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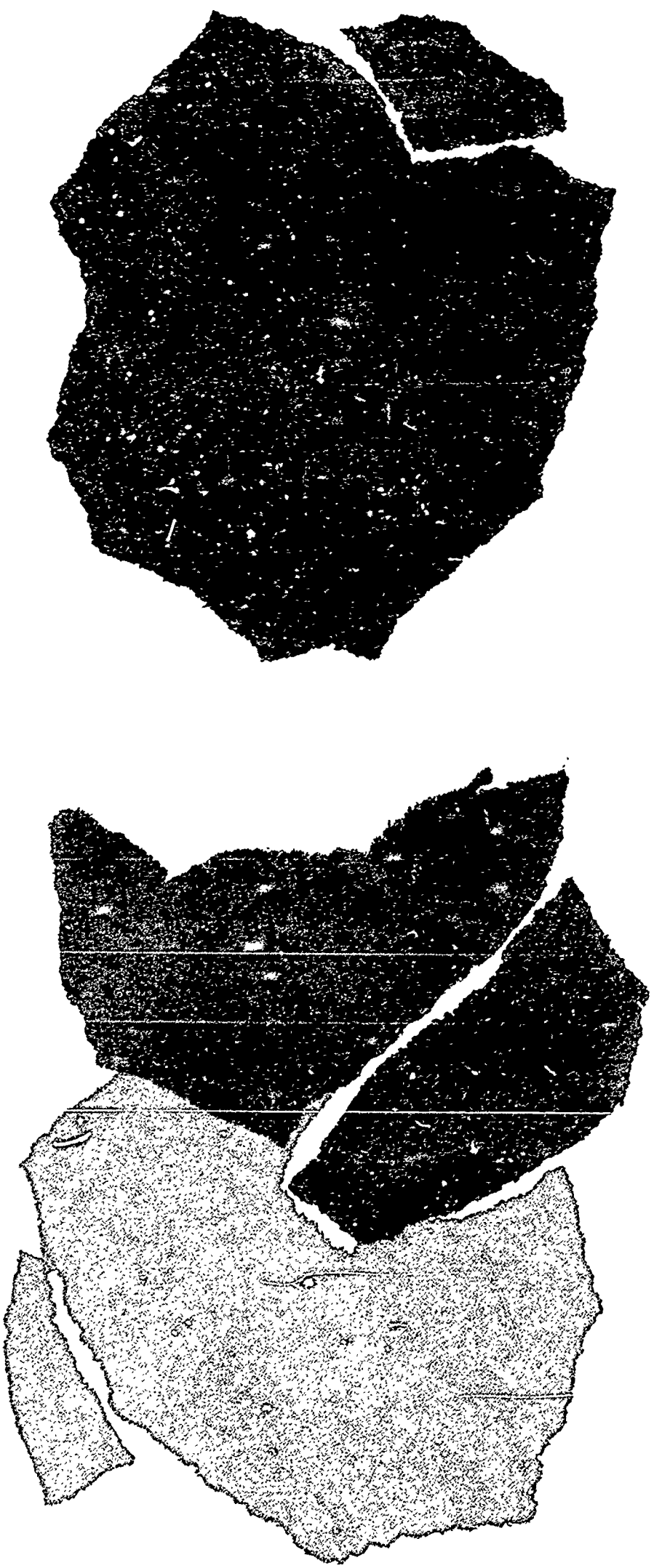
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Details are enumerated for 150 ESEA Title I projects being conducted across the nation through the 1968-69 school year to improve education for disadvantaged children. Basic information for each project includes type of project, place, starting date, cost, staff size and composition, participants (grade level if children, relationship if adult), name of person from whom further information may be obtained, and a comprehensive description of the project's objectives and procedures. The projects are listed under 15 categories: Preschool (13); language arts (29); math and science (6); guidance, counseling, and tutoring (21); cultural enrichment (11); health and food services/physical fitness (7); comprehensive (7); vocational education/dropout oriented (17); college preparatory (2); integration (3); teacher training (8); teacher aides (5); parent participation (3); extended use of school facilities (3); and summer (14). (JK)



PROFILES IN QUALITY EDUCATION

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OE-37018

PROFILES IN QUALITY EDUCATION

150 Outstanding Title 1, ESEA, Projects

Division of Compensatory Education
John F. Hughes, Director

U.S. Department of Health, Education, and Welfare / Wilbur J. Cohen, Secretary

Office of Education / Harold Howe II, Commissioner

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INTRODUCTION

This booklet presents 150 outstanding Title I projects from across the Nation. Each project has been designated by State Title I Coordinators as worth emulating. Each provides valuable assistance to the low-income children it serves. Together they represent a wide variety of instructional areas and pupil services. They cover all groups of disadvantaged children—those out as well as in school, those in public and nonpublic schools.

There are work-study programs, health services, remedial programs, English as a second language activities, college preparatory classes, and teacher training programs. There are programs that concentrate on early childhood education, the dropout, the vocational student.

Each has been classified and reported in brief. Starting dates are indicated, but in all cases these projects are scheduled to continue through the 1968-69 school year. Summer projects, likewise, are expected to be continued in succeeding summers.

Although some special programs—for migrants, the handicapped, and delinquents—are included in this report, its main focus is on basic Title I activities and how they serve poor children in the schools of this country.

PRESCHOOL

continues with a work-play period from 8:30 to 11:30 a.m. for three-year-olds. Four year olds arrive at 12:30 for lunch and return home at 3:30. Work periods consist of story-time activities, language and social experiences, books, art materials, table games, water play, woodworking, science experiments, rhythms, cooking, etc. Children meet 4 days a week for 3 hours.

Inservice training sessions are held for the teachers each Friday. Friday also is the day the teachers work with the parents. This phase of the program is highly flexible. It may take the form of a home visit, a crafts class (knitting is extremely popular), or a meeting at the school involving both mothers and children. All activities are voluntary.

Teachers find home visits very successful. Usually the teacher takes with her some educational tool—for example, books and learning toys. The learning device provides the teacher with an entree into the home. It relieves the initial tension of the interview and establishes the teacher as a friend of both parent and child.

The mother is then taught how to utilize the toy, and it is left with the family. A second visit follows—to pick up the toy, leave another, and again discuss with the parent the progress of the child.

The skillful teacher listens to the parent, discusses his special interests, and then capitalizes upon them.

"We make a habit of not lecturing the parents," says Phyllis A. Lewis, Director of the program, "and we have had fine success in enlisting their cooperation."

Type of Project Prekindergarten

Place Pittsburgh, Pa.

Starting Date September 1967

Cost \$230,140 in 1967-68 school year

Staff 14 teachers, 14 aides

Participants 476 children 3- and 4-year-olds

For Further Information Contact Phyllis A. Lewis
Director of Compensatory Education

341 South Bellefield Ave.
Pittsburgh, Pa. 15213
Telephone 412 682-1700

Description Part of a 58-room program, begun by the Ford Foundation and now funded chiefly by OEO and Title I of the Elementary and Secondary Education Act, this prekindergarten project operates on a 10-month schedule. Forty-four centers are financed by OEO (\$800,365); 14 by Title I.

Criteria for the program are the same as for Head Start, with major emphasis placed on children with multiple problems. Each entrant is screened by a school committee and the Community Action Program.

Degreed teachers direct each of the pre-school classrooms. Those with background in early childhood education are sought and inservice training continues as a regular aspect of the program.

A typical day begins with breakfast and

Type of Project Prekindergarten

Place Buffalo, N.Y.

Starting Date September 1967

Cost \$348,316 in 1967-68 school year

Staff 20 classroom teachers,
20 teacher aides, 1 full-time psychologist,
1 home-school coordinator, 1 visiting teacher,
1 assistant administrator,
1 administrator,
2 clerks

Participants 628 children

For Further Information Contact Joan C. Downey,
Administrator
Project Early Push

Room 420, City Hall
Buffalo, N. Y. 14202
Telephone 716 842-3693

Description Project Early Push serves children ranging from 3 years, 9 months to 4 years, 8 months. The children—all from disadvantaged neighborhoods—attend half-day classes in 14 public and three parochial elementary schools.

The program is designed to develop self-confidence through expression in language and art. Children are encouraged to explore the world of books. There are story hours and a library from which they may borrow picture books to take home.

To supplement meals at home, the youngsters each receive an extended snack at school. For 15 cents a day, the child gets fresh fruit,

vegetables, milk, meat, and other foods. Feeding is organized with a minimum of administrative detail.

Parent participation in this program is excellent—85 percent during 1966-67, and 91 percent in spring 1968. Besides classroom observation, conferences, and parent participation in classroom activities, three parent meetings are held at each school. Three parent council meetings, composed of representatives of the 17 participating schools, and two parent-teacher workshops are held during the school year.

A newspaper for parents is published monthly, with a parent as coeditor and parents as contributors. During various parent meetings changes in the school program, future budget proposals, and the design and composition of a *Parents' Handbook* are discussed.

Two meetings on an average are held monthly for the entire staff. Consultants include representatives from the State Education Department, the Office of Economic Opportunity, Erie County Cooperative Extension Service, and nearby colleges, as well as private nursery school directors, the project psychologist, a Montessori program director, and the president of the Creative Education Foundation. All teachers and teacher aides have the chance to observe two half-day teaching demonstrations.

Type of Project Prekindergarten
Instruction and
Demonstration Center

Place University City, Mo.

Starting Date Summer 1966

Cost \$22,000 in 1967-68
school year

Staff A teacher, an aide,
a psychologist, a part-
time speech therapist,
and a part-time visiting
teacher

Participants 60 children, each accom-
panied by a parent or
adult in charge

**For Further
Information
Contact** Mrs. Melanie Knight
Title I Director
University City
Public Schools
725 Kingsland Avenue
University City, Mo.
63130
Telephone 314 727-1070

Description Youngsters partici-
pate in school activities to develop skills—
motor, auditory, visual, cognitive, and lan-
guage—while their parents look on in a program
designed to educate both the adult and the
child in this St. Louis suburb.

Eight to thirteen 4-year-olds in a group meet
for 2 hours a week at the Delmar-Harvard
School. Five separate groups meet each week.

For the first hour the parents observe the
children's activities through a large one-way
mirror from an adjoining room. Sound pro-
jection enables them to hear classroom pro-
ceedings. A psychologist discusses the tech-
niques used by the teacher and explains the
purpose of the activities and procedures.

The parents then move to a larger room
where, over coffee, they continue the discus-

sion with the psychologist. The parents make
the learning devices used by the children and
learn how to continue the educational process
in their own homes.

For instance, in the observation hour, the
teacher might tell a story using cut-outs on a
large flannel board. The children then retell
the story and act it out with homemade pup-
pets constructed from paper bags, felt, colored
paper, and sequins.

