determined in light of the existing conditions and needs of each program.

Category 4, Certification of Teachers. Teachers who conduct home instruction classes in addition to their regular classroom teaching are usually not required to have special training in addition to the requirements for regular teachers. These part-time home instruction teachers are paid by the hour and are allowed transportation.

Programs which offer more than two hours of instruction a week usually employ full time home instruction teachers. Michigan and Kentucky schedule fifteen pupils to a teacher, while the teachers in Illinois carry from one to four pupils a week. Most of these teachers are required to meet the same standards for certification as are the regular classroom teachers, however, in four of the systems; New Jersey, Washington, D. C., New York City, and Michigan the teachers of the physically handicapped

children are required to have special training. In most cases these teachers receive salaries equivalent to regular teachers and they receive tenure and pension rights as do regular classroom teachers.

Until recently there have been almost no regulations governing either the training or selection of such teachers. A few boards of education are now beginning to set standards for teachers for the home-bound.<sup>11</sup>

The home teacher needs all the qualities of any successful teacher, but because of the special needs of the child and the intimate relationship with the family, her personal qualifications are extremely important. To meet the needs of the child the teacher may have to employ unusual resourcefulness, initiative, sensitivity, and imagination. To be successful with the family and the child, good physical and mental health, courage, tact, cheerfulness, and a sense of humor are essential personal qualities.<sup>12</sup>

Table IV shows certification requirements in special education in the ten systems studied.

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<sup>11</sup>Federal Security Agency, "The School Comes to the Home-Bound Child," Educational Briefs, Number 13, United States Office of Education, Washington, D. C., p. 13.

<sup>12</sup>Ibid., p. 12.

TABLE IV

QUALIFICATIONS OF TEACHERS OF THE HOME INSTRUCTION PROGRAMS  
IN TEN EDUCATIONAL SYSTEMS STUDIED, ACCORDING TO REQUIRE-  
MENTS OR NON REQUIREMENTS FOR SPECIAL EDUCATION 1948-1949

Systems that Require Special Education of Home Instruction Teachers	Systems that Do not Require Special Education of Home Instruction Teachers
The District of Columbia Michigan New York City New Jersey	Baltimore Connecticut Illinois Kentucky Nebraska Ohio
Total 4	Total 6
Grand total	10

Although certification in special education is not definitely required by six of the departments studied, it is encouraged as a good practice by the departments and by the Specialist.

Upon these bases a fourth criterion may be formed:

CRITERION IV

Home instruction teachers should be required to hold certification equivalent to the regular classroom teachers and should be encouraged to have additional work in special education for the physical handicapped.

Category 5. Curriculum Offered. The Specialist,  
Schools for Physical Handicapped Children, in an Education Brief

made the following statements concerning the curriculum for the home-bound children:

If school curriculum plans are to serve the needs of most home-bound children they must be adjusted. It is undoubtedly true that home instruction has often been thought of as a tutoring kind of program aimed at teaching "the 3R's" of "covering a course of study." Any curriculum so conceived is inadequate. It is true that academic education is a part of total growth and development, but the home-bound child is often lacking in experience, frequently he is over protected; in certain instances he is rejected. He lives a life that is perilous with opportunities for the development of negative mental attitudes such as introspection, day dreaming, or self-pity.<sup>13</sup>

The educational objectives for the home-bound child are the same as for the so-called normal child. These objectives or aims are usually more difficult to attain because of the effect of the physical and environmental limitations. A resourceful, enterprising teacher will find many ways of overcoming the limitations in the home, and she will be able to capitalize on certain advantages.<sup>14</sup>

By referring to Table V, one may note that seven of the ten systems studied reported the use of the regular course of study for the particular grade.

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<sup>13</sup>Federal Security Agency, "The School Comes to the Home-Bound Child," Educational Briefs, Number 13, United States Office of Education, Washington, D. C., p. 13.

<sup>14</sup>Ibid., p. 12.



TABLE V

COURSES OF STUDY OFFERED HOME-BOUND CHILDREN IN  
TEN SELECTED EDUCATIONAL SYSTEMS STUDIED, 1948-49

Systems Adapting Regular Courses of Study to Meet Pupils Needs, Abilities, and Interests	Local Board Desig- nated Course of Study To Be Followed	Course of Study Recommended by State Board
Baltimore	Michigan	Nebraska
District of		Ohio
Columbia		
Connecticut		
Illinois		
New Jersey		
New York City		
Kentucky		
Total     7	Total     1	Total     2
Grand total     10		

Adaptations of the course of study was made in each case. New York City follows the course of study used by the children in the New York City classrooms. "It is adapted to the child for desirable psychological, educational, social and vocational guidance. The program is always flexible to keep up with the many special needs of the physical limitation or of the mental or emotional handicap."<sup>15</sup>

The chief aim of the Visiting Instructional Program,

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<sup>15</sup>Form filed by Supervisor of Special Education, New York City, New York, July, 1949.

in The District of Columbia is to train pupils to study independently and to provide for recreational enjoyment. In planning a program of study for a pupil the teacher first visits the school which the child last attended. She consults with his teacher in order to find out as much as possible about the child. The next visit is made to the home of the child where further planning for his work is discussed with the parents and the child.

The course of study is planned around a center of interest. Art work is connected with the academic program having a special art teacher visiting four children a day. The Junior Red Cross provides funds for an art kit for each home-bound child. This kit is constructed so as to fit under the pupil's bed. It includes: clay, paints, water colors, eraser, India ink, chalk, linoleum, blocks, and tools ruler, art paper, glue, lettering pen and crayons. Children are encouraged to take care of the kit as it may be passed on to another home-bound child when needed. After discovering the special interests and abilities of the pupil the art teacher and pupil plan together work which will cover a long period of time. Most of this work is planned with a definite purpose in mind, for example, to illustrate an individual book or to contribute to a class project. Knitting, needlecraft, and rugmaking are encouraged.

These activities often develop into hobbies, such as dress-making. Science is stressed in the curriculum of the home-bound child. Teachers obtain science material from a central library at the Oyster School. Books and special art materials are among the equipment which may be borrowed from the library. Visual aides, such as slides and films are also available.

Each Wednesday afternoon the teachers of the home-bound children in The District of Columbia are free from teaching to meet at the Oyster School with the director of special education and the supervisor of the Visiting Instruction Program. At such meetings mutual problems are discussed, plans are made, and ideas exchanged. Materials are also secured at this time.

"Our Outlook," a pamphlet published monthly by The District of Columbia, Department of Special Classes for Exceptional Children, serves as an outlet for creative writing and art work of the children. It contains the children's original work; poems, stories, riddles, cross word puzzles, letters, and pictures to color. Other information, such as dates of birthdays of children, is listed to encourage an exchange of greetings. Junior Red Cross news is announced in this publication, since it is the aim for the home-bound child each semester to

try to do some Red Cross activity. One page is devoted to Alumni News. A letter of greeting is sent from the supervisor to the children through the pamphlet. This publication is one means through which the home-bound child is brought into contact with the activities of other children and through which a communication of ideas is developed.<sup>16</sup>

An exhibit of the art and craft work of the shut-in children of The District of Columbia are on display each year at the Oyster School. A special feature at one of the annual exhibits was a playlet written and performed by the shut-ins themselves. It was centered around the theme of "Our American Heritage," and displayed the value of this country's freedom, about which the students had been studying the past year.<sup>17</sup>

The progress of the home-bound child in The District of Columbia is reported as are other classroom pupils. The children take the required examinations before graduating. After they graduate from high school they are referred to rehabilitation.

