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Many Pupils Preparing at C'ville In On-the-Job Training Program

BY SUPT. LOUIS SCHEIDT

If a visitor finds the special education classroom at the Clarenceville Senior High School empty, it is only because the students are out learning to prepare for their future.

Job training and placement is part of each student's daily program, and from the reports of the Clarenceville Senior High School, it has shown some surprising results. Three years ago the School Board approved a special education senior high program that was aimed at helping the mentally handicapped students of the area to achieve a future that would not be hopeless.

With this in mind the special education teacher set up the senior high job training and placement program.

Cooperative training has as its primary purpose the training of in-school youth for basic competency in specific occupations which fit their abilities, aptitudes, and interests. Cooperative training enables secondary schools to offer vocational training in many occupations in the classroom. It is during the training cannot be provided for in the classroom. So too, the programs at the high school level for the mentally handicapped has for its goal.

The "mentally handicapped" students at Clarenceville are those with the capacity to be trained for work and the capacity to hold productive jobs when properly placed. "Mental retardation" does not mean that the person's total being is retarded. Only his intellectual capacities happen to be retarded. He may have other skills and aptitudes in which he conceivably could excel other workers. Those skills and aptitudes can make him a valued employee. This is the Clarenceville story.

A VISIT TO the Redford General Hospital might find a Clarenceville student in a bright and cheerful yellow and white uniform, which she made herself, making beds, carrying water to patients, straightening hospital rooms, and assisting the nurse in charge with "patient" care.

Reports from this and previous job training placements commend the quality and quantity of her work and mention that she is courteous, agreeable, cheerful, tidy, and dependable. This student has been on the job-training program for the past three years. Next year

she will be placed on a full time nursing assignment and on completion in June of 1966 will graduate from Clarenceville Senior High School with a Certificate of Achievement as a nurses' aide. She will be fully qualified, by professional standards.

The teaching job competency is the key to the Clarenceville special education program. Each student brings to the program his own level of ability and potential. There the special education teacher begins the determining of a plan of study that will best fit the student to achieve his goals for the future. Reading, spelling, writing are given special emphasis, with arithmetic following close behind. These tools are needed if they are to be successful.

With special education students, the teacher must stick very close to the practicality of subject content. All materials used in special education are geared to each individual student's needs and understanding.

The first six weeks in the senior high special education program are spent mostly within the classroom. It is during this time the teacher finds out what the student can or cannot do, where his interests lie and what kind of job placements might be successful.

THERE IS LITTLE segregation of special education at Clarenceville High because special education students are also assigned to any academic classes for which they can qualify. Throughout the school, you will find these students enrolled in the science, science, mathematics class, gym, art, music, home economics, home nursing, business machine class or in shop. The very fact that these students can hold their own when in a regular class helps to promote good relationships with their peer groups.

The regular students have shown an increasing awareness of concern for the special education student. The special education students are encouraged by both the general teaching staff and all students to take part in club activities and school affairs. They have become a real part of the total school population.

The basic requirements for the special education students to graduate from Clarenceville are: they must have been on the program, not less than four years, have a steady job, and have completed the required courses in the education curriculum: English (language arts), mathematics, science, history, and government. Most of these subjects are geared by the special education teacher to the student's capacity.

Classroom equipment includes the emphasis placed on job training. In one section are the furnishings of a standard hospital room, bed, nightstand and table; a refrigerator, sink and kitchen range adjoins the hospital room. Tall, narrow storage units partition the small "teacher's office."

All the special education students take typing and have the use of a typewriter in the special education room for extra practice. There is also a spiral duplicator with which the students are taught to use. In return they are now doing most of the "ditto" work for the teachers in their building.

A MANUAL ADDING machine is replaced by an electric adding machine as each student's proficiency increases. Two large tables in another section of the room make work centers for arts and crafts where the students make many items. There are many teaching aids throughout the room. Books and other materials are used freely by the students. Everything in the room is for their stimulation and pleasure. It is truly a room for learning.

Mrs. Lois Benedict has a variety of jobs for her charges in the most, time consuming part of the special education teacher's job. She must make many calls on employers before she can find an opening for the handicapped youth. However, after an employer has had a student working for him, it is easy to place another.

"The employer must be understanding of what we are attempting to accomplish with these students. He has to understand that the special education student may need more instruction time and guidance. We do not try to place students unless we think they can handle the job assigned, and

Republican Women's Club Luncheon Set

Flowers and delectable fashions will greet the Women's Republican Organization of Farmington on Wednesday, May 13, at the Plum Hollow Golf Club.