In the second hour, the parents make simi-
lar puppets and take them home to use with
their children for the rest of the week.

At each meeting the psychologist hands out
printed sheets explaining the procedures and
techniques observed through the mirror. He
also helps the parents prepare folders as a sys-
tematic guide for the instruction of their chil-
dren. The psychologist also writes reports on
the interaction and progress of each parent
following every meeting.

If neither the mother nor the father can at-
tend, grandparents or babysitters may
substitute for the parent. About one-third of
the group is Negro and a number of friend-
ships between the white and Negro families
have grown out of the association in this proj-
ect. They have provided transportation for
others and they have alternated days for at-
tendance so they could take turns babysitting.

In planning the children's activities, the
teacher draws on many systems and methods
of education. Whenever possible she uses in-
expensive games and learning devices which
can be adapted to the home.

For instance, the game *Language Lotto* is
supplemented with additional parent-made
cards with geometric shapes in various colors
and numbers. To play the game, the child

must both recognize what is on the card and describe it in complete sentences.

A second hour of less closely structured activity for the 4-year-olds includes a mid-morning snack, free play, and regular nursery school activities.

During the last 2 months of the school year, two to four parents and their children meet with a visiting teacher at one of their homes. The parents alternate in organizing games for several children at a time while the other parents and the visiting teacher observe or conduct activities concurrently.

The small group meetings offer the teacher a chance to observe the ability and progress of the parent and the parent a chance to expand her understanding of the teaching procedures and improve under instruction of the visiting teacher.

This same prekindergarten program was held in the summer of 1968 with teenage girls from a home for neglected girls assisting as teacher aides. The parents will also participate in the same manner as during the regular school year.

The project began as a prekindergarten demonstration center for teachers in 1966 and parents were invited to observe for the first time in 1967-68. Books on child development are available to parents through a Title I lending library and pamphlets on related topics are passed out regularly.

Type of Project Prekindergarten Programs, Teacher Aides, and Parent Participation

Place Dayton, Ohio

Starting Date August 1965

Cost In 1967-68 school year: \$1,186,000 for the preschool and \$6,000 for the tutorial program from Title I; \$25,000 from the city and State for the tutorial program

Staff 214 teachers, aides, and social workers for the preschool program and 37 teaching supervisors, a coordinator, and a secretary for the tutorial program

Participants 3,012 preschool and 886 secondary school children

For Further Information Contact Robert S. Weimman, Supervisor
Dayton City Schools
348 West First Street
Dayton, Ohio 45402
Telephone 513 461-3850

Description A comprehensive kindergarten and nursery school program in 20 inner city schools includes activities and trips for the children's parents and inservice teacher training classes.

In a separate program, the same schools participate in a citywide after-school tutorial program using Title I funds.

Twenty-seven prekindergarten teachers helped by assistant teachers and teacher aides

hold morning and afternoon classes 4 days a week. The fifth day is reserved for inservice training, parent consultations at school, home visits, and staff planning. There are also 34 kindergarten teachers helped by teacher aides working with daily classes. Two days a month are set aside for counseling and parent conferences. Parents are encouraged to attend monthly meetings and weekly work shops. More than 65 percent of the 2,800 families participate.

Guest speakers talk to the parents on such topics as child development, nutrition, and installment buying. In the smaller meetings, mothers learn to sew, make decorative plaques, and other handicrafts. They put on fashion shows of clothes made in the work-shops whenever possible.

Trips to the city's Family Court, municipal buildings, and local industries are organized for the parents. A group of mothers made their first visit to a modern suburban shopping mall. On another shopping trip they put into practice economy-based buying techniques outlined by one of the speakers.

Of the staff of 214, almost 40 aides are hired from the neighborhood where the programs are operating. But the local staff workers are generally assigned to areas outside their own. For instance, a Negro might work in a neighborhood inhabited largely by whites from the Appalachian Mountains or a white from an industrial section in a Negro neighborhood.

In 1968-69, parents from different background and ethnic groups will meet together in the workshops to increase understanding and communication.

As well as helping in the classrooms and on the trips, the aides also provide a babysitting service, and free the parents for the planned activities. Others from the inner city help schedule the parents' program.

Music, group games, stories, snacks, and rest periods are all part of the children's classes. Experiments with drama such as role playing, dramatization of stories, and puppet shows are emphasized.

Sensory motor training and muscle coordination through walking boards, balancing games, and activities which develop a sense of rhythm are considered important. A typical exercise is one in which the youngsters pretend they are pieces of toast in a toaster, crouch down and jump up. The game accompanied by music is designed to stretch their imaginations and give them a sense of rhythm and coordination at the same time.

On the days reserved for inservice education consultations and staff planning, guest speakers talk to the teachers on aspects of child development and the academic subjects. Staff discussions and teacher training classes are held.

A team of 15 social workers maintains contact between the parents and the staff. Frequently other city agencies recommend families whose children would benefit from the program as suitable for the social workers to visit.

All the children are given medical and dental checkups with followup treatment provided through outside grants.

In the tutorial program 780 volunteers from the city's high schools and colleges as well as mothers, working-girls, and businessmen work on a 1-to-1 basis with students who

are having scholastic trouble. Meetings are held three afternoons a week in 37 schools.

Title I funds were used in 1967-68 for 886 4th- through 12th-grade students in inner-city schools. In 1968-69 the program is to be expanded to provide "during-the-day" tutoring. Under this plan the volunteer tutors will work closely with the classroom teacher.

Type of Project Preschool Curriculum Development

Benton, La.

September 1967

Starting Date In 1967-68 school year: \$59,000 from Title I plus \$32,000 from the Elementary and Secondary Education Act Title IV (Southwest Educational Development Laboratory)

Staff A director, 3 teachers, 3 aides, a cafeteria employee, a janitor, 2 bus drivers, a social worker, 2 nurses

60 children

For Further Information Contact

Gatus N. Hardaway
Director of Federal Projects
Bossier Parish School Board
P. O. Box 218
Benton, La. 71006
Telephone 314 965-2281

Description A preschool program is offered to Negro children in a rural, low-income area of Louisiana in a 6-year research project to develop a curriculum for economically disadvantaged youngsters.

Three-, four-, and five-year-olds meet 5 hours a day in a converted barracks at an abandoned government missile site. The curriculum is worked out by the early childhood teachers and special consultants from The Southwest Educational Development Laboratory in Austin, Texas. This research laboratory is paid through Title IV ESEA funds and will follow the youngsters through the primary grades to study the effects of the early education program. The school is one of several in the overall project.

The teachers attend a 3-day workshop in Austin before the opening of school. Consultants from The Southwest Educational Development Laboratory make frequent trips to the center during the year to assist in changing and improving the curriculum as specific needs arise.

Each teacher, assisted by an aide, works with a different age level. Youngsters in each group play games and take part in carefully planned recreational activities in three activity rooms at one end of the building; three smaller rooms are reserved for small group instruction at each age level.

The teachers try to increase the children's vocabulary and verbal skills. Students are taught to speak in complete sentences and form thought patterns. Audiovisual equipment such as tape recorders, overhead projectors, and records are strongly utilized in this program.

Students from a Title I vocational technical school, located on the same site, made curtains for the preschool center and equipment for the playground in their upholstery and welding classes.

Many activities are designed to strengthen the youngsters' large muscles and improve their coordination. In structures, designed and made by the vocational students, the preschool children, using only their arm muscles and leg muscles, pull or push themselves on a board under a series of bars; balance beams are also used.

The center has about 60 different vehicles such as small wagons, scooters and tricycles. For many children, it is their first encounter with these toys.

Children learn to recognize their own names through name tags placed on coat racks and tooth brushes. This is to develop an awareness of individuality. They are taught to be clean and orderly at the same time that they learn group participation and the more specific verbal skills in group communication.

Five-year-olds learn to recognize and manipulate numbers from 1 to 100 during the year, also to recognize the letters of the alphabet and to learn some reading readiness skills.

A social worker visits all the families and each teacher meets with the families of his pupils during the year. The parents also are invited to the school and 125 to 150 parents participate in these meetings.

A hot lunch is brought from a high school 12 miles away, and all students are given an afternoon snack.

Type of Project

Kindergarten

Place

Picacho, Ariz.

Starting Date

February 1965

Cost

\$22,602 in 1967-68 school year

Staff

1 kindergarten teacher,
1 counseling psychiatrist

Participants

30 children

For Further Information Contact

Fred W. Griner, Superintendent
Box 8

Picacho, Ariz. 85241
Telephone 602 466-7942

community who lent their time and talents to painting, electrical work, and other remodeling jobs.

Before the inception of Title I, children from this area had entered first grade as much as 6 to 8 months behind their grade level in achievement. Those who have now gone through kindergarten experience no scholastic difficulty.

While the kindergarten functions separately, it is one of two components of a Title I library program. The \$22,602 spent on this program is the overall cost. No figures are available for each component.

Type of Project

Kindergarten

Place

Anne Arundel County, Md.

Starting Date

April 1966

Cost

\$180,000 in 1967-68 school year

Staff

A coordinator, 13 teachers, 12 aides, and a part-time psychologist

Participants

400 children

For Further Information Contact

Mrs. Elaine I. Huggins
Project Supervisor
Anne Arundel County
Board of Education
Annapolis, Md. 21404
Telephone 301 268-3345

Description

Nine kindergarten centers in regular classrooms and other facilities serve disadvantaged children in Anne Arundel County.

Description Picacho is a small vegetable and cotton growing community. The children are mainly from families of itinerant farm workers. They include Caucasians, Negroes, Mexicans, and Indians. Most of these children have difficulty expressing themselves and have had little or no exposure to middle-class values.

The main focus of the kindergarten program is to build vocabulary through everyday experiences. For example, the teacher mixes a batch of bread dough and goes through the entire procedure of bread baking. All the while she emphasizes new words which the children then make a part of their vocabulary. On another occasion, a teacher brings a toaster to school and all have toast—again, a new experience plus new words.

Community enthusiasm and participation in the program is high. For example, the building in which the classes are held was completely refurbished by members of the

Five-year-olds attend a 2 1/2-hour session every day. The program has been so successful in preparing the youngsters for first grade that the county school system is proposing to finance these centers and open new ones in the 1968-69 school year.

A teacher and an aide visit the home of each child before school opens to get the support of the parents and meet the child in an environment where he feels comfortable. Parents and children are invited to visit the school before the classes formally begin.

The children spend the majority of their time in play where they may choose one of several activities such as housekeeping, block building, painting, or working with puzzles or other materials. There are animals such as white mice, goldfish, guinea pigs, or rabbits at every center as well as educational games and toys.

Active pursuits alternate with quiet activities, rest, and snack periods. The program is designed to increase the child's self-confidence, his verbal skills, his coordination and his ability to share and follow directions.