In each of the ten systems studied the regular course of study for the particular grade is adapted to meet the needs,

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<sup>16</sup>Personal interview with Director of Visiting Instruction Corps, Washington, D. C., 1948.

<sup>17</sup>Evening Star, Washington, D. C. "Work of Shut-in Children to Be Exhibited at School," May 24, 1948.

interests, and abilities of the particular pupil being instructed. It should be kept in mind that the physical needs of these children are of primary importance.

A fifth criterion concerning the curriculum for home instructed pupils may accordingly be formulated upon the bases of frequency of the practices concerning the curriculum and upon the recommendation of the Specialists.

#### CRITERION V

The curriculum for the home instruction program should follow the regular course of study as prescribed for the particular grade taught, but should be adapted to the individual pupil's physical as well as mental needs, abilities, and interests.

#### Category 6. Socialization.

One of the most serious limitations in home instruction is a social one. The seriousness of the limitation will be dependent upon several factors such as; (1) duration of illness; (2) possibilities for recovery; (3) the personality of the child; (4) the emotional adjustment of other members of the family.<sup>18</sup>

In some instances the lack of opportunity for social contacts is compensated for by encouraging the practice of enrolling the particular child in the regular class at school, and by

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<sup>18</sup>Federal Security Agency, "The School Comes to the Home-Bound Child," Educational Briefs, No. 13, United States Office of Education, Washington, D. C., p. 7.

the class at school adopting the particular child.

Seven of the ten systems studied, as Table VI shows, encourage the practice of enrollment.

TABLE VI

PRACTICES WHICH PROVIDE FOR SOCIALIZATION OF PUPILS IN  
THE TEN EDUCATIONAL SYSTEMS STUDIED, AND THE  
FREQUENCY OF THE PRACTICES, 1948-1949

Practices	Frequency of Practices
Enrolling of home-bound child in regular class at school	7
Adopting a home-bound child by the class	3
Encouraging visits by classmates	5
Using two-way, radio; telephone	2
Using audio-visual aids	5
Providing a mimeographed newspaper containing children's original work	2

In Baltimore, where the schools are numbered rather than named, the home instruction for the physically handicapped is the same as "School 510." This practice gives the pupils an opportunity to feel that they belong to a group; it also presents an opportunity for many exchanges of ideas and materials.

The ten departments studied reported different means of attempting to compensate for the lack of socialization of the home-bound child, as shown in Table VI.

In New York City an enriched program of education is planned to include all the phases of child development. Special teachers, parent education, contact with agencies, and teacher-doctor-nurse conferences are some of the ways the teacher of the home-bound child helps to solve the social and emotional needs of children. Many recreational facilities are available and the resourceful teacher plans trips, visits, and club membership with the pupil and his family. Visual aids, the recently installed radio lessons, trips, parties, picnics, movies, pupil exhibits in public libraries and schools, newspapers, correspondence, clubs, the telephone, contests, plays, are some of the ways to encourage group work and exchange of ideas.

The Handicapped Children's Home Service of New York City is an organization that proposes to provide appropriate and constructive activities for children ranging from six to

twenty-one years of age who are home-bound. The service is financed by voluntary contributions, by annual dues of members, from such funds as the Greater New York Fund, and by moderate fees paid by the hospitals that refer children for visits. There is only one paid assistant to the Director. All other visiting and office work is done by volunteers. A service visitor goes to the child's home once a week, taking instructional toys, games, handicraft materials, and books. The visitor plans with the child what he wants to do and shows him how to use the equipment. The work is planned for a week's occupation.

"The Children's Telescope" is a mimeographed newspaper, written and illustrated by and for the child and published by the Handicapped Children's Home Service, New York City. It is issued as often as possible, but at least once every two months.

The Michigan Department of Public Instruction sponsored a Hospital-Home-Bound Teacher's Workshop in 1949. Suggestions on equipment and instructional material for hospital and home-bound classes were formulated at this conference. This list may be helpful to those interested in this service of instruction for the physically handicapped. (See Appendix D for list)

Some specific incidents of ways teachers attempt to work with home-bound children have been reported. Examples



are:

An infantile paralysis victim, confined to bed for three years, took part in class recitations, through an inter-communication system. The pupil was kept in touch with his school work in General Business and World History. He recited when called upon by the teachers and heard other members of the class recite during the session. As the class started there was an exchange of greetings between members of the class before recitation period started.<sup>19</sup>

A resourceful teacher reported ways of providing experiences for a twenty year old girl who had had infantile paralysis when less than a year old, and was left in a seriously crippled condition. She had never been able to attend school, but was able to get from room to room in her wheelchair and when the weather permitted she spent many hours on the front porch watching others at work or play. This was her major leisure time activity. An excellent choice in the teacher was made for Mary, and she afforded Mary opportunities to learn about the community in which she lives; she had planned work based on home-community life and trips they had had together. She arranged for Mary to know some of the pupils in school; and she taught her how to sew, knit, and crochet, which help to provide for happy and worthwhile leisure time.<sup>20</sup>

Tommy, because of deformity of the hip and a tubercular infection, had to spend much time in bed. With the help of schoolmates and his parents he had a large indoor flower garden. His father built the flower box and children from school brought flowers. His science book helped him in identifying the plants. He had several blooming plants, so flower arrangement according to size and color had to be studied.<sup>21</sup>

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<sup>19</sup>"The Free Press," Greenfield, Iowa, December, 1947.

<sup>20</sup>Special Educational Reprint from Volume XXIV, Number 2, State Department of Education, Richmond, Va., August, 1941, p. 115.

<sup>21</sup>Ibid., p. 12.

Another teacher reported careful planning with the child to compensate for the lack of time, even to the point of saying, "Tuesday 10:30 to 11:00 look for pictures of farm animals." Although the teacher sees the pupil but once a week, a full week's work is planned and the parent is counted on to guide the pupil through the week's assignment.<sup>22</sup>

Observation and suggestion have enabled another teacher to assist a pupil to develop an interest in constructing balsam wood models and also to weave and crochet. The pupil has created attractive articles that have been placed on a market. He has been encouraged to keep his own accounts, and an interest in arithmetic quickly developed that extended to his other school subjects.<sup>23</sup>

In New Jersey a technique has been developed to make the children and parents feel that they are definitely a part of the school system. A PTA meeting is held at the home of the teacher each month for the teacher, principal, parents, and the children when it is possible for them to attend.<sup>24</sup>

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<sup>22</sup>Letter to the writer, dated March 30, 1948, from Grace W. Arnold, teacher of home-bound children, Farifax, Va.

<sup>23</sup>Edward W. Young, "How One Visiting Teacher Meets the Needs of Handicapped Children," The American School Board Journal, Volume 116, Number 3, March, 1948, p. 44.

<sup>24</sup>Ibid., p. 44.

