

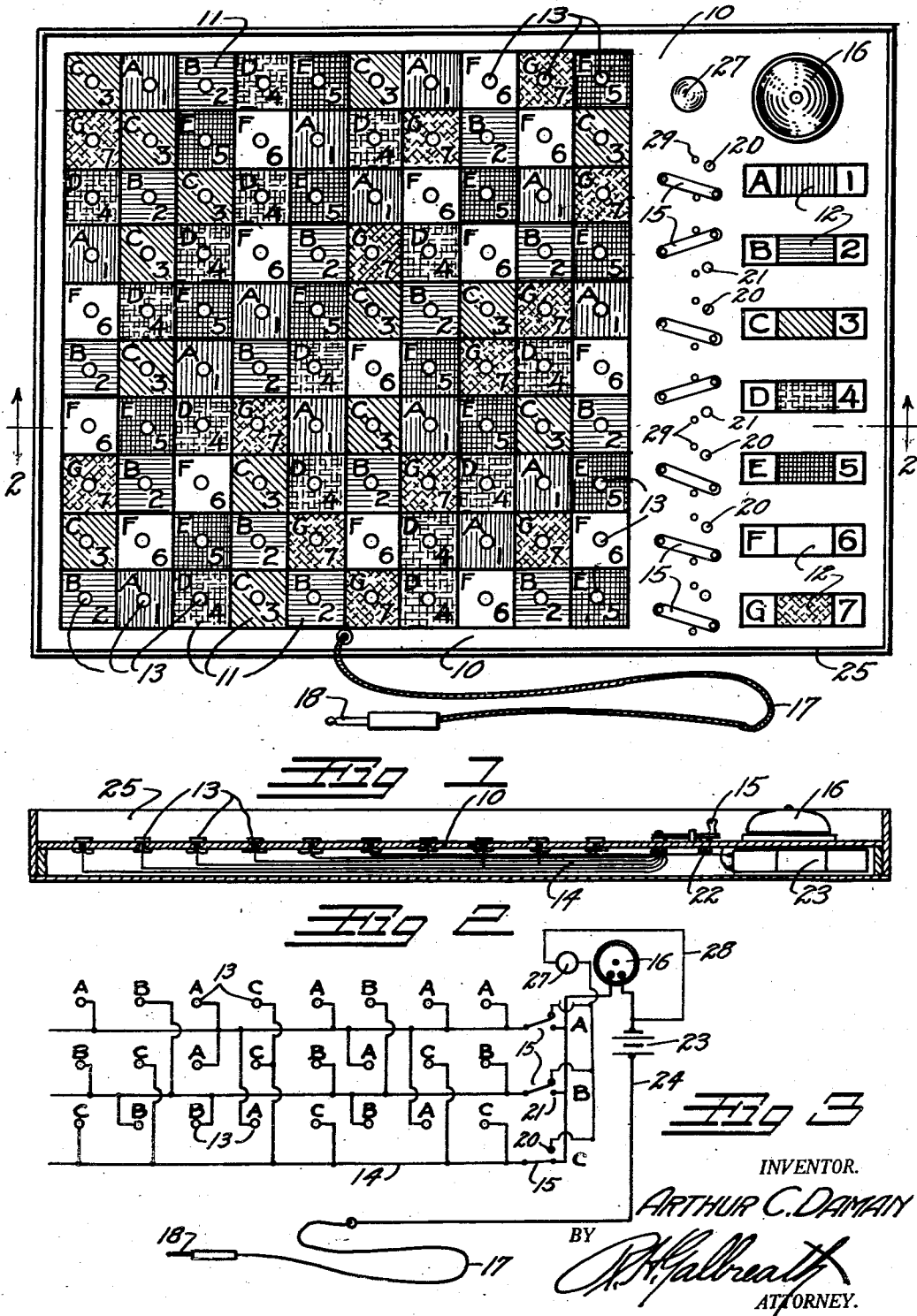
Nov. 1, 1927.

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1,647,276

EDUCATIONAL AND AMUSEMENT DEVICE

Original Filed Dec. 2, 1924



Patented Nov. 1, 1927.

1,647,276

UNITED STATES PATENT OFFICE.

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EDUCATIONAL AND AMUSEMENT DEVICE.

Application filed December 2, 1924, Serial No. 753,464. Renewed March 22, 1927.

This invention relates to a mechanical device for use in developing the intellect, and is more particularly applicable to children. It will assist in the development of mental concentration, memory, and reasoning faculties.

The principal object of this invention is to provide a device which will accomplish the above results. A further object of the invention is to provide a device which will not only be instructive and educational but which can be used as a game for amusement and pleasure as well.

Other objects and advantages reside in the detail construction of the invention, which result in simplicity, economy, and efficiency, and which will become more apparent from the following description.

In the following detailed description of the invention reference is had to the accompanying drawing which forms a part hereof. Like numerals refer to like parts in all views of the drawing and throughout the description.

In the drawing:

Fig. 1, is a plan view of the improved educational and amusement device.

Fig. 2, is a cross section through the same taken on the line 2—2, Fig. 1.