After Halloween one group cut up a pumpkin to study the pulp. The youngsters dried some seeds to eat and saved others for planting and art activities. They learned the ingredients and the measurements for a pumpkin pie and made the pie filling and crust themselves. It was then baked in the school cafeteria and the school principal was invited to come to taste it.

Field trips are taken to stores, construction sites, zoos, museums, city buildings, and restaurants during the year. Police in squad cars and firemen in fire engines come to the schools.

Churches, a trailer, a formerly abandoned school building, rented facilities, part of multi-purpose classroom and regular classrooms serve as the kindergarten centers because of the lack of classroom space in the county. Separate morning and afternoon sessions are held at each center, to double the number of children served.

A doctor aided by a technician from the county health department give every child eye, ear, and dental examinations. Follow-up treatment is provided with Title I funds. Several county agencies cooperate in referring kindergarten-age children to the program.

Parents are invited to back-to-school nights several times during the year, where information on child development and the program's aims is given to the parents.

Type of Project Kindergarten

Place Walker River Indian Reservation, Schurz, Nev.

Starting Date October 1967

Cost \$6,500 in 1967-68 school year

Staff A teacher

Participants 22 children

For Further Information Contact Noel L. Burns, Principal
Schurz Community School

Walker River Indian Reservation
Box 154
Schurz, Nev. 89427
Telephone 702 773-2323

Description During the school year 20 Indian and 2 white children meet 5 mornings a week for their first educational group experience.

They learn their colors, number recognition along with simple counting, and letter recognitions in preparation for first-grade work. Some phonics is introduced to give pupils an idea of word attack. Muscular coordination, motor skills, and other skills are emphasized.

Much of the instruction is designed especially for youngsters in the desert reservation. Although they speak English, their vocabulary is limited. Simple conversation is taught during show and tell, a regular morning activity. "Thank you," "please," "excuse me," and other common expressions of courtesy are also taught.

Household toys and various items throughout the room have names written on them creating an interest in proper name identification and association.

Marked improvement was made by most of the students during the first year. One 5-year-old girl, who refused to speak for the first 3 months, participated actively at the end of the winter and frequently volunteered to help the teacher.

Final tests indicated that the youngsters were slightly below average in comparison with national averages in reading readiness. Without the preschool program, they would have been at more of a disadvantage, Noel L. Burns, the school principal said.

Since this was Schurz's first preschool, the students were involved in opening all new shipments of supplies, toys, and materials for

the school library. For children who had never seen a library before, it was "better than Christmas in July," Mr. Burns said.

Type of Project Kindergarten
Place Hohenwald, Lewis County, Tenn.
Starting Date September 1, 1967
Cost \$26,000 in 1967-68 school year
Staff 2 teachers, 2 teacher aides
Participants 60 children

For Further Information Contact
 Mrs. J.H. Warf, Superintendent
 Lewis County Schools
 Hohenwald, Tenn.
 38462
 Telephone 615 796-3186

Description The kindergarten operates in a renovated building that had been a Negro elementary school in the dual school system days. Classes cover a 9-month school year and are in session Monday through Friday from 8:30 a.m. to 2:30 p.m. Before Title I there was no kindergarten here.

The kindergarten program emphasizes parental involvement and cultural enrichment so that children will be ready for first grade.

The State Education Agency is sponsoring closed circuit television for instruction of the children. Many other materials and equipment, unknown to the area before Title I, are

also being used. These include records and record players, games and puzzles, filmstrips, and film projectors, paints, and other basic items.

The children are transported to school by bus and are bused to the main elementary school and back for lunch. They also receive a morning snack.

Play and rest follow periods of instruction. The children are also taught cleanliness, the use of bathroom facilities, and working and playing with each other.

School officials permit parents to observe class activities and the parents are becoming more involved in the school.

The school is in a rural area about 75 miles south of Nashville. Lewis County is one of the poorest in the State but is the only county free of school debt. The population totals 7,000 persons. In the past 40 years, 42 schools have been consolidated into three in the area.

Type of Project Kindergarten
Place Gainesville, Ga.
Starting Date February 1966
Cost \$75,000 in 1967-68 school year
Staff 4 certified kindergarten teachers, 4 teacher aides
Participants 110 children

For Further Information Contact
 Otis M. Ellenburg, Jr.
 Assistant Superintendent of Schools
 850 Woods Mill Road, NW
 Gainesville, Ga. 30501
 Telephone 404 536-5275

Description Cooperation between local school officials and the University of Georgia staff is providing a special kindergarten program for deprived children.

The children attend a full school day receiving instruction in reading, writing, arithmetic, science, and social science.

The subjects, taught in unit form, introduce the children to phonics, number and word recognition, letter formation, their natural and community environment, and social participation. Liberal use of field trips supplements class instruction.

In addition, art and music instruction is provided by regular school instructors.

The curriculum, instructional materials, and methods of presentation are planned and developed by education and curriculum specialists at the University of Georgia in cooperation with the class teachers.

At weekly meetings, teachers and specialists study, discuss, and evaluate each aspect of the program. Often the consultants introduce newly developed materials and each teacher is thoroughly oriented in their application. Continuous and careful evaluation is made of each on-going and new phase of the curriculum.

The consultants and specialists also are available to each teacher on request. This close contact plus the flexibility of the program allow the discontinuance, retention or introduction of material and teaching methods throughout the school year.

The testing, evaluation, and services of consultants are provided free by the University.

Other components of the program include free morning snacks and lunches, medical and dental diagnosis and treatments paid with Ti-

tle I funds or donated by local physicians and dentists.

Children participating in the program are chosen from among a special spring registration. Final selection is based on family interviews conducted by the regular school visiting teacher and faculty members of participating schools.

The four kindergarten classes, each containing 27 to 28 pupils, are in three target schools. They are taught by certified kindergarten teachers, each of whom is assisted by an aide. The aides are all from the target neighborhoods and all have had some college work.

Although no racial stipulation was made in choosing children for the program, the integrated classes consist of 50 percent Negro. One teacher and three aides are Negro in this experimental program. Kindergartens are not part of the formal education program in Georgia.

Type of Project	Kindergarten
Place	Jacksonville, Fla.
Starting Date	January 1966
Cost	\$825,000 in 1967-68 school year
Staff	1 coordinator, 1 assistant coordinator, 1 supervisor of curriculum, 57 teachers, 57 teacher aides, 1 book- keeper-records clerk, 1 clerk-typist, and 3 nurses
Participants	1,231 five-year-olds

For Further Information Contact
Mrs. Capitola Hopkins
Coordinator, Kindergarten Project
1011 Gilmore Street
Jacksonville, Fla.
32204
Telephone 904 355-8871
ext. 325

Description Project TAGS (Take a Giant Step) has brought kindergartens to the Duval County Public School System. Begun 2 years ago in 17 schools serving children from low-income families, the program now operates in 28 schools. It is funded almost entirely through Title I, ESEA.

TAGS is more than a good kindergarten program. It has many bonus features.

(1) All the teachers in the program are trained in early childhood education and are sensitive to the needs of small children. Professional courses are provided through the cooperation of the Jacksonville University. In-service training is continuous.

(2) A full-time teacher aide is assigned to each class.

(3) Classroom equipment is especially designed for young children.

(4) Field trips are an integral part of the program. They are carefully planned to broaden the cultural and social horizons of the low-income child.

(5) Extensive medical and dental services are provided under the guidance of the Academy of Medicine and Academy of Dentistry. All children receive medical and dental examinations, and many of their problems are corrected. Staff nurses assist with the examinations, give immunization shots, maintain health records, and make home visits.

(6) One teacher, specially trained for television work, has created and produced a series of kindergarten programs which are telecast each Tuesday and Thursday in the classroom via Jacksonville's Community Television Station. Programs are repeated during the evening hours so parents may share their children's learning experiences.

This television program is perhaps the most exciting aspect of the Jacksonville program. It is the only series in Florida, and possibly the Nation, which is a cooperative effort of three agencies—the county school system, the Federal Government (through Title I funds), and a community-owned television station.

The series of 72 different lessons began in September 1966. The program is shown in the schools 2 days a week, both in the morning and afternoon. It is a learning program, flexible in design and including activities from many curriculum areas—social studies, science, language arts, number relationships, health, physical education, and the arts.

The program involves the children in learning experiences by looking, touching, smelling, tasting, hearing, inquiring, manipulating, creating, and discovering.

Teachers are supplied with guidebooks which prepare them for the activities to be presented. Follow-up activities are suggested to help the children enlarge on the subject presented on the television programs.

Kindergarten classes often visit the TV studio and take part in the lesson being telecast.

In each of the TAGS activities—whether it be a television lesson, a field trip, or a number game—the teachers are constantly striving to bring new learning experiences to the child.

Student attendance, though noncompulsory, is higher in the kindergartens than other grades in the same school. A comparison of results obtained on the Metropolitan Readiness Tests shows TAGS youngsters scoring 9 percent higher in "readiness" for first grade than those who had not participated in the program.

School officials view TAGS as "one of the most vital (educational) programs in the entire (Duval County) school system." Many believe that this experience will soon result in providing a basis for later extension of kindergartens in all county schools.

Type of Project *Preschool for First-Graders and Reading*

Place *North Charleston, S.C.*

Starting Date *August 1967*

Cost *\$305,000 in 1967-68 school year*

Staff *1 art teacher, 3 reading teachers, 8 librarians, 17 teacher aides, 1 guidance counselor, 4 nurses, and 1 general supervisor, totaling \$105,778 in Title I for salaries; 25 school readiness teachers paid with local and State funds*

Participants *550 first graders; 3110 pupils in grades 1 through 7, all in public schools*

For Further Information Contact

*Linville C. Robinson
Achievement Uplift
P. O. Box 5285
North Charleston, S.C.
29406
Telephone 803 744-7463*

Description There are no kindergartens or prekindergartens in South Carolina Public Schools because of State law, so North Charleston Public Schools are operating a preschool program in the first grade for children not yet ready for formal instruction.

The program is designed to operate for 14 weeks, but is flexible enough to run a full year or until the individual pupil is ready to begin formal training. Tests showed 95 percent of the children were ready after 14 weeks.

The children are first given a standard Metropolitan Readiness Test to determine their needs. If they are not prepared to enter first grade, they are placed in a preschool group. The reading readiness program consists of learning activities, a set of 14 booklets composed of step-by-step games to learning. They cover orientation, language of instruction, self-evaluation, numerals, social direction, prepositions, affirmation, consequences and antecedents, negation, categories, problem-solving, geometric shapes, rhymes and auditory perception.

A 60-day lesson plan in reading, mathematics, science, personal and social development, and art was developed with an accompanying manual for each subject.

The first grade teachers attended a 2-day workshop prior to the opening of school to show them how to use the new materials.