An activity for the bed-fast child could be built around an "Out of the Window" excursion. With the guidance of an imaginative teacher many projects could be undertaken. What, for example, "does the bed-fast child see out of the window?" He may see birds, trees, trucks, automobiles, men, women, and children. He may see a house or a store under construction. Sometimes he sees the milkman in winter clothes and sometimes he sees him in summer clothes. If the teacher wants to help Tommy or May look at these people, birds, trees, or plants from the standpoint of change, the "Out of the Window" exploration could be followed over a period of time. There could be scientific learnings, broad social implications, and opportunity for art and literary experiences. By means of telephone or messengers there could be further exchanges among home-bound children by means of a newspaper devoted to the window excursions.

In the writer's own experience a pupil with rheumatic cardiac disease was not permitted to attend school. He received one hour of instruction twice a week at his home. The teacher was a regular classroom teacher and was able to keep the child in contact with the group at school. The teacher made the child feel that he was a member of her class although he had never been to this particular school. He was encouraged to contribute to as many of the class and school activities as possible. There was an exchange of letters, pictures, ideas, books and other materials. A picture of the class offered an opportunity for the home-bound child to identify the regular class pupils by name, so that on a few special occasions, when upon the recommendation of the doctor the child was permitted to attend the class he could identify the pupils and call them by names.<sup>25</sup>

The experiences which seemingly would foster a greater

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<sup>25</sup>Federal Security Agency, "The School Comes to the Home-Bound Child," Educational Briefs, Number 13, U. S. Office of Education, Washington, D. C., p. 10.

degree of socialization for the home instructed child, as related in the collected data for the study are numerous and varied. However, there are a few specific practices in operation as stated by the systems, as being means of supplying experiences which would help to compensate for the lack of socialization of the pupil.

In summarizing the efforts of teachers to compensate for the lack of socialization of the home-bound child the sixth criterion may be formulated:

#### CRITERION VI

Teachers of home instruction programs should attempt to compensate for the lack of socialization of the home-bound child by, (1) enrolling the child in a regular class at school, (2) encouraging visits and other forms of communication from regular classes at school, (3) use by the teacher of effective materials, equipment and services which are available upon request.

To summarize; criteria by which the Montgomery County, Maryland, home instruction program will be appraised are:

- I. The methods of referral and assignment to a home instruction program should include; (1) certified diagnosis of pupil's physical defects by competent professional authorities, (2) forms to be used for medical referral and recommendation, (3) services to be limited to specific types of disabilities, (4) pupils to include those of educable minds, (5) grades from kindergarten through high school.

- II. Five hours of instruction a week is being established as a seemingly adequate time allotment for each home-bound child.
- III. A home instruction program should include definite means of supervision. The amount of supervision and the supervisory personnel to be determined in light of the existing conditions and needs of each program.
- IV. Home instruction teachers should be required to hold certification equivalent to the regular classroom teachers and should be encouraged to have additional work in special education for the physically handicapped.
- V. The curriculum for the home instruction program should follow the regular course of study as prescribed for the particular grade taught, but should be adapted to the individual pupil's physical as well as mental interests, needs and abilities.
- VI. Teachers of home instruction programs should attempt to compensate for the lack of socialization of the home-bound child by, (1) enrolling him in a regular class at school, (2) encouraging visits and other forms of communication from regular class at school, (3) use by the teacher of effective materials, equipment and services which are available upon request.

## CHAPTER III

### AN APPRAISAL OF THE HOME INSTRUCTION PROGRAM IN MONTGOMERY COUNTY, MARYLAND, 1947-1948

#### INTRODUCTION

In this chapter an attempt will be made to appraise the home instruction program in Montgomery County, Maryland, in light of the criteria formulated from an analysis of present practices in the ten educational systems studied and from the informed opinions of the Specialist, Schools for Physically Handicapped Children, United States Office of Education, Washington, D. C.

The practices as they exist in the Montgomery County, Maryland, home instruction program, as related to the six categories set up, will be discussed in order as they are listed on page 2. Each category will be appraised in light of the criterion established in regard to the particular category.

The data concerning the practices of the home instruction program in Montgomery County, Maryland, unless otherwise designated, were secured by the writer through:

- (1) Records filed at the Montgomery County Board of Education, Rockville, Maryland
- (2) Personal interviews and correspondence with:
  - (a) State Supervisor of Special Education, Baltimore, Maryland

- (b) Full time teacher of home instruction,  
Montgomery County, Board of Education,  
Rockville, Maryland
  - (c) Visiting Teacher and Student Personnel,  
Board of Education, Rockville, Maryland
  - (d) Teachers of the home instruction program  
in Montgomery County, Maryland
- (3) Personal teaching experience

Montgomery County, Maryland is one of the fastest growing communities in the United States....The anticipated growth of the county imposes upon the schools an obligation to provide buildings, teaching personnel and programs of instruction.....All those who have given serious thought to the future of Montgomery County are in agreement that the population of the county is increasing rapidly and that this growth is quite likely to continue. Washington, the nation's capital, has taken on the importance of being one of the leading capitals of the world. Montgomery County as one of the desirable residential areas adjacent to the nation's capital is destined to grow in importance.<sup>26</sup>

Figures taken from a county school bulletin show an increase in the county population since 1930.

In 1930 Montgomery County had a population of 49,206 persons. By 1940 the population had increased to 83,912; an increase of approximately seventy-one percent. Several estimates have been made varying from 125,000 to 140,000. This report assumes the present population to be 135,000...Such an increase will require a greatly expanding educational program if our children are to be accommodated.<sup>27</sup>

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<sup>26</sup>Board of Education, "Of the Children," (Unpublished bulletin) Rockville, Maryland, 1948. The Preface.

<sup>27</sup>Board of Education, "Interim Construction Report," (Unpublished bulletin) Rockville, Maryland, 1948. p. 16.

The school enrollment has increased as has the population. "In 1932 there were 10,523 pupils enrolled in the public schools in Montgomery County, and in 1947 the number had increased to 18,546."<sup>28</sup>

The home instruction program in Montgomery County has shown a similar growth each year since the program began. Five children received this instruction during the years 1939-42, when the program had its beginning. Sixteen pupils were enrolled for home instruction in 1942-46. Twenty pupils were served in 1946-47, while the enrollment increased to thirty-two in 1948.

An appraisal of the Montgomery County, Maryland home instruction program will designate whether or not the county is providing reasonably adequate service for its home-bound children.

#### CRITERION I

The methods of referral and assignment to a home instruction program should include; (1) certified diagnosis of pupils physical defects by competent, professional authorities, (2) forms to be used for medical referral and recommendation, (3) services to be limited to specific types of disabilities, (4) pupils to include those of educable minds, (5) grades from kindergarten through high school.

The Maryland law specifically states methods by which physically handicapped children may be located and placed in the

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<sup>28</sup> Ibid., p. 4.



service of special education, from which they could receive the greatest benefit. In Article 77, Annotated Code of the Public General Laws of Maryland, entitled "Public Education" definite stipulations are made concerning the location of physically handicapped children in each community.