The women will gather at 12 noon for luncheon, after which the Alice Rebecca Saloon of Farmington Center will present fashions for all occasions with appropriate hats and hair.

Tickets may be secured from Mrs. Frank DeWolfe, GR. 4-1111, Mrs. Harold Lange, GR. 6-1658, or any member of the Club. All women are welcome regardless of political affiliation.

Duty is carrying on promptly and faithfully the affairs now before you.

Try A Classified Ad

PTA to Hear Band Concert At Highmeadow Grade School

A band concert will be held 28455 Wellington, (Recording at the Highmeadow Elementary School on Tuesday, May 12, at 8 p.m. as part of the regular P.T.A. meeting.

In addition, the annual treasurer's report will be given, and the election and installation of officers for next year will be held.

The following persons have been presented by the nominating committee:

PRESIDENT, John Muller, 28770 Woodbrook; Treasurer, Arthur Beckwith, 28770 Woodbrook; Vice President, Frank Fwy.; Mother Vice President, Kitty Hastings, 28770 Woodbrook; Teacher Vice President, Isabel Letcher, 30175 Highmeadow; Corresponding Secretary, Marion Zahniser.

Local EMU Coed Wins Stole Scholarship

Maryann Cannert, daughter of Charles Cannert of 32562 11 Mile Road in Farmington, has been awarded the Julia Ann King Scholarship by the Stole Society at Eastern Michigan University in Ypsilanti.

Mrs. Cannert will serve as membership chairman for the EMU Stole Society for the coming year.

Scholarship winners and officers for next year were announced May 3 at the annual Stole Society spring breakfast held at the Kennedy Hall on the EMU campus.

Rushing around smartly is no proof of accomplishing much. —Mary Baker Eddy

Gratitude gives pleasure to Malbie Babcock both the giver and recipient.

PLENTY OF EAT IN THE MEAT IN "Super-Right" PORK LOINS

The FAT in the MEAT you get in a "Super-Right" Pork Loin begins with the selection of only tender, young corn-fed porkers. And A&P's "Super-Right" cutting method insures full value on every cut... guaranteed to please you — or your money back!

FULL 7-RIB PORTION		LOIN END PORTION	
lb.	23^c	lb.	33^c
Whole or Rib Half	39^c lb	Center Rib Pork Chops	59^c lb

"Super-Right" Mature Corn-Fed Beef

Chuck Roast

CENTER BLADE CUT **37^c lb**

Arm Cut **47^c lb** English Cut **57^c lb**

"SUPER-RIGHT" QUALITY

GROUND BEEF

3 LB. PKG. OR MORE **43^c lb**

Lesser Amounts... lb. 47c

4 ROLLS IN PKG. 29^c

5 1-LB. CANS 99^c

3c OFF

CHARMIN PEACHES

A&P GRADE "A" HOMESTYLE FREESTONE

Halves in Extra Heavy Syrup

Hot House Tomatoes

LB. **39^c**

Bananas 2 Lbs. 29^c

SAVE 30% Mellowmood NYLONS

50 Gauge, 15 Denier

2 PAIR 99^c

Ann Pango Cream of MUSHROOM SOUP

6 10 1/2-Oz. Cans **79^c**

PREMIUM OR KRISPY Crackers... 1-LB. BOX **26^c**

Fruit Cocktail SULTANA 9 1-LB. CANS **100**

Whole Kernel Corn A&P BRAND GRADE "A" **4 1-LB. CANS 99^c**

Instant Dry Milk WHITE HOUSE NON-FAT LARGE CTN. - Makes 12 Qt. **79^c**

HONEY SWEET Bartlett Pears 3 1-LB. 13-OZ. CANS **100**

KOSHER VETIC, YAT CURED Vlastic Dills ... 1/2-GAL. JAR **49^c**

NEW LARGE SIZE-DETERGENT Capri Liquid ... QUART PLASTIC **39^c**

Freshlike Cream Style or Whole Kernel CORN 2 12-OZ. CANS **29^c**

PEAS, 14-oz. or CUT 2 12-OZ. CANS **39^c**

Green Beans 2 12-OZ. CANS **39^c**

TREESWEET FROZEN LEMONADE 6-Oz. Can **10^c**

Murch's Grape or Cherry Drink 6-Oz. Can **10^c**

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