The Metropolitan Readiness Test Form A was administered and the children were divided homogeneously into 19 classrooms in 8 schools. Fourteen teacher aides were given in-service training in such duties as taking the roll, collecting lunch money, duplicating materials, and operating tape recorders, record players, overhead projectors, filmstrip projectors, and movie projectors.

Teachers had an inservice training session on how to administer and score the test and to understand why they were testing. Fourteen weeks later the students were given the Metropolitan Readiness Test Form B.

A readiness teacher and a half-time aide work with groups of 15 to 20 children. As the child adjusts and learns beginning sounds and letters he is shifted to another level.

Children already in grades 1 through 7 receive a reading diagnostic test at the beginning of each project year. They are placed according to the results and after discussions with the classroom teachers and reading specialists.

Reading classes are organized according to ability and then broken down into three levels in each room. The higher ability group is challenged to work on an individual basis using a wide variety of materials. A language experience approach or programed material is widely used with these students. Great emphasis is placed on continued growth in skill building and communications by giving the student a wide latitude of materials outside of a basal reader.

The middle group works in the basal reader on the level needed by each child. Again the program is augmented by skill building materials, i.e., games, language masters, teach-

ist-o-flashers, vocabulary and word phrase builders to bring the child to his proper reading level.

Members of the lower group are first made to feel they are not remedial students who would never be able to read. The children are taken in small groups and worked with individually using many new and different materials so that they could get a new outlook on reading.

At any time during the project duration, a child can be moved from one level in his class to another—depending on his progress.

The reading program varies widely and teachers can pick their material and equipment from a reading center set up for that purpose.

Grade placement and diagnostic testing are done at periodic intervals during the project year.

All economically deprived first grade children who have not had physical and dental examinations are checked by doctors and follow-up action taken, including medication when needed. Four nurses have been hired, and a clinic is maintained in all Title I schools in the program.

The project also includes guidance, free workbooks, and lunches for the economically deprived.

The readiness program has been expanded to the summer. And the plans are for expansion of the reading program into summer.

Type of Project *Speech, Reading, and
Transitional-kindergarten Program*

Place *Burlington, Vt.*

Starting Date *September 1967*

Cost *\$109,253 in 1967-68
school year*

Participants *1,850 children including
625 parochial school
students*

For Further Information Contact *Stanley Faryniarz
Assistant Superintendent
Burlington Public
Schools
163 South Willard
Street
Burlington, Vt. 05401
Telephone 802 863-4521*

Description This multi-faceted program includes speech therapy, remedial reading, and a preschool program for students in ten public and five parochial schools with special emphasis on five inner-city schools.

Important in all the programs are the facilities in the city's 3-year-old audiovisual center, offering tapes, records, films, and equipment to the specialists.

Eighty to 90 children participate in a multi-level kindergarten through second grade program. With an emphasis on physical development, some youngsters are assigned jumping exercises while others work on a balancing board. Still others crawl in geometric designs on the floor, as they learn right from left and forward from backward. The main thrust is to provide concrete experiences lacking in the regular environment of the disadvantaged.

About 200 children are selected from 4,000 for a speech therapy class. Two therapists

work with individual children or small groups of three or four, to overcome articulation or stuttering problems.

Besides providing the standard speech aids, the staff at the audiovisual center designed special gadgets for work games and special slides for the program.

Two students from the University of Vermont work as volunteers in the speech therapy classes, and the school system and the university's medical school and speech department exchange information during the year.

Parents are brought into the program through consultation with the therapist and kept informed of their children's progress during the year.

Teachers are informed of best teaching methods to use with the individual children under treatment and generally on interrelated problems of hearing, speaking, and reading. The child's reading usually improved along with his speaking.

One girl entered first grade able to pronounce only two consonant sounds, "tah" and "dah." After a school year with two half-hour classes a week, she had increased her sound vocabulary to 20.

Another aspect of the Title I funded projects includes field trips to city agencies, museums, historical sites, industries, and the "farm in the city," the agricultural station at the University of Vermont.

LANGUAGE ARTS

Type of Project *Developmental Reading***Place** *Denison, Tex.***Starting Date** *January 1966***Cost** *\$56,580 in 1967-68 school year***Participants** *288 public school children, 34 nonpublic school children*

For Further Information Contact

*Bill L. Jacobs
Director of Special Programs
Denison Public Schools
800 South Mirick Avenue
Denison, Tex. 75020
Telephone 214 465-4244*

Description Elementary and junior high school students in seven schools are being given an opportunity to develop their reading skills to full potential. Students are selected on the basis of numerous tests.

Class sessions are held 1 hour daily in junior high school during the period students normally spend in study hall. In the elementary schools the sessions are 45 minutes. The students are scheduled during the regular class reading period. Class size is kept from 4 to 8 pupils in the elementary schools and to 15 in the junior high so each child may receive as much individual attention as possible.

The reading eye camera is used to check the eye coordination of the child as he reads. The camera reveals such things as eye coordination, lack of focus, vocalizing (moving the mouth while reading), and other factors.

12**Starting Date** *September 1967***Cost** *\$131,000 in 1967-68 school year***Staff** *5 teachers*
Participants *328 public school children, grades 2-9, and 64 nonpublic school children, grades 1-6*

For Further Information Contact

*J. W. Deacon
Business Manager
Central High School
Aberdeen, S. Dak. 57401
Telephone 605 225-6223*

Description Developmental reading in Aberdeen is exactly that—a program that develops with the child as he increases his reading skills. This particular project focuses on children with distinct reading difficulties. It then brings every tool, every device, every teaching technique to bear upon the problem.

Children in the program have been thoroughly tested. They have taken the California Reading Achievement Tests, Durrell-Sullivan Reading Test, Wide Range Perception Test, and Inventory Survey Test. Their IQ's have been noted, and the teachers have recommended them for the program.

Children are grouped according to their ability—with no more than 6 to 12 working together. Groups are seen daily by reading specialists for a 30-minute period.

Each child progresses at his own speed. Frequently, a child is moved from one group to

Each student is rephotographed at the end of the course to determine if he has improved. The telebinocular is also used to screen for visual problems.

The child's reading level is determined by many tests and he works at this level at his own rate. With the use of a controlled reader, the child's reading speed is gradually increased. The tachistoscope is used to increase his alertness. Other types of machines are used to develop comprehension and speed.

Each child practices a variety of techniques each week. He uses the Study Skills Library to develop basic skills needed in the classroom. The use of tapes allows him to record his reading voice and to detect mistakes. He develops his listening skills by listening to taped passages and answering questions. Some students in junior high school read as many as 600 words per minute as a result of this program.

Children in the reading program also learn how to study independently, and this skill carries over to their regular classes. Many teachers report these students now request other independent work similar to their reading lessons. The teachers find this enthusiasm exciting and are challenged to develop new teaching techniques. Teachers also note a general improvement in student attitudes toward school. The reading level of most students has been advanced from one to three years. Many children who had never enjoyed success of any sort are now able to compete in the regular classroom program.

Type of Project *Developmental Reading***Place** *Aberdeen, S. Dak.*

another if his growth indicates he would benefit more from working with that group. In a few cases a child passes out of the program and into his regular classroom.

Some of the teachers have their students keep individual graphs to show progress in comprehension and speed. This has created an added incentive for self-improvement.

Quiz panels, plays, and games provide effective communications which may be both verbal and written.

Basal readers are used. So are enrichment readers, associated readers, supplemental readers plus a special set of readers for the usually slow child.

At all times, the program builds on the child's background. Particular emphasis is placed on comprehension—the most troublesome skill in reading. This is then reinforced through the development of listening skills, word analysis, word attack techniques, and vowel sounds. Study skills extend into all areas—science, history, geography, etc.

Teachers spend many after-teaching hours exploring resource material and searching for anything that will make their children read better.

How effective is all this? Good progress for the average disadvantaged child is one month for one month of teaching. In the Aberdeen developmental reading program, these children gained: 1.4 years in first grade; 1.6 in second grade; 1 year in third grade; 0.9 year in fourth grade; 1.16 year in fifth grade; 1.2 in sixth grade; 1.4 in seventh grade; 1 year in eighth grade; 1.3 in ninth.

Phase II. Reading centers were established in the seven pilot schools. Each school purchased more than \$10,000 worth of materials—audiovisual and electronic equipment, "programmed reading" materials, and remedial texts. Participants were selected on the basis of the California Reading Test and the California Test of Mental Maturity. Emphasis was placed on the child who had the potential for improvement. If the child was seriously deficient in reading, he also received extra assistance from the classroom teacher.

During the summer, the same 40 teachers participated in a 6-week workshop focused on reading. The University of Alabama cooperated in the workshop.

Phase III. The seven reading teachers began working with the selected children. They decided the materials needed by the individual child and supplemented and reinforced the child's basic knowledge through the use of various teaching aids. In the 9 months of the 1966-67 school year, class average gains were from 5 to 18 months. Individual achievement gains ranged from 0 to 3 years during 10 months of instruction.

Phase IV. The original program was expanded to include three elementary schools and one junior high school for 1967-68. All the pilot schools serve as resource centers, and the reading specialists serve as consultants for the entire system.

Type of Project

Reading Improvement

Place

Tuscaloosa, Ala.

Starting Date

February 1966

Cost

\$232,000 in 1967-68 school year

Staff

Seven remedial reading specialists

Participants

560 children from grades 1-12. No nonpublic school children participate during the school year due to scheduling conflicts. However, during summer 1967, 12 nonpublic school children participated.

For Further Information Contact

*Addie Scott
Coordinator, Special Programs
Tuscaloosa City Schools
1100 21st Street, East
Tuscaloosa, Ala. 35401
Telephone 205 759-5705*

Description This project operated in four successive phases:

Phase I. Forty teachers, representing almost all of the schools in the Tuscaloosa City school system, participated in an inservice training program. Of this number, seven were selected as special reading teachers. These teachers then met and worked with outside consultants, chose study materials, and together planned the remedial reading program for seven pilot schools.

Type of Project

Reading

Place Shiprock, N. Mex.

Starting Date February 1965

Cost About \$17,000 in 1967-68 school year

Staff 1 remedial reading specialist, 1 teacher, 2 illustrators, 1 secretary

Participants Two first-grade classes with 25 children each

For Further Information Contact

Wallace Cathey
Assistant Superintendent
Independent School
District No. 22
P. O. Box 697
Shiprock, N. Mex. 87420
Telephone 505 368-4510

Description Although labeled a reading program, this Title I project is actually a publishing enterprise. It has resulted in five books—preprimers and readers—especially designed for the Navajo child in this isolated school district.

Independent School District No. 22 lies in the Northwestern corner of New Mexico. It covers 5,000 square miles and serves 2,460 children, about 90 percent of whom are Navajos.