235. The principal teacher of every public school in the counties shall, within thirty days from the beginning of the school year . . . . furnish the County Board of Education with the names of all handicapped children between the ages of six and eighteen years, inclusive, living within the boundaries of his or her school district who do or do not attend school. And the County Board of Education shall certify forthwith the names of all such handicapped children to the Board of Education, which shall send appropriate lists to the State Board of Health and to the principals of the respective State Schools for handicapped children.

Section 235 of the law places the responsibility of locating and reporting the cases upon the principal of the local school. It limits the service to children between the ages of six to eighteen, inclusive, and it further states that only those children within the school boundaries are to be reported. These names are submitted to the County Board of Education, then to the State Board of Education, which in turn refers them to the State Board of Health. The names are then submitted to the State Schools for handicapped children.

Section 235A of the code (See Appendix B) makes further stipulations as to appropriate classification of the physically

handicapped children according to the nature and degree of the handicap.

The administration and cost of the educational services for the physically handicapped in the state are designated in Section 235B of the Maryland State Law. (See Appendix B)

In Montgomery County, Maryland, personnel other than the principal of the local school, so designated in the state law, are responsible for the location and assignment of the handicapped children to the home instruction program. The four visiting teachers and personnel workers "attempt, in so far as possible, to see that every child is in school and that the program of each child is appropriate to his needs."<sup>29</sup> Further duties of these workers are explained as follows:

These two problems of attendance and adjustment are met in various ways. Parents are interviewed; adults are brought together for the study of children; transfers are arranged; programs for individual children are adjusted; conferences are held with teachers, parents and children; the services of other agencies are made available to such children as need them.<sup>30</sup>

"Children who are physically handicapped may have home instruction."<sup>31</sup>

The full time teacher who is in charge of the home instruction program in the county, keeps in contact with these personnel

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<sup>29</sup>Board of Education, "Of the Children," (Unpublished bulletin) Rockville, Maryland, 1948. p. 88-89.

<sup>30</sup>Ibid., p. 88-89.

<sup>31</sup>Ibid., p. 91.

workers, as well as the local principals, relative to the location and placement of exceptional children.

Children eligible for special education are reported to the County Board of Education by parents, doctors, social workers, teachers, and other children. Announcements are made in school calendars, PTA meetings, workshops, newspapers, and through various civic organizations

Another means of locating children eligible for home instruction is through such service as that of the lay committee for unmet needs of exceptional children. This committee had the approval of the Montgomery County Board of Education. Serving on this committee were parents who had handicapped children, and who realized the importance of the correct placement of the child in order to receive the most adequate service of special education.

Forms used in Montgomery County for referral and assignment to the home instruction program may be seen in Appendix C. These forms are self-explanatory.

The home instruction program in Montgomery County, Maryland, is limited to those children who are educable. This decision is made by the teacher in charge of the county home instruction program, after she has administered tests, had conferences with the child, his former teachers, his parents and physician. Visiting teachers and personnel workers are consulted whenever it is necessary.

The home instruction service is available to all children who are suffering with certain physical diseases. Of the thirty-two children unable to attend school in 1947-48, and who received home instruction, the following diseases were prevalent: arthritis, rheumatic fever, asthma, heart conditions, poliomyelitis, anemia, fractures and spastic conditions.

Whenever possible special provisions are made for a handicapped child to receive education with his regular school group. For example, special taxi transportation was provided three children who were physically able to attend school for only part of the day's work, but unable to be transported on the regular school bus. Another child was transported for an art class only.

In light of Criterion I, the home instruction program in Montgomery County, Maryland, meets the requirements for four of the five practices included;

The Montgomery County program includes:

- (1) certified diagnosis of pupils physical defects by competent, professional authorities
- (2) forms to be used for medical referrals and recommendations
- (3) services to be limited to specific types of disabilities
- (4) pupils to include those of educable minds

The Montgomery County home instruction program does not include the kindergarten child, but specifies ages of six to

eighteen inclusive.

#### CRITERION II

Five hours of instruction a week is being established as a seemingly adequate time allotment for each home-bound child.

The Montgomery County, Maryland, home instruction program provides each child with two hours of instruction per week. In most cases these pupils are taught after regular school hours by the classroom teacher. In a few cases parents have felt that their children were not receiving instruction equivalent to the instruction given children in public schools, and to compensate for the difference have employed a teacher to give the children additional help. The teachers in the county also feel the amount of time devoted to home instruction is insufficient.

In view of these facts and in light of the criterion, the time allotment for the Montgomery County, Maryland, home instruction program is inadequate.

#### CRITERION III

A home instruction program should include definite means of supervision. The amount of supervision and the supervisory personnel should be determined in light of the existing conditions and needs of each program.

Provisions for supervision of the physically handicapped children in the state of Maryland is specified in the law, Article ??

Annotated Code of Public Laws of Maryland, entitled, "Public Education." Section 235B. (See Appendix B)

The law specifies supervision of education for the handicapped children but delegates the authority to the county board of education to inaugurate and regulate its own program for each child.

Montgomery County has a full time supervisor of special education but does not have a full time supervisor for the home instruction program.

In 1945 the county felt the need for more effective organization of the home instruction program and so employed a full time teacher, who regularly teaches seven children, interviews parents and physically disabled students reported to her. She also keeps records of county and state funds allotted for the purpose and has the responsibility of supervising the work of the other teachers. However, there is little time left for direct supervision of the teachers.

It has been suggested to the writer by the State Supervisor of Special Education that a more effective means of supervision of the home instruction program would be possible under the direct supervision of either the elementary or secondary supervisor.<sup>32</sup> In such a case the curriculum for the home-bound

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<sup>32</sup>In a letter to the writer dated July, 1949, from Marie Wheatly, Supervisor of Special Education, State Department of Education, Baltimore, Maryland.

child would follow more closely the curriculum in the regular school.

Considering these facts, the Montgomery County home instruction program does not meet the requirements concerning definite means of supervision as stated in Criterion III.

#### CRITERION IV

Home instruction teachers should be required to hold certification equivalent to the regular classroom teachers and should be encouraged to have additional work in special education for teaching the physically handicapped.

The Maryland state law, section 235B of the code, (See Appendix B) delegates authority to the counties to specify standards, rules and regulations to include the prescribing of qualifications of teachers,....

Montgomery County, Maryland, requires its teachers in the home instruction program to hold a Maryland certificate, which is the same requirement for regular classroom teachers. No special qualifications are required for the home instruction teachers. However, all teachers are encouraged to take advantage of the in-service training offered in the county, such as;

In 1948 certain study groups were organized for professional advancements of the teachers. The study groups were organized on an entirely voluntary basis. They met twice a month for the study of professional problems in specific fields, such as: elementary science, art, visual aids, the core

curriculum, music, reading, commercial art, planning, and child study.<sup>33</sup>

The greatest number of teachers are enrolled in child study groups. The teachers in this group are working under the leadership of Dr. Daniel A. Prescott, of the Child Study Institute, University of Maryland. He is the consultant for the county program in this work and also for the program which has been in progress for three years in the state of Maryland. This program is designed to develop on the part of teachers an awareness of the needs of children and better ways of working with them.<sup>34</sup>

Other consultant services have been used in the county in the past few years. Dr. Gordon Mackenzie of the Horace Mann-Lincoln Institute of School Experimentation of Columbia University, and some of his staff have worked with some of the teachers upon planning work experiences and readiness for learning. Dr. Gerald S. Craig, Professor of Natural Science, Columbia University, has done some work in the county in elementary science.<sup>35</sup>

"Many teachers each year improve their professional status by taking courses evenings and Saturdays at the nearby universities."<sup>36</sup>

The teaching personnel of the home instruction program naturally changes each year, since it is affected by the number of pupils enrolled for home teaching and by the location of the pupils.