Fig. 3, illustrates typical electrical circuits as employed in the device.

The invention comprises a board 10, upon which there is printed a series of equal sized squares 11, as illustrated in Fig. 1. Each of the squares, in the form of the invention illustrated, contains a letter, a number, and a color. Alongside of the series of squares 11 a series of spaces 12 are provided, corresponding in number to the number of differing colors, letters and numbers employed in the series of squares 11.

As illustrated in Fig. 1, seven differing colors are employed, these colors are shown in seven different spaces 12, at the right of the board. Similar colors are carried by the squares 11, each square containing one of these colors. There is no regular order of repetition in the various colored squares, they being intermingled indiscriminately.

In each of the squares 11, a metallic contact 13 is carried. The contacts 13 are connected by a series of electrical conductors 14 to a series of switches 15 corresponding in number to the number of colors employed. Secured to the board 10 is a colored electric light 27, an electric bell 16 and a

flexible cord 17, which terminates in a contact pencil 18.

In wiring the board, all of the contacts 13, carried in squares of the same color are connected together by a common conductor 14, which connects with the one of the switches 15 placed opposite the space 12 of the same color. The switches 15 each have a bell contact 20 and a light contact 21. The bell contacts 20 connect to a common busbar 22 which connects to one terminal of the electric bell 16. The other terminal of bell 16 is connected to a terminal of a battery 23, the other battery terminal being connected to the contact pencil 18, through the flexible cord 17, and a conductor 24. The light contacts 21 are connected to a common busbar 26 which connects to one terminal of the colored light 27. The other terminal of the light 27 connects to the battery 23.

The board 10 is carried in a suitable box 25, and is spaced away from the bottom of this box 25 so as to allow room for the various electrical connections and for the storage of the battery 23.

Let us suppose that the device is to be used to teach concentration to a child, who has been in the habit of allowing his mind to wander. The switch 15 opposite the red color space 12, is placed on the bell contact 20, the remaining switches 15 are left on the light contacts 21. The child is now shown the red space 12, and told to take the contact pencil 18, and pass along the squares 11 touching the contact points 13, in each square except the red squares. The child starts along the squares and as each contact is made the colored light is illuminated indicating a correct contact. He progresses satisfactorily until his mind begins to wander and allowing him to touch the contact in a red square, thereby causing the electrical circuit to the bell 16 to be completed and the bell sounded. This will immediately rouse the child and cause him to direct his attention to the work in hand.

It will soon be found that the child can progress through the entire series of squares without contacting with the forbidden red square. When he has progressed thus far, another of the switches 15 can be placed on the bell contact of a second color and the child instructed to avoid the two colors in his passage through the squares. This procedure can be continued until the child's intellect reaches the point where he can retain

a great number of colors in his mind during his progress through the series of squares 11.

Instead of using the colors to designate the prohibited squares, the letters or numbers, also carried by the space 12, and the squares may be used. In this way the child can not only be taught concentration, but can also be taught at the same time the various letters and number characters.

As illustrated in Fig. 1, the switches 15 opposite, B-blue-2 and D-yellow-4 designations are on the bell-contact points, the remaining circuits being connected to the light 21 through the light contacts 21.

Instead of using an electric bell to convey an impulse to the child, electric lights could be employed or an induction coil could be placed on the device and be arranged to give the child an electric shock should the prohibited square be contacted. Any method of conveying a sensory impulse may be employed within the spirit of the invention.

It is desired to be understood that the invention is not necessarily limited to colors, numbers and letters as designations for the squares. Any other visible designation might be employed, for instance, pictures of various objects could be placed upon the squares 11 and the names of the objects pictured could be carried on the space 12. In fact there are a great number of different ways in which the device might be employed.

While a specific form of the improvement has been described and illustrated herein, it is desired and understood that the same may be varied, within the scope of the appended claims, without departing from the spirit of the invention.

Having thus described the invention, what I claim and desire to secure by Letters Patent is:

1. An educational and amusement device

comprising a number of designations; an electric contact at and for each designation; means for selectively or collectively connecting said contacts to an indicating device and means for closing the circuit to said indicating device through said contacts.

2. An educational and amusement device comprising a number of designations; said number comprising a plurality of series of like designations; an electric contact for each designation; a conductor for each series connecting the contacts of like designations; means for selectively or collectively connecting said conductors to an indicating device and means for closing the circuit to said indicating device through said contacts.

3. An educational and amusement device comprising a base; a plurality of series of designations carried by said base; contacts carried by each of said designations; switches connected to said contacts; an indicating device connected to said switches, said switches being arranged to connect one or more of said series with said indicating device and a portable contact pencil, for closing the circuit to said indicating device through the contacts carried by the designations.

4. An educational and amusement device comprising a base; a plurality of series of designations carried by said base; a plurality of spaces corresponding in number to said series and carrying similar designations; an electric switch for each of said spaces; an indicating device connected with said switches; a conductor for each switch connecting said switch with each contact of a series of contacts and a portable contact pencil in circuit with said indicating device for contacting with the contacts of said designation.

In testimony whereof, I affix my signature.
ARTHUR C. DAMAN.