Because of the isolation of the region and the limited cultural experiences of the children, it is unrealistic to plunge Indian youngsters into the life of Dick and Jane and expect them to succeed. For many, English is a

second language often not encountered before they reach school.

To provide Navajo children with reading materials about places and things with which they are familiar, Wallace Cathey, assistant superintendent of the Shiprock schools, assisted by Claude Aragon and Jo Williams, has written several carefully structured books based on Navajo legends and stories.

Instead of Dick and Jane, Shiprock children now eagerly thumb through the *Big Book* of pictures, a collection of 69 illustrations of Indian scenes and activities. Each picture has been laboriously handpainted. The bottom half of each 20- by 30-inch page is covered with flannel so the teacher and child, using velour board letters, can structure words and sentences. A teacher's guide tells each teacher how to use the *Big Book*. Each student gets his own workbook.

The children are next introduced to *Dan and His Pets* and follow him through Books I, II, and III. The exploits of *Joe and His Happy Family* fill two more little books.

Each of these books was written by Cathey and illustrated by a former Shiprock student, Rudy Begay. They are written to help build the vocabulary of primary grade children through situations that are familiar to them. The material stresses the syntactic and semantic aspects of the English language.

Sentences in most readers are based on statements rather than questions. Yet researchers at Shiprock find Indian children speak often in questions. So the newly developed readers contain a mixture of sentences—more like the speech patterns of the children who read them. The subject matter is designed to

move the reader gradually into a more complex society and greater abstractions.

While teaching the Indian child to read English, the books are also developing in him an appreciation of the Indian culture. They are making him realize that he and his family are important. They very logically pique his interest in reading about others like him and in expressing himself.

Three more books are ready for publication, and others still in the planning stage. All have been produced with Title I funds.

Type of Project

Individual Reading,
Number Relations and
Writing Instruction

Place City of Grants Pass and
Josephine County, Oreg.

Starting Date September 1967

Cost \$126,700 in 1967-68
school year

Staff 9 resource teachers

Participants 485 elementary school
children

For Further Information Contact

Lincoln F. Raynes
Director, Title I Project
223 SE "M" Street
Grants Pass, Oreg. 97526
Telephone 503 476-6829

Description This special program serves low-income and other educationally repressed children who have the ability to learn but are not achieving at capacity. It operates in 7 elementary schools in the city of Grants

Pass and 12 rural elementary schools in Josephine County.

The program revolves around nine resource teachers—some of the best in the districts—who work to improve the reading, number relationships, and writing of children on a one-to-one basis or in small groups. Most of these teachers have received special inservice training at Southern Oregon College as part of their continuous and on-going inservice program. From this they have learned how best to work with disadvantaged children. Each also has made a thorough study of agencies within the community that can assist with special problems (medical, psychiatric, welfare, etc.).

Classroom teachers refer to the program, children whom they feel need special help. Each child is given a battery of tests before final acceptance. Some have emotional problems. Eighty-three physical defects were discovered that contributed to their poor academic and emotional performance. In each instance, these were identified and correction started as the child entered the program.

The resource teachers then work closely with each child. The child attends special sessions one class period each day, and the teacher keeps a day-to-day progress record.

Materials used in the classes include audio-visual aids, a small library, supplementary textbooks, and educational games. The teaching approaches are innovative and keyed to the special needs of each child.

Services of a back-up team are available to the resource teacher at all times. Back-up services come from a social services coordinator, psychologist, and a reading specialist. The re-

source person also works closely with city and county health and welfare agencies.

Lincoln F. Raynes, Title I Director, believes one of the chief strengths of this special program lies in the fine caliber of resource teachers and in the excellent school personnel and parent participation.

This is the first time many of these youngsters have been closely and emotionally involved with their teachers. Many of the children were previously ignored. Or when attention came to them, it was the result of a poor mark or a behavior problem. In the special program, teachers learn to know each child individually—to become his friend. As a result special materials are geared to the abilities of the child. He is given only material with which he can succeed. This success develops pride and builds his self-image—he tries harder.

Project teachers, who rated the children at the end of the first year of participation in the special ESEA program, confirmed this. Only 13 children were marked as having "poor self-concept" at year's end, whereas the September before the same teachers had rated 103 as having a poor self-concept. Comparable ratings for enthusiasm were recorded.

Parent participation was an important part of the Project's Summer Program at Washington School. Five parent groups met once a week to study how children learn. Meetings were supervised and the discussions guided. As a result, parents receive helpful information and background material so that they could better help their children.

"I feel this has been the biggest step forward our community has taken toward our children's education," writes Mrs. Emily Mc-

Lean in an unsolicited letter-to-the-editor of the local paper. She is only one of many mothers who feel this way.

Type of Project

Reading, Writing, and
Speech Clinic

Place

Pasco, Wash.

Starting Date

September 1967

Cost

\$6,500 for equipment,
\$13,650 for salaries in
1967-68 school year

Staff

2 teachers

Participants

90 children, grades 7,
8, and 9

**For Further
Information
Contact**

Dr. Lewis J. Ferrari,
Superintendent
1004 North Mead
Pasco, Wash. 99301
Telephone 509 547-9531

Description Because it has no personality, makes no judgments, and gives no grades, a specialized tape recorder is one of the most valuable tools in this language arts center for junior high school underachievers. Coupled with the program to improve oral and written instruction is a reading laboratory equipped with special texts, programmed materials, and popular periodicals.

In both the reading laboratory and the language arts center, classes are limited to 10 in order to permit individualized instruction and development of an atmosphere of trust and confidence. In all classes, pupils begin where they are in terms of achievement; no grade-level distinctions are made. The reading lab

class meets 1 hour daily and language arts classes meet for 2 hours.

Although principals and counselors explain the purpose of the program to each pupil individually before it begins, and parents are also invited to a counseling session, there was open embarrassment at first about assignment to the "dumb class." But by the end of the year, the classes were so popular that there is now a waiting list of students clamoring for admission.

Another measure of success is that 49 of the 57 pupils who participated in the reading lab this year not only improved in reading but showed gains in their other classes. Reading skills are taught in such a way that the students will utilize them in textual material as well as in pleasure reading.

But the excitement generated by the program seems less related to what is taught than to how it is taught and to the attitudes of the teachers. Convinced that pupils have far more ability than they let themselves believe, the staff is sensitive to their dignity and avoids any occasion for embarrassment or failure. Instead, situations are created where students may discover their own weaknesses privately and develop their own methods for correcting them by listening to recordings and recording the same passage in their own voice for instance. Checking written work for clarity by reading sentences into the tape recorder and then listening to them is another practice developed by the students, who enjoy using all the equipment themselves.

The location of the lab also reflects the program's philosophy. Instead of being off in a

corner of the building, it occupies a status position in the center of activity—directly across from the library.

Type of Project *Reading and Speech*

Place *Red Lodge, Mont.*

Starting Date *Spring 1966*

Cost *\$14,000 in 1967-68 school year*

Staff *A full-time teacher for the winter program; 4 teachers, and a librarian for the summer program; part-time, a director, an accountant and a custodian*

Participants *73 public and 3 non-public school students*

For Further Information Contact

*Mrs. Audrey Bailey
Reading Instructor
Red Lodge Public Schools
Red Lodge, Mont.
59068
Telephone 406 446-1804*

Description A special course in reading and verbal skills is offered to elementary, junior, and senior high school students who need or ask for assistance.

Groups of about 12 students meet at the Mountain View Elementary School. A reading specialist works with several youngsters at a time, while the others use controlled reading and language machines or complete programmed exercises.

Students in the primary grades receive about 30 minutes of special instruction a day. High school students are given approximately 45 minutes.

Participants are selected as a result of their scores in achievement and reading tests or on their teachers' recommendation. High school students participate on a volunteer basis and several honor students asked to be included in the course.

The special classes are held during the 7-hour school day. Frequently, the teacher makes a special arrangement for a student whose schedule conflicts with that of the reading classes.

Morning sessions are held for 4 weeks during the summer. The reading teacher is assisted by an elementary, a junior, and a senior high school teacher.

The high school library will be open during the month and students will be encouraged to borrow books.

A visit to the reading clinic at Eastern Montana University in Billings is planned.

Type of Project *Speech Therapy*

Place *Derry, N.H.*

Starting Date *September 1966*

Cost *\$7,080 in 1967-68 school year*

Staff *4 speech therapists and a consultant*

Participants *About 240 public school and 30 parochial school students*

For Further Information Contact

Robert W. Dolph,
Superintendent
11 Franklin Street
Derry, N. H. 03038
Telephone 601 432-3741

Description Five school districts have cooperated to use Title I funds to aid elementary school students with speech defects or difficulties.

Four graduate students working for masters degrees in speech therapy at Boston University meet with the children for a half hour every week. The students are divided into small groups according to the nature and seriousness of their problem.

During the summer, the program is continued with each child receiving more intensive attention.

A consultant from Boston University visits the schools several times during the year and is available for advice. The speech therapists tape meetings with the youngsters to analyze their improvement.

One second-grade girl with a repaired cleft palate had been dismissed from a speech clinic because she made no progress at all. After she entered the school speech class last fall, she was trained in auditory discrimination and given tongue exercises to practice at home. She has improved during the year and is no longer afraid to talk with others.

As well as tapes and records, mirrors, charts and games are used in the classes. Classes have no more than five students.

Auburn, Chester, Derry, Londonderry, and Windham participate in the program.

Type of Project

Library Reading Program

Place

Frankfort, Ind.

Starting Date

Mid-1965

Cost

\$32,000 in 1967-68 school year, including summer

Staff

2 full-time remedial reading teachers, 5 elementary school teachers, 1 full-time and 1 half-time teaching librarian paid by Title I

Participants

200 public and 11 non-public school children, grades K-6

For Further Information Contact

B. J. Gosewehr
Director of Elementary Education
50 S. Maish Road
Frankfort, Ind. 46041
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Description A noisy library is a sign of activity and success in the Frankfort public elementary schools. When the teacher-librarian holds a class there for kindergarten children, she encourages them to look at picture books and talk about what they see and how they feel about it. The result? A group of enthusiastic children making themselves heard.

Of course, noise is not always the order of the day. Regularly structured reading and library classes are held in the library daily for every class in the school to encourage

pupils to read better by showing them what a library is, what kind of books are available to them, and how they can use the library.

The school libraries are called instructional media centers because they are more than just libraries. They store audiovisual equipment and materials, and the children are also taught how to use them. Children use projectors and other equipment when they have free time or for the 30 to 45 minutes after school when the center remains open.

There are 400 pupils in this school and an average of 100 books are checked out of the library every day.

In the center the children above kindergarten age are taught library skills along with their reading lessons. They learn how to use card catalogs, how books are classified through a number system, and how to do simple research on specific projects.