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<sup>33</sup>Board of Education, "Of the Children," (Unpublished bulletin) Rockville, Maryland, 1948, p. 68.

<sup>34</sup>Ibid., p. 69.

<sup>35</sup>Ibid.

<sup>36</sup>Ibid.



In 1947-48, there were in the home instruction program in the county, one full time teacher who regularly taught seven children, and eleven part-time teachers. All of the teachers held Maryland certificates. Six of the teachers were regular classroom instructors in the county who taught the home-bound child after regular school sessions, in the afternoon. Two teachers were regular substitutes in the county holding B. S. Degrees. One was a retired teacher, while two were ex-teachers of the county. Three of these teachers had been enrolled in child study groups, referred to above.

On the basis of the above stated conditions, the teachers of the home instruction program in Montgomery County, Maryland, meet the standards for qualifications as stipulated in Criterion IV.

#### CRITERION V

The curriculum for the home instruction program should follow the regular course of study as prescribed for the particular grade taught, but should be adapted to the individual pupil's physical as well as mental needs, abilities, and interests.

The Maryland state law, Section 235B of the code, (see Appendix B) delegates authority to the county board of education to make provision for "standards, rules and regulations, to include the curriculum and equipment."

The curriculum for the home-bound child in Montgomery County, Maryland, is the same as the curriculum designated for the

particular grade in the regular school classroom.

The curriculum of the school is organized into four main groups of experiences. Each group represents an important aspect of education and one that educators agree should have major emphasis. Experiences in each of these groups begin in the kindergarten and continue through the junior college. These four principal groups of experiences are;

Learning to communicate--the field of human expression

Learning to understand the social world -- the relationship of people

Learning to understand one's self -- the developing personality

Learning to understand the physical world -- the world of things.<sup>37</sup>

... "the problem of organizing the program is one of arranging experiences in such a way that they will be effective in the living of children. The adequacy of the organization is determined by the quality of the living of those for whom the experiences are planned."<sup>38</sup>

It has been the aim of the home instruction program in the county to endeavor to offer as far as possible educational opportunities to the home-bound child equal to those offered the child in public school. The program which has to be adapted to the physical as well as mental needs of the pupils tries to parallel, as closely as possible, the work being experienced in the classroom. The primary aim is to prevent retardation, especially of those children who will recover sufficiently to take their places with their regular group and resume their class work. Another aim

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<sup>37</sup>Board of Education, "Of the Children," (Unpublished bulletin) Rockville, Maryland, 1948, p. 19.

<sup>38</sup>Ibid., p. 19.

is to encourage these children to work independently. Considering time, it is hardly possible in two one-hour periods a week to accomplish more than the tool subjects, reading, arithmetic and spelling. Social studies, art, science, music, and handicraft, are not included in the program for the home-bound, except as incidentals.

The schedules for the home instruction classes vary since they are affected in many cases by other professional duties of the teachers. Those teachers who teach in the public schools must go to these home-bound children after their day's work. It is, however, preferable to conduct classes in the morning or early in the afternoon whenever possible. In 1947-48, seventeen pupils had classes scheduled in the morning, while fifteen received instruction in the afternoon. There are disadvantages in regular teachers teaching home-bound children. As has been stated the teacher cannot go to the child until the close of the regular school day. The child is not always as alert and eager for his work as he would have been earlier in the day. In many cases his brothers, sisters and friends are home from their classes and he is anxious to listen to their chatter and to hear of their activities.

It is also difficult for the teacher who, having taught all day, may be somewhat less animated. She has to neglect after-school duties, is unable to give individual help to those pupils in her regular class who might need it, does not have time to talk to parents or collect materials, and often has to be absent

from faculty meetings.

The teachers with whom the writer had personal interviews stated that they were participating in this program because of their interest in rendering a worth-while service to their community. The remuneration in salary does not compensate for the service rendered. One dollar and fifty-cents an hour, plus six cents for mileage, is the instructor's salary. The state of Maryland allows two hundred dollars a year per pupil for home instruction.

The curriculum for the home instruction program in Montgomery County, Maryland does not parallel the requirements as specified in Criterion V. The curriculum used for the particular grade in regular school is adapted to meet the physical and mental needs of the home-bound child. However, the grades for which the curriculum is planned to include, kindergarten through junior college, (see page 44) does not reach all the home-bound children because of the age limitations of the home instruction program in the county, which includes only the children of the first grades through high school. The lack of time is also a limitation to the extent of service of the home instruction program in the county.

The State Supervisor of Special Education recommends, as suggestion for improvement of the home instruction program in the county, "whenever it is possible and when there are enough children in an area who need home instruction the teaching should

be done by a full time home instruction teacher.<sup>39</sup>

There are limitations concerning the operation of the curriculum for the home instruction pupils in the county. However; the curriculum itself does meet the requirements as stipulated in Criterion V.

#### CRITERION VI

Teachers of home instruction programs should attempt to compensate for the lack of socialization of the home-bound child by (1) enrolling the child in a regular class at school, (2) encouraging visits and other forms of communication from regular class members at school, (3) use by the teacher of effective materials, equipment and services which are available upon request.

Socialization of the home-bound child in Montgomery County, Maryland as part of the curriculum is left up to the individual teacher. The types of experiences chosen and the degree of value received from the experiences depend upon the ability, interest and ingenuity of the teacher.

The socialization needs of all the children, the physically handicapped as well as the normal child at school, and some understanding of how the curriculum is planned to meet the need, in Montgomery County are discussed in the paragraph below:

Although children differ in many ways because of conditions of birth and environment, certain needs are common to all of them. These needs must be provided for by the school. One of these needs is an understanding of our social world and the skills necessary to make one an efficient participant in social living. The

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<sup>39</sup>In a letter to the writer dated July 29, 1949 from Marie Wheatley, Supervisor of Special Education, State Department of Education, Baltimore, Maryland.

curriculum planned by the school to bring about this understanding extends through fifteen years of training -- from the kindergarten through junior college. During these fifteen years of training various kinds of experiences are provided for children, each selected to help the child find his place in the world of affairs. Some of these experiences are concerned with bringing about an understanding of the contemporary world as the result of long years of social experimentation.<sup>40</sup>

The experiences vital to all of the children as stated in the above paragraph from the bulletin, are being denied the home-bound child because of the lack of time. An adequate curriculum including such experiences can hardly be planned, executed and evaluated effectively in two one-hour periods a week.

The home-bound children in seven of the ten systems studied are enrolled in regular classes at school. In Montgomery County, Maryland the pupils, while being incapacitated are not enrolled in a regular class at school. They do not have the feeling of belonging to a group which comes through being a member of a definite group. A desire to be a member of the group and to participate in its activities was expressed by a pupil with whom the writer worked. The following remarks were evidences that he needed to attach himself to and share experiences with a peer group of children: "You have thirty-three children in your class and I make thirty-four," Take this paper to school and show it to the class." "I painted a picture for you to show the children."