Remedial reading is taught in groups of 4 to 5 pupils with a specialist using the phonetic approach. Up to now this approach has not been used until sometime in the first grade. B. J. Gosewehr, director of elementary education for the Frankfort Public Schools, says, "We think we can teach phonics in the kindergarten, and we want to start teaching reading skills earlier."

Frankfort is planning to change its reading program next year to a new basal series. "But we are sure," Gosewehr explains, "that no one approach to reading is best for all children."

The instructional media centers are now operating in three of the four Frankfort public schools. The books are paid for with Title II funds and much of the other materials comes from proceeds of PTA-sponsored events.

Remodeling of classrooms was done with local tax funds. Each library contains 4,000 to 5,000 books.

Reading achievement scores of the Title I children in the program range from 1.9 years to 2.3 years for 9 months of instruction during 1967-68. In 1966-67, achievement test scores for the Title I children showed a mean gain of 1.8 years' growth in 9 months.

Motivation is the key, and Gosewehr believes many things must be involved. To stimulate pupil motivation he has had the PTAs buy carpet for the centers. In one of the schools the red rug is so important the children vie for a chance to walk on it and sit on it. For many, it is the first rug they have ever been able to use.

Type of Project *Library*

Place *Campobello, Inman, and Landrum, S.C.*

Starting Date *January 1966*

Cost *\$13,996 in 1967-68 school year*

Staff *3 librarians, 2 clerks*

Participants *1,621 children*

For Further Information Contact *H. E. Hipp
Title I Coordinator
District One Schools
Campobello, S.C. 29322
Telephone 803 468-3232*

Description Title I has brought librarians and library facilities to this low-income rural area where none were before.

The library program is part of a larger enrichment and remedial program for educationally deprived children that totals \$112,514 a year and includes the hiring of additional teachers, aides, and health workers; art, music, and physical education classes; and an elementary summer school program.

In Landrum, a library building and its furnishings were provided, and a librarian added to the staff. At New Prospect School in Inman, an unused classroom was remodeled, equipped, and stocked with books, and a librarian hired. At Mary Bethune School, which already had a secondary school library, facilities were extended to provide services for elementary students. By adding a library clerk, the librarian is able to provide services for the unit school. In Campobello, the library was remodeled to provide a more desirable atmosphere for reading and learning.

Each library now meets State and regional standards with 10 books per child in each school. The libraries are attractive and inviting. And their use has definitely increased over the past year—not only by the children but by their parents who frequently have books brought home for them to read.

Before the program, only a few books were in each classroom. Now, the students spend at least two classroom periods a week in the library—attending story hours, browsing, and checking out books.

Only half of a class goes to the library at one time, leaving the other one-half with the regular teacher. This scheduling has a twofold benefit—it keeps the number of students in the library at a manageable size, and it allows the teacher an opportunity for individ-

ual instruction with the children who remain in the classroom.

Type of Project *Library*

Place *Derby, Kans.*

Starting Date *Summer 1967*

Cost *In 1967-68 school year: \$25 Title I; \$500 Title II, local and State; and private funds*

Staff *1 librarian and 1 half-time librarian paid from local funds*

Participants *700 public school children in grades 1 through 6*

For Further Information Contact *Doris L. Welch
Title I Supervisor
120 East Washington Street
Derby, Kans. 67037
Telephone 316 SU8-1611*

Description Recognizing the need for real experiences to supplement what is learned from books, a Living Library has been established and is rotating among the elementary schools every 9 weeks.

The library is designed to support a remedial reading program by giving pupils wide exposure to materials, machines, and living things that appeal to their interest.

Pupils meet with the librarian on Monday, Wednesday, and Friday from 3:30 to 4 p.m. to select such things as film strips and projectors, live goldfish, toads, snakes, lizards, weaving

sets, games, mounted pictures, loop films and projectors, microscopes, slides, record players, potted plants, and preserved science specimens.

These items are checked out the same way books are checked out except that the machines can only be kept overnight. The pupils are instructed in the use of the machines and materials, and the care and display of the living animals, plants, and pictures.

The library books are coordinated with the special material so children can also pursue their interests in books.

"The program's results have been most rewarding," the project director reports.

"It has opened new avenues for some of the children to want to read and find out the how and why of things," she says. "The greatest strength of the program is that it gives children a sense of importance and security to be able to take things into their homes—especially since their homes usually do not have any such equipment, games or animals."

It is also reported that the enrichment library material has fostered real family activities within the home. Parents as well as children are interested in the materials and living things.

And the Title I supervisor says the library book circulation has increased sharply.

Type of Project *Reading and Library Services*

Place *Grand Forks, N. Dak.*

Starting Date *November 1967*

Cost *\$61,685 in 1967-68 school year*

Staff *8 part-time, certified reading teachers; 4 part-time, certified librarians*

Participants *490 public and 120 non-public school pupils, grades 1-6*

For Further Information Contact
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 Assistant Superintendent of Business Affairs
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 P. O. Box 1358
 Grand Forks, N. Dak.
 58201
 Telephone 701 775-6891*

Description This program, coordinated with expanded library services, is providing extra reading experiences for educationally deprived children. The program operates in 5 public and 2 parochial schools in the Title I target area.

Certified reading instructors work with principals and classroom teachers in scheduling reading classes and in planning remedial and enrichment reading programs. Working with children during reading classes, the special teachers observe and diagnose individual reading problems. Prescriptive-type teaching activities are planned with the regular teacher. These include individual remedial reading sessions, small group instruction, or special programs taught in the classroom. The teaching approaches are geared to individual needs. They include the use of teaching machines, phonics, basic learning skills, and enrichment materials.

The special instructors travel between schools. Approximately half of each visit is spent in the classroom; the rest of the time is devoted to intensive work with small groups or individual pupils.

Libraries, developed with a portion of the Title I funds, are located in four of the schools. They are open to children from all seven schools during school hours and for 2 hours before and after school. The special teachers and the classroom teachers work with the librarians to provide children with specialized remedial materials and materials designed for reading enrichment experiences.

The reading instructors also conduct an in-service teacher training program for other area teachers. This is directed by a district reading consultant.

Type of Project *Vocational English*

Place *San Angelo, Tex.*

Starting Date *Summer 1967*

Cost *\$9,056 in 1967-68 school year*

Staff *1 teacher and 1 full-time teacher aide*

Participants *85 eleventh graders*

For Further Information Contact
*C. D. Henry
 Director of Special Projects
 100 N. Magdalen
 San Angelo, Tex. 76901
 Telephone 915 655-5741*

Description A job-oriented lesson series for low-ability pupils who consider liter-

ature irrelevant to their needs was developed by Mrs. Judith Freeman, a teacher at San Angelo Central High School.

The poorest English students in the school are eligible to enroll in the course held at Central's nearby Regional Vocational Center. Students spend a half day at the Center on vocational programs and a half day at Central High School on academic programs.

Students choose their field of interest from 14 vocational subjects, including auto mechanics, building trades, agricultural training, salesmanship, data processing, modern living, and office practices. They may study from one to 14 of these subjects at a time. The courses are non-technical.

Mrs. Freeman prepared lesson materials and a textbook for the course.

English grammar, sentence structure, vocabulary, and spelling are tied to the topics chosen by the students. Those interested in auto mechanics, for example, study words they will find in repair manuals. They begin their reading with a biography of Henry Ford. Girls studying health occupations read biographies of Louis Pasteur, Marie Curie, and Florence Nightingale.

Each student pursues an independent course of study, progressing at his own speed. Mrs. Freeman and a full-time teacher aide supervise the individually programmed courses. There are no other teachers.

The results of this program are encouraging. Although it has been in operation only a short time, there has been a marked improvement in pupil attitude. Many of these students had been previously identified as potential dropouts with poor attendance and discipline records. Since the course

started, attendance among the group has risen from 70 percent to 95 percent.

There has also been a marked improvement in grades. Before the new program materials were available, Mrs. Freeman taught a standard curriculum, which only 15 pupils passed and 58 failed. With the new vocational English course, 51 students passed and 23 failed. (Not all of the starting 85 participants completed the course. Some moved away; some dropped out.)

Plans are being made to extend the program to other schools in the district. A vocational mathematics program is currently being planned.

Type of Project *Writing Laboratory***Place** *Hawthorne, Calif.***Starting Date** *September 1967***Cost** *\$47,265 in 1967-68 school year***Staff** *2 writing teacher specialists, 8 English arts teachers***Participants** *550 students, grades 11 and 12*

For Further Information Contact*Irwin H. Fields
Director of Special Projects
Centinela Valley Union High School District
12227 S. Hawthorne Way
Hawthorne, Calif. 90250
Telephone 213 679-8141*

Description Two well-equipped writing laboratories are set up for 25 students presided over by a writing specialist and a regular English teacher.

In developing the laboratory it was found that many students with writing handicaps can be helped if they first speak their thoughts before writing them. So each student is assigned his own dictating machine.

In using the machine, errors in logic as well as in sentence construction and language usage become more tangible to the student. By clarifying his writing objectives and his verbal expression, he finds it an easier task to set words on paper. The student plays back the words he has written as he makes revisions before committing his words to a final draft.

An important by-product is the ease that students acquire in working with the dictating machine—an essential skill for secretarial and office work.

The machine also saves the teacher time in correcting papers. Students submit their written work along with the recording belts off their machines. After reading the student's paper, the teacher dictates his comments and corrections on the belt. The paper and recording belt are returned to the student who can play the tape as often as necessary to understand the teacher's corrections.

Teachers claim there is an added psychological advantage. The warmth of a teacher's voice is much more personal than his written comments.

To further individualize instruction, separate classes are set up for vocational and college preparatory students. Both courses stress spelling, sentence and paragraph structure, and usage, but differ in content.

Vocational students receive instruction in writing business letters, reports, filling out forms, and other aspects of writing pertaining to business and industry.

The college-bound students are prepared for college entrance tests and the production of college-level research papers and examinations.

A profile of each student is developed as he enters the writing laboratory. It is derived from a writing skills test and a writing sample, and such related ratings as his IQ, reading score, aptitude, achievement level, attendance, grade average, and counselor and teacher evaluation.

"Since a youngster's writing bears a direct relation to his total personality and achievement, or lack of achievement, these tests and observations enable us to work with the specific problems of the individual," one of the teachers pointed out.

Type of Project *Composition Writing*

Place *Comanche, Okla.*

Starting Date *September 1967*

Cost *\$241 in 1967-68*

school year

Staff *2 English teachers, 3 teacher aides*

Participants *120 junior high and 150 senior high school students*

For Further Information Contact *Orbra C. Hulsey, Superintendent Comanche Public Schools Box 310*

Comanche, Okla. 73529 Telephone 405 439-8826

Description Improvement of composition writing is one component of Comanche's overall Title I library services program.

Recognizing that students in junior and senior high lack the ability to express themselves in writing, school officials placed added emphasis on writing skills. English teachers assign compositions, and the usual classroom procedures of correction and rewriting are followed. The final drafts are then sent to outside readers who further correct and grade them. They then are returned to the students for further study.

The outside readers are college graduates preferably with a background in English. They are paid \$1.25 per hour for their service, which includes conferences with both teachers and students concerning the written work.

This type of program does not lend itself easily to a measurable evaluation. However, based on teacher observation, there is a greater acceptance and willingness of students to complete composition assignments. The most outstanding success story is that of a girl who won two essay contests during one term as a direct result of the written composition assignments. This girl went to college on a journalism scholarship and writes a column for the local newspaper.

Type of Project *Bilingual*

Place *Philadelphia, Pa.*

Starting Date *July 1966*

Cost *\$146,788 in 1967-68 school year*

Staff

2 bilingual teachers, 1 bilingual supervisor, 3 volunteers to America from South America

Participants

1,950 children from public schools and 1,000 from private schools, grades 1-9

For Further Information Contact

Mrs. Elinor Sandstrom Director of English as a Second Language 21st and Parkway Philadelphia, Pa. 19103 Telephone 215 448-3334

Description Bilingual teachers use an audiolingual approach to teach English to Puerto Rican children at 12 public school sites. The emphasis is on listening and speaking and on using Spanish as a bridge to English.

Some children who never spoke in either language have been drawn into communication through applying the bilingual approach to activities of daily living. For example, children learn to count in English by bouncing a ball. They use telephones, skip rope, and sing songs in Spanish and English.

During the summer program, children spend 3 hours a day with their teachers. Basic arithmetic skills are taught in either language, depending upon the child's ability. The program during the academic year varies in length according to the situation in each school.

A series of four Saturday seminars is designed to create a greater understanding of

the Puerto Rican culture on the part of parents, teachers, principals, counselors, and home-school coordinators.

The project is also strengthening ties with parents in other ways. Report cards and other communications to the home are being translated into Spanish, and Spanish-speaking parents have formed a supportive club called Round Robin.

Type of Project *Bilingual*

Place *San Diego, Calif.*

Starting Date *September 1965*

Cost *In 1967-68 school year:
\$50,000 Title I; \$50,000
State and local funds*

Staff *3 secondary school
bilingual teachers, 4
elementary school
bilingual teachers; 1 1/2
clerical positions; 1
part-time parent
counselor; 6,122 hours
by teacher assistants; 255
hours by community
aides during 1967-68*

Participants *260 elementary and
secondary school pupils*

**For Further
Information
Contact**

*Dr. George V. Hall
Associate Superintendent
in Charge of
School Operations for
San Diego
4100 Normal Street
San Diego, Calif. 92103
Telephone 714 258-4681*

Description Bilingual education here is designed to maintain the Mexican-American culture, foster a better understanding between Mexican-Americans and middle-class whites, and prevent the non-English-speaking child from falling too far behind other students.

Four bilingual teachers of Spanish hold classes in two elementary schools. There is one bilingual teacher for every 20 non-English-speaking children. The teachers use English and Spanish interchangeably to present the regular curriculum.

Children in grades 1 through 3 attend classes 4 hours daily while fourth- to sixth-graders attend classes 4½ hours daily.

ESL is approached in three phases on the secondary level. In the beginning phase, intensive English is presented to the non-English speaker 3 hours a day. The first 2 hours are completely in English and emphasize listening and speaking. The teachers are not bilingual. No reading is taught. Pupils are grouped according to their skills in English. After a short period pupils are introduced to the printed word on an individual basis.

The third hour of English is spent with a bilingual teacher who uses Spanish and English interchangeably. He teaches the pupil about the new culture in which he is living and background information about the English language. The pupil also learns about the school, the community, and the attitudes of the people of the United States.

When the pupil completes this primary phase, he moves into an intermediate phase. He receives 2 hours a day of intensive English instruction from a two-man teaching team. Bilingual teacher assistants help these teachers

in providing bilingual instruction and continuing small group instruction in English. The team situation provides the flexibility needed to permit pupils to proceed at their own pace. The teaching team also provides individualized instruction.

The same approach is continued with pupils in the advanced phase, but ESL instruction is cut back to an hour daily.

The typical ESL pupil should complete his transition to the regular school program within 2 years. Of course, some pupils adjust more easily than others.

The most intensive ESL program in San Diego is in Memorial Junior High School, which serves as a model for the district.

At Memorial, a tutoring program is available to new pupils who enter during the school year to help them catch up to the other ESL pupils. Since tutoring began in 1968, about 96 pupils a week have participated. The influx has been four to five new ESL students a week.

A bilingual counselor works exclusively with ESL students. He also is responsible for developing an active parent-participation program.

Many parent meetings and conferences have been conducted in Spanish for ESL parents. As a result an ad hoc advisory council of Mexican parents has been formed.

School officials say that a larger percentage of ESL students have continued their high school education during the past 2 years than before. They also say that ESL students are participating more fully in school activities. They attribute this to parent conferences conducted in Spanish; concerted efforts to communicate all school information to the

parents in Spanish; services of bilingual counselors; and conscientious efforts to recognize and honor the contributions of Mexican-American culture to the Southwest.

Type of Project

Bilingual

Albuquerque, N. Mex.

September 1966

Starting Date
Cost

*\$20,000 in 1967-68
school year*

Staff
*2 language arts
teachers*

Participants
*700 children, grades 1
and 4*

For Further Information Contact

*Mrs. Julianne Papcsy
Research Psychologist
Board of Education
P. O. Box 1927
Albuquerque, N. Mex.
87103
Telephone 505 842-3658*

Description

Improving listening, speaking, writing, and reading is the goal of this experimental program in which children prepare their own illustrated booklets in both Spanish and English.

Regular classroom activities form the content of the booklets. As children talk about their class experiences, a teacher records the words. Then she helps them write what they have said. Fourth graders and a number of parents assist in writing the Spanish versions. The content of the booklets is tape recorded in both Spanish and English. Class booklets, child illustrated, are exchanged with other

classrooms. If the booklets are of general interest, they are printed for wider use. One class may prepare several books in this way.

Teachers report that these materials serve as a bridge to better comprehension in reading while they also create interest in Spanish. Some children from Spanish-speaking homes at first denied any knowledge of Spanish but now enjoy reading and writing in both languages.

In several first and fourth grade classes, Spanish songs, dances, and stories are used to enrich the curriculum and strengthen appreciation of the Spanish heritage.

Prepared tape recordings, like the booklets, feature idiomatic expressions significant to the children. They are used in listening centers to further oral language development.

Type of Project

Bilingual

Clark County, Nev.

September 1967

Starting Date
Cost

*\$40,516 in 1967-68
school year*

Staff
*3 Spanish-speaking
teachers and a Spanish-
speaking family aide*

Participants
*57 children
of Mexican-American
background*

For Further Information Contact

*John Bass, Title I
Coordinator
Clark County School
District
2832 East Flamingo
Road
Las Vegas, Nev. 89109
Telephone 702 736-5438*

Description The special instructors teach English and other courses in the academic curriculum to Spanish-speaking students to enable them to become participating members of regular classes.

The first- through seventh-grade students, some of whom speak little or no English at the beginning of the year, study in small groups of fewer than 12.

Field trips to enlarge their social experience are an important part of the program. On one trip many youngsters saw snow for the first time in their lives. The students visited Mount Charleston, a snowy mountain about 60 miles away from the desert area where they live.

The family aide, the only Spanish-speaking contact that many parents have with the school system, encourages parents to participate in school programs. As the parent becomes interested in the school, the child's motivation to learn increases.

The aide frequently is helpful in finding housing, food and clothing for the disadvantaged families following the home visits.

Some students attend the special classes full time, while, for others, the individual instruction is supplementary to regular classwork. Three children learned enough English to rejoin their homerooms.

As they overcome the language disability, potential dropouts become interested in studying and withdrawn children gain confidence in themselves.

Three schools, in areas inhabited largely by Mexican-Americans, participate in the program.

Type of Project

*Bilingual
New Orleans, La.*

Place

Summer 1966

Starting Date

*About \$88,000 in
1967-68 school year*

Cost

*10 teachers, an assistant
supervisor*

Staff

*About 490 students, in-
cluding about 220 from
nonpublic schools*

Participants**For Further
Information
Contact**

*Robert E. Wall
Special Project Director
New Orleans Public
Schools
763 Carondelet Street
New Orleans, La. 70130
Telephone 504 542-8592*

Description Ten teachers, most of whom are Spanish-speaking, teach English to elementary school students in 12 public and 9 nonpublic schools in the city.

Eight of the teachers travel from school to school, spending 60 minutes a day with groups of about eight students each. Two of the teachers spend the entire day in one school where there are more than 70 non-English speaking students. Many of the youngsters, whose families have come from Puerto Rico, Cuba, or Central America, speak no English at all when they enroll in the program.

Audiovisual equipment such as tapes, records, and filmstrip projectors are used in the

classes. Teachers also depend upon flannel boards, large cutouts, and pictures.

The program prepares the students to return to the regular classroom at their own age levels. Youngsters are often tutored in other fields by the ESL teachers once they become proficient in English. Some children advance as much as three grades when the language barrier is removed.

In the summer, the same teachers work at 10 schools in a comprehensive program. A teacher and an aide work together with small groups of students for 2 hours at a time. Secondary school students are included in this phase of the program.

Type of Project

*English as a Second
Language (ESL)*

Place

Gervais, Oreg.

Starting Date

December 1967

Cost

*\$19,052 in 1967-68
school year*

Staff

*2 teachers, 2 teacher
aides*

Participants

*40 public elementary
school pupils age 6-17*

**For Further
Information
Contact**

*Alvin C. Elwood
Superintendent-
Principal
Gervais School District
No. 76
P. O. Box 176
Gervais, Oreg. 97026
Telephone 503 792-3624*

Description Russian- and Spanish-speaking pupils sit together in the same classroom and learn English from teachers who cannot speak either Russian or Spanish. Teacher aides, who are bilingual, assist the teachers. One aide is the Russian-speaking father of a child in the program.

Since numbers are used internationally, arithmetic is a logical approach to teach English to these children. The theory behind the teachers speaking only English is to accustom the students to hearing it.

Books commonly used to teach elementary Spanish and Russian to English-speaking children are used in a reverse process for these children.

The teachers also use a language master machine which flashes programmed picture cards and carries a legend which is first pronounced in the native tongue and then in English.

Children use machines individually. The student records his voice repeating the English sound he just heard and then plays it back. The machine is programmed to teach Russian to English-speaking children. It is used here in reverse—to teach English to Russian-speaking children.