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<sup>40</sup>Board of Education, "Of the Children," (Unpublished bulletin) Rockville, Maryland, 1948, p. 27.

"Will I finish my book before the children at school?" "Has Mary read as many books as I have?" "Gee, I wish I could be in the play." The class at school also showed a willingness in many instances to accept this home-bound child.

Home instruction teachers in Montgomery County, reported that they were encouraging visits and other forms of communications from regular classes at school.

County consultants and supervisors available for consultation upon request in 1948-49 are; two Supervisors of high school, a Supervisor of Special Education, Supervisor of Home Arts and Cafeteria, Supervisor in Charge of Curriculum Development, four Supervisors of Elementary Schools, a Supervisor of Art, a Supervisor of Physical Education, for visiting Teacher and Student Personnel, a Director of Audio-Visual Education, a School Physician, three school Nurses, a Supervisor of Library Service, and a Supervisor of Materials of Instruction.

The home instruction teachers may secure advice concerning the physical and mental development of the physically handicapped child from the personnel listed above. Help in instructional planning may be had. Advice and assistance may be had upon request, in the obtaining of materials and equipment in art, science, music, literature and other phases of the curriculum.

The writer was informed by the full time home instruction

teacher in Montgomery County that the teachers of the home-bound children in the county were not taking advantage of the services and materials available to them. In general, lack of time together with other professional duties of the teachers were stated as apparent reasons for this seeming lack of preparation on the part of the teachers.

In view of Criterion VI, the Montgomery County, Maryland home instruction program does not meet the requirement of the first practice, of enrolling the child in a regular class at school. Home instruction teachers in the county are encouraging visits and other forms of communication from regular classes at school. The teachers should use to a greater extent services, materials and equipment which are available upon request.



## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

Conclusions. In this study six categories of home instruction programs for the physically handicapped children in Montgomery County, Maryland have been appraised in the light of criteria based on accepted practices as they exist in the ten systems studied, and as approved by Specialists in this field of special education.

There is one practice in each category, except category 1, which uses five practices and in category 6 which uses three practices. Twelve practices are considered in the six categories.

In view of the results of the findings the home instruction program in this county seems to be reasonably well established in the use of seven practices, but should be improved in the use of five practices.

The practices in the county which meet the specifications in the stated Criteria are:

- (1) Providing certified diagnoses of pupil's physical defects by competent, professional authorities.
- (2) Using forms for medical referrals and recommendations.
- (3) Limiting services to specific types of disabilities.
- (4) Including pupils of educable minds in this program.
- (5) Home instruction teachers holding certification.

equivalent to that of regular classroom teachers and availing themselves of in-service training as well as enrolling in classes at nearby universities.

- (6) Encouraging visitation and other forms of communications from regular classes at school.
- (7) Planning the curriculum to meet the physical and mental needs, abilities, and interests of the pupils.

The five practices in Montgomery County instruction program which do not meet the specifications as stipulated in the Criteria are:

- (1) Including children of kindergarten age.
- (2) Providing for five weekly hours of instruction.
- (3) Enrolling the home-bound child in a regular class at school.
- (4) Providing direct means of supervision of the home instruction program in Montgomery County.

Recommendations. In view of the above conclusions the following recommendations are made concerning the six practices in the Montgomery County, Maryland home instruction program.

- (1) It is recommended that the home instruction program in the county be extended to include all children of educable minds from kindergarten through junior college, as specified in the Montgomery County curriculum for the normal child who attends public school.
- (2) It is recommended that the home instruction program in Montgomery County be extended to include five hours of instruction weekly for each child.
- (3) It is recommended that a more direct means of supervision be provided for the home instruction teachers.

- (4) It is recommended that the home-bound child in Montgomery County be enrolled in a regular class at school, as a means of providing more effective experiences through which socialization may be encouraged.
- (5) It is recommended that the home instruction teachers in the county use to a greater extent the material, equipment and services which are available to all the teachers in the county upon request.
- (6) The writer would like to recommend further that consideration be given the statements concerning the education of the physically handicapped children in the county, as stated in a school bulletin.<sup>41</sup>

"THE WORTH OF THE INDIVIDUAL IS KEPT IN MIND AS

WE THINK THAT:

In providing teaching service for children unable to attend school the system is offering equal opportunities to all children.

To each child who is being served through home teaching the values of the service is as significant to him as though he were in regular school attendance."

- (7) It is recommended that further study be made which would designate definite ways in which the curriculum of the home instruction program in the county could be more closely coordinated with the regular classroom curriculum.

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<sup>41</sup>Board of Education, "Of the Children," (Unpublished bulletin) Rockville, Maryland, 1948. p. 101.

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**APPENDIX A**

**Form Sent to Ten Educational Systems Studied**

## HOME INSTRUCTION FOR THE PHYSICALLY HANDICAPPED CHILD

1. Number of pupils receiving home instruction \_\_\_\_\_
2. Grades included in the home instruction program \_\_\_\_\_
3. Most frequent disabilities \_\_\_\_\_
4. Certification of teachers \_\_\_\_\_
5. Tenure \_\_\_\_\_ Pension \_\_\_\_\_
6. Teachers salary \_\_\_\_\_
7. Number pupils taught by a teacher \_\_\_\_\_
8. Schedule of classes \_\_\_\_\_
9. Time allotment for each pupil (weekly) \_\_\_\_\_
10. Provision when teacher is absent \_\_\_\_\_
11. Provision when pupil is unable to work \_\_\_\_\_
12. Help other than regular teacher: lip reading\_\_\_\_, speech\_\_\_\_, sight\_\_\_\_,  
others \_\_\_\_\_
13. Supervision of teachers \_\_\_\_\_
14. Are pupils enrolled in regular school? \_\_\_\_\_
15. Are pupils adopted by class in school? \_\_\_\_\_
16. Of what does the curriculum consist? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
17. What compensation is made for the lack of socialization? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
18. Is vocational training offered? \_\_\_\_\_
19. Is there a rehabilitation program? \_\_\_\_\_

**APPENDIX B**

**Maryland Law -- Special Education**

## SPECIAL EDUCATION FOR HANDICAPPED CHILDREN IN MARYLAND

(Article 77, Annotated Code of the Public General Laws of Maryland, entitled "Public Education").

227. It shall be the duty of the Police Commissioner of Baltimore City, between the tenth and thirtieth day of November in each year, to cause a census . . . . . to be made by members of the force under his command, of every child from five to eighteen years of age, inclusive, resident in said city. . . . . The said census shall give the full name, address, age, color, sex and place of birth of each child, whether or not such child is handicapped, the school attended, or if not at school, his employment or that he is not employed, and the place of birth of each parent of said child, and the full and complete records of said census shall be furnished by said Police Commissioner to the Board of School Commissioners of Baltimore City on or before the tenth day of December in each and every year . . . . .

235. The principal teacher of every public school in the counties shall, within thirty days from the beginning of the school year . . . . . furnish the County Board of Education with the names of all handicapped children between the ages of six and eighteen years, inclusive, living within the boundaries of his or her school district who do or do not attend school. And the County Board of Education shall certify forthwith the names of all such handicapped children to the State Board of Education, which shall send appropriate lists to the State Board of Health and to the principals of the respective State Schools for handicapped children.

235A. It shall be the duty of the State Board of Health, upon receipt of information as to handicapped children . . . . . to, in so far as possible, cause each physically handicapped child to be examined and to be appropriately classified according to the nature and degree of his or her handicap. The State Board of Health shall at the same time designate which such (physically handicapped) children are physically unable to properly care for themselves without assistance and to properly or advantageously be educated in the regular public schools with normal children and shall recommend which such children ought to have clinical, therapeutic, or hospital treatment. When such classifications and recommendations shall have been made, the State Board of Health shall report the same to the respective school boards from which the names of such handicapped children were received, and also to the State Board of Education.

235B. It shall be the duty of the State Board of Education, to set up standards, rules, and regulations for the examination, classification, and education of such handicapped children in the counties of the State who can be benefited under the provisions of this Act; such standards, rules, and regulations to include the prescribing of qualifications of teachers, the curriculum and equipment, and the supervision of the program which may be inaugurated by the County Board of Education for each such handicapped child. The expenses incurred by any of the counties of the State in establishing special classes for mentally handicapped children in accordance with standards, rules, and regulations of the State Board of Education shall be paid in the same manner as the ordinary expenses for the support of schools in the several

counties of the State; provided that in calculating the cost of the minimum program as a basis for determining the amount of the equalization fund which a county is entitled to receive, each such special class shall be considered as a separate unit. And wherever the City of Baltimore or any of the counties of the State shall inaugurate a special program of instruction under standards, rules, and regulations of the State Board of Education to meet the needs of any child whose handicap is physical only and whose needs are not met by ordinary school facilities, the city or counties so providing the same shall be entitled to receive, toward the cost of teachers, special equipment, nursing, therapeutic treatment and transportation, an amount not to exceed two hundred dollars (\$200.00) per child, to be paid by the State of Maryland out of a special fund to be appropriated for such purpose in the State Public School Budget. The State Superintendent of Schools shall ascertain the respective amounts the City of Baltimore and the counties shall be so entitled to receive from the State under this action, and when such amounts are so ascertained the State Superintendent of Schools shall certify the same to the State Comptroller.

236. . . . . and wherever the words "handicapped children" occur, they shall be construed to mean "all children between the ages of six and eighteen years, inclusive, who because of mental or physical handicap, are incapable of receiving proper benefit from ordinary public school instruction and who, for their own or the social welfare, need special public school instruction or training."

#### MEDICAL SERVICES FOR CRIPPLED CHILDREN

(Article 43, Annotated Code of the Public General Laws of Maryland, entitled "Health")

44A. The Department of Health is hereby designated as the agency of the State to administer a program of services for children who are crippled or who are suffering from conditions which lead to crippling, and to supervise the administration of those services included in the program which are not administered directly by it. The purpose of such program shall be to develop, extend and improve services for locating such children, and providing for medical surgical, corrective and other services and care, and for facilities for diagnosis, hospitalization and aftercare.

44B. The Department of Health is hereby authorized: (a) To formulate and administer a detailed plan or plans for the purposes specified in the preceding section of this Article, and make such rules and regulations as may be necessary or desirable for the administration of such plans and the provisions of this Article. (b) To receive and expend in accordance with such plans all funds made available to the Department by the Federal Government, The State or its political subdivisions, or from other sources, for such purposes. (c) To cooperate with the Federal Government, through its appropriate agency or instrumentality, in developing, extending and improving such services, and in the administration of such plans.

**APPENDIX C**

**Referral and Assignment Forms**

HOME TEACHING

Special Education of physically handicapped children is given during the regular school session. Children between the ages of six and eighteen years, inclusive, are eligible for Home Teaching, provided they are physically handicapped and are mentally qualified to benefit from instruction.

Home Teaching is given to children if they have an illness which is foreseen to keep them out of school for approximately three months or more.

Will the principal of each school please report all such cases to:

Mrs. Mary Catherine Singles

Home Teaching

Board of Education

Rockville, Maryland

Name of Child \_\_\_\_\_

School \_\_\_\_\_

Parent's Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number \_\_\_\_\_

State of Maryland  
DEPARTMENT OF EDUCATION  
1111 Lexington Building  
Baltimore

HOME TEACHING SCHEDULE FOR PHYSICALLY HANDICAPPED PUPILS

County \_\_\_\_\_

Date \_\_\_\_\_

Name of child \_\_\_\_\_

Address \_\_\_\_\_

Grade placement of child for this session \_\_\_\_\_

When was child last in public school \_\_\_\_\_ Grade \_\_\_\_\_

Specify days and hours you teach child \_\_\_\_\_

Do you have child in room by himself for entire hour \_\_\_\_\_

(This is absolutely essential, and parents should be told that  
no interference from other children or adults will be permitted)

Exact mileage you travel each time you teach child (round trip) \_\_\_\_\_

Remarks and suggestions:

Signature of teacher \_\_\_\_\_

Address \_\_\_\_\_

Note: To be submitted to the County Superintendent's office and filed there.



BE SUBMITTED  
IN DUPLICATE

STATE OF MARYLAND  
DEPARTMENT OF EDUCATION  
LEXINGTON BUILDING  
BALTIMORE - 1

64

County .....

Date .....

### Application For Special Aid For Physically Handicapped Children

Name of child ..... Race ..... Sex ..... Date of Birth.....

Address .....  
(No. and street or RFD) (Town) School .....

Distance from home to (a) school .....; (b) nearest bus.....; REMARKS .....

Last school attended ..... Date of withdrawal ..... Grade completed .....

Results of standardized tests (a) Mental .....

(b) Achievement.....

Name of parent ..... Occupation .....

#### Medical Data

Physical disability (describe fully) .....

How long must child use:

1. Crutches .....

2. Braces (describe) .....

3. Cast (describe) .....

4. Other appliance .....

Physician's recommendation for special education service:

1. Home teaching ..... 2. Special transportation.....

3. Other .....

Reasons for this recommendation: .....

(Signed)—Dr. ....

Address .....

Name of family physician .....

Address .....

#### Educational Plan for School Year

Total for Year

Home teaching by ..... for ..... hrs. @ \$1.50 \$.....

Address .....

Type of certificate ..... Expires .....

Mileage each visit ..... @ 7¢ = \$ ..... x ..... (No. of visits) \$.....

Special transportation by ..... @ \$..... Per ..... \$.....

Other (specify) ..... \$.....

..... requests total State aid of \$.....  
*Superintendent of Schools*

APPROVED \$.....

Date

RECOMMENDED \$.....

(Date)

*State Superintendent*

*Director of Finance and Research*

MONTHLY STATEMENT ON HOME TEACHING

(to be submitted in triplicate at the end of each calendar month for each child)

\_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_  
 Name of child taught

\_\_\_\_\_ hours of teaching at \$1.50 an hour . . . . . \$ \_\_\_\_\_

\_\_\_\_\_ miles of transportation at \$.06 a mile . . . . . \_\_\_\_\_

Total . . . . . \_\_\_\_\_

Date \_\_\_\_\_ Signed \_\_\_\_\_

MONTHLY STATEMENT ON HOME TEACHING

(to be submitted in triplicate at the end of each calendar month for each child)

\_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_  
 Name of child taught

\_\_\_\_\_ hours of teaching at \$1.50 an hour . . . . . \$ \_\_\_\_\_

\_\_\_\_\_ miles of transportation at \$.06 a mile . . . . . \_\_\_\_\_

Total . . . . . \_\_\_\_\_

Date \_\_\_\_\_ Signed \_\_\_\_\_

MONTHLY STATEMENT ON HOME TEACHING

(to be submitted in triplicate at the end of each calendar month for each child)

\_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_  
 Name of child taught

\_\_\_\_\_ hours of teaching at \$1.50 an hour . . . . . \$ \_\_\_\_\_

\_\_\_\_\_ miles of transportation at \$.06 a mile . . . . . \_\_\_\_\_

Total . . . . . \_\_\_\_\_

Date \_\_\_\_\_ Signed \_\_\_\_\_

STATE OF MARYLAND  
**DEPARTMENT OF EDUCATION**  
LEXINGTON BUILDING  
BALTIMORE

66

**REPORT OF HOME TEACHER OF PHYSICALLY HANDICAPPED CHILD**

Period ..... to .....

Name of Child ..... Address .....

Name of Teacher ..... Address .....

DATE	ARRIVE	LEAVE	LESSONS TAUGHT	PARENT'S SIGNATURE

**IMPORTANT**—To be submitted monthly to the County Superintendent's office and filed there.

BE SUBMITTED  
N DUPLICATE

STATE OF MARYLAND  
DEPARTMENT OF EDUCATION  
LEXINGTON BUILDING  
BALTIMORE . 1

County .....

Date .....

Request for Approval of Special Class for Retarded Children  
for School Year \_\_\_\_\_

Name of School ..... No. .... Dist. .... Location ..... Enrollment ..... No. Teachers .....

Name of Teacher ..... Kind of Certificate held .....

Special Education Courses taken by teacher (List date, school, title of course)

Tests for special class selected on basis of results of:

Type of Test	Name of Test	Date given	Examiner
Achievement			
Mental—individual			
Mental—Group			

Special Class Enrollment: Boys ..... Girls ..... Total .....

Chronological Age Range: Boys ..... to ..... years; Girls ..... to ..... years.

Calendar Age Range: Boys ..... to ..... years; Girls ..... to ..... years.

Grade Range: Boys ..... to ..... ; Girls ..... to .....

Description and condition of classroom: .....

Equipment and supplies available: .....

Request submitted by: ..... Recommended for Approval: ..... Approved ..... (Date)

County Superintendent

Supervisor of Special Education

State Superintendent

**APPENDIX D**

**Suggestions for Home Instruction**

SUMMARY OF GROUP DISCUSSIONS  
 HOSPITAL-HOMEBOUND TEACHER'S WORKSHOP  
 Sponsored By  
 MICHIGAN DEPARTMENT OF PUBLIC INSTRUCTION  
 May 25, 1948  
 at the  
 Lansing YWCA

**Consultants:**

Dr. John S. Haitema, Chief, Division of Special Education  
 Miss Mary A. Blair, Consultant, Division of Special Education  
 Miss Barbara Jewett, Director of Occupational Therapy, Wayne University

- I. Suggestions on Equipment and Instructional Material for Hospital and Homebound Classes**
- A. Use micro-film projectors (See enclosed list of Michigan centers where micro-film projectors are available)
  - B. Make provision for short wave radio both for receiving and transmitting programs
  - C. Utilize recording devices
    - 1. Portable recorders may be brought to the home
    - 2. The home radio may have a recording device on it
  - D. Use stencils
    - 1. Often the badly handicapped cerebral-palsied child can make neat stencil work if given a large spool with sponge rubber glued on the bottom of it. Water paint and ready-made stencils may be used at first. Later, textile points may be utilized
  - E. Raise tropical fish
  - F. Special equipment for cerebral-palsied children
    - 1. The Wyandotte Public Schools have photographs showing their special equipment which may possibly be loaned by Mr. Fred Frostic, Superintendent
    - 2. Montessere boards are helpful in teaching children how to dress themselves. Small wooden frames can be made with blue denim sewed to them. These can be used for zipper openings, buttoning, etc., in lieu of Montessere boards
    - 3. Pencils and crayons may be built up with plasticene to provide a better grip for C. P's.

4. Blowing soap bubbles and ping pong balls aid in breath control
5. Catching balloons provides for relaxing activity
6. Two-handed activities such as winding a ball of yarn or making pompons on cardboard doughnuts may assist a child in flexing elbows

- G. Use the "Record of the Month." This service costs \$12.50 per year for unbreakable children's records which are sent each month. These records can be secured from The Young People's Record Club, Inc., 40 West Forty-sixth Street, New York 19, New York and come in two interest levels for primary and elementary pupils
- H. Use of toy sewing machine by older children for actually making garments
- I. Use of Scout manuals often helps to tie the child to his social group as well as providing for many interesting educational activities
- J. Use of unit work
1. An example was given of a hospital class which used the Tulip Festival at Holland for a unit of work. Visual aids, view masters, Dutch dolls, Dutch shoes, etc., were used as a basis for reading, the arts, language and other related activities

## II. Suggestions for Socialization of Hospital and Homebound Pupils

- A. Group students as much as possible for instruction even if they are not pursuing identical instructional activities
- B. Encourage visitation from regular school pupils
- C. Provide opportunities for exchange of letters with family and schoolmates
- D. Arrange for field trips, picnics, and parties for convalescent hospital and homebound pupils
- E. The two-way telephone for supplementing homebound instruction were discussed at length. A demonstration of this equipment was presented by Mr. Harold Boudreau of the Executene Company of Detroit
- F. Use such organizations as Scouts for visiting pupils and encourage the visitors to share activities with the shut-ins

- G. Exchange work with other hospital or homebound pupils
- H. Solicit cooperation of children in regular classes to visit shut-ins and share information about school activities
- I. Encourage the homebound or hospital pupils to invite children from regular classes to see activities engaged in by the shut-ins
- J. If possible take the homebound child for an occasional visit to the school

### III. Suggestions for sight conservation in homes and hospitals

- A. The kitchen is often the best lighted room in the house and can sometimes be used for study if a schedule can be arranged which does not conflict with meal preparation
- B. Large-type books can sometimes be borrowed from boards of education which provide classes for sight conservation
- C. Avoid close work especially if the child is a bed patient
- D. Stress the auditory approach rather than the visual
- E. Mr. John Bradfield of Ann Arbor is anxious to get suggestions from teachers regarding the types of materials they would like to have available in micro-films
- F. Soft lead pencils and sight saving paper may be used for instruction
- G. Manuscript writing instead of cursive is desirable since it is easier on the eyes



## VITA

Elizabeth Nelson Harrow was born in Baltimore, Maryland, educated in the public schools of Middlesex County, Virginia and received the Bachelor of Science degree from Mary Washington College of the University of Virginia, Fredericksburg, Virginia.

Her professional experience includes teaching at the State Teachers College, Towson, Maryland.