These materials are being used with the Russian-speaking children because the teachers could find no other suitable materials. The machines, however, are also programmed to teach English to Spanish-speaking children. There is no lack of materials in this language.

The children are grouped in two portable classrooms adjacent to the Gervais elementary school according to age level: 6 to 10 years, 10

to 17 years. In 1968-69, they are to be housed within the elementary school building and be more involved in the total school program.

The children of Russian origin generally speak between three and six languages when they enter school, but the typical student drops out of school after the eighth grade to help support his large family, school officials say.

The Spanish-speaking children are offspring of families that had been part of a migrant stream. Most of these families have found year-round work in Gervais so they remain.

Out of 300 children in the school district, about half are either of Russian or Mexican background.

Type of Project

English as a Second Language

Place Donna, Tex.

Starting Date September 1967

Cost \$47,680 in 1967-68 school year

Staff 5 teachers, 3 teacher aides

Participants 120 students

For Further Information Contact

Philip Fowler,
Superintendent
Donna Independent School District
204 North Main
Donna, Tex. 78537
Telephone 512 HO 4-3531

Description Because of the language barrier, 120 of the most seriously deprived pupils have been removed from their regular classrooms and assigned to classes in an ungraded junior high school. Most of the students will be returned to their regular classes when they can understand enough English to keep up with their peers.

This emphasis on English has been made, according to Philip Fowler, superintendent of Donna Public Schools, because of a search for a better way to bring non-English speaking Mexican-American children into the mainstream of this country.

In late May 1967 the dropout rate would normally be around 30 percent for this size group of children. However, no dropouts were reported. In addition an anticipated 40 percent of the pupils will be able to return to their regular graded classrooms by the end of the coming school year.

English as a second language (ESL) classes are operated in small groups of 12 to 14 pupils—each pupil working at his own pace.

After receiving a battery of achievement tests, special curriculums were set up for the pupils. In this way, a child can study English in the first or second grade, and math in the fifth or seventh grade whichever level he can handle.

The pupils are encouraged to participate in a program of elective subjects at the regular junior high school. These include arts and crafts, woodworking, homemaking, typing, and driver education.

The ESL program is in the process of being reshaped, according to Fowler. Officials in Donna schools are working with the Regional Media Center in an effort to begin preschool

classes for non-English speaking children and a "beginners class" in ESL for first graders who do not attend preschool.

Type of Project

English as a Second Language

West Las Vegas, N. Mex.

Starting Date January 1966

Cost \$19,000 in 1967-68 school year

Staff 2 reading specialists

Participants 836 first through third graders in rural schools, including 10 from a parochial school; 190 five-year-olds in Head Start; 250 children in a summer remedial program

For Further Information Contact

Arthur Tenorio
Title I Coordinator
West Las Vegas Schools
P. O. Drawer J
Las Vegas, N. Mex.
87701
Telephone 702 425-9316

Description The Miami Linguistic Reading Program serves as the basic language arts program in the primary grades for this school district where 98 percent of the children come from Spanish-speaking homes. It has also proven to be a helpful approach in teaching reading to the small percentage of children who speak English when they enter school.

Spanish-speaking youngsters in West Las Vegas used to have to enter a prefirst grade in which they spent a year learning English before they could be taught to read. Now they enter an ungraded elementary school on schedule and begin reading within a few weeks after school starts. Many children have mastered the sound system as well as the grammatical structure of the English language, thereby enlarging their chances for success in all of their academic work.

Animals are the main characters in the stories which children first hear, then repeat, dramatize, learn to read, and, finally, write. Special emphasis is placed on overcoming phonological problems which Spanish-speaking children encounter in speaking English.

Type of Project *English as a Second Language*

Place *Gary, Ind.*

Starting Date *February 1965*

Cost *\$108,776*

Staff *9 bilingual teachers, 5 regular teachers, 1 coordinator, 9 school aides and 1 social worker*

Participants *400 public and 400 non-public pupils in grades 1-12*

For Further Information Contact *John Carlson
General Superintendent
of Federal Projects
620 East 10th Place
Gary, Ind. 46402
Telephone 219 886-3111*

Description Non-English speaking children are taught English skills in small isolated classes for half a day. Classes are ungraded on all levels.

Students in the first grade receive concentrated instruction in listening and speaking before they are taught about the printed word. The same approach is used beyond the first grade. Reading and writing are introduced in classes above the first grade as soon as pupils begin to understand basic English.

The other half day is spent in regular classrooms with regular pupils. This gives the Spanish-speaking child a chance to evaluate his own progress while preserving his identity with his peer group. Aides carry on the work done by the teachers in the morning.

As an example, after a teacher has taught a new dialogue to a group of children, the aide takes them to a portable lab while the teacher works with a second group. In the lab, the pupils practice the new dialogue with the aid of a tape recording. The aide monitors, corrects, and encourages the pupils.

Students in four high schools in the ESL program are taught by a bilingual teacher who travels from school to school. The same approach is used for them.

Evening classes for parents and children are held once a week. During 1967-68, about 150 to 200 parents participated.

The parents and the children are taught the basic skills of listening, speaking, reading, and writing—in that order. Parents are encouraged to set aside at least 1 hour a day to speak only English in their homes.

Once a month, a social hour follows the family classes to give the participants a chance to use their English in an informal situation.

The evening sessions are also devoted to discussions on child care, home-school relations, nutrition, and community services.

Type of Project *English as a Second Language*

Place *Kayenta, Ariz.*

Starting Date *September 1967*

Cost *\$51,828 in 1967-68 school year*

Staff *1 teacher, 7 teacher aides, 1 attendance aide, 1 nurse*

Participants *673 Navajos, grades 1 through 8*

For Further Information Contact *Jack Wilson,
Superintendent
Kayenta School District
27*

*P. O. Box A-7
Kayenta, Ariz. 86033
Telephone 602 697-3251*

Description Until 9 years ago, most of the children in this remote part of the Navajo reservation were kept home to herd sheep. They had no opportunity to go to school.

The Kayenta school population is almost all Navajo, with a few Hopi Indians and a few white children. Many children enter school unable to speak English. Many, too, suffer from health problems—malnutrition and tuberculosis.

Under Title I, children receive an instant breakfast, fruit, and milk before school. They also receive—free if they cannot afford it—a Type A lunch provided through the National School Lunch Program. School officials say the breakfast and lunch programs make the children more alert and able to learn more.

A full-time nurse and a health aide keep close tab on the health of the children. They refer those who need medical care to the clinic operated on the reservation by the U.S. Public Health Service. They also teach the children good health habits.

A primary education specialist, Mrs. Genevieve Hurst, has been hired to develop a method of teaching English and reading to Navajo first-graders.

The primary reading and oral English programs center around the traditional Navajo background, modern Navajo life, and other things with which the child of the reservation is familiar.

Prior to grade one, overhead pictures, photos, and filmstrips that tell about the Navajo Indian are used. From these, the children write their own experience stories. Because their vocabularies are limited, the same words appear over and over—providing excellent drill work.

Children at the first grade level participate in a strong phonics program. By Christmas time they are reading books, and by the end of the year they have mastered a basic vocabulary of 500 words.

First grade youngsters read from a set of specially produced books containing stories about the Navajos and life on the reservation. The books are compilations of stories written by Mrs. Natachee Momaday.

The first grade physical education program also has been correlated with the language program. Teachers are instructed to use certain phrases during the prescribed playground games. The same phrases are carried in the classroom language and reading material.

The staff has developed an oral language and reading program for preschool, first, second, and third grades. It plans to extend the program 1 year at a time through grade 8.

In another phase of the Title I program at Kayenta, Navajo children are introduced to the world outside the reservation. They are taken on supervised trips—one adult accompanying each group of five children—to visit farms, a train depot, airport, zoo, and circus. To encompass the Indian culture in their trips, they also visit hogans, a tribal council building, and museums of Navajo history.

Type of Project *Mobile Laboratory Units*

Webster County, W. Va.

Place *1966*

Starting Date *\$116,170 in 1967-68 school year*

Cost *4 teachers and 4 teacher aides*

Staff *2319 public school children, 90 teachers, 3 school dropouts, and adult education students*

Participants

For Further Information Contact
*Miss Mabel Nichols
 Director, Federal Program
 327 River Drive
 Webster Springs, W. Va.
 26288
 Telephone 304 847-5638*

Description Four mobile laboratories serve 13 Webster County schools year round. Two are reading laboratories; one is a science lab; and one is a health-social studies lab.

A master teacher and a teacher aide staff each lab. The teacher aide must be a high school graduate, have college credit or be enrolled in a college course, have competency in the subject being taught, and have completed preservice training.

The labs are moved among designated school centers. Schedules are arranged so that no more than two units are at one center at a time. Children in outlying schools are bused to the laboratory-school centers.

The reading and health-social studies labs reach children in grades 3 through 12. The science lab, which includes a weather station and a planetarium, serves grades 4-9. Each lab unit accommodates 15 to 18 children.

Laboratory teachers coordinate the program with principals and regular classroom teachers. Inservice workshops are held in the mobile units for classroom teachers who may obtain duplicate material for classroom use at a county educational materials center.

The average scholastic gain on California Tests of all pupils studying in the two reading labs for 6-8 weeks has been better than 5 months. Students showed increased interest in reading, in retention, and the use of study and research skills. During the 1967 summer reading program, 38 pupils in grades 9-11 made a 7-month average gain. These gains are considered significant in this rural Appalachian area where many of the parents are illiterate.

No standardized tests were given to science

lab pupils. However, in one school the formation of a science club, which publishes a school science paper, is directly attributed to the science mobile.

A better self-image, a knowledge of personal health and dietary needs, and improved skill in getting along with the school and community are effects from the health-social studies laboratory program.

Publicity on the overall summer mobile lab project has encouraged dropouts to participate in the program. In 1966-67, 20 potential dropouts remained in school. School records showed that 60 fewer pupils became dropouts in 1966-67 than in the previous year.

Type of Project *Mobile Reading Clinic*
Place *Dade County, Fla.*
Starting Date *January 1965*
Cost *\$159,852*

Staff *15 remedial reading teachers, 1 secretary, 1 project manager*
Participants *600 students in grades 3 through 6*

For Further Information Contact
*Howard D. McMillan
 Assistant Superintendent
 1410 N.E. Second Avenue
 Miami, Fla. 33132
 Telephone 305 377-4311
 ext. 354*

Description Five reconditioned school buses bring remedial reading help to youngsters in disadvantaged areas who have serious reading problems but are unable to attend a clinic because their parents work and they lack transportation.

Each air-conditioned vehicle is divided into

three reading instruction units which serve as separate teaching carrels for the three remedial reading teachers. The bus is fully equipped with all of the instructional and diagnostic materials necessary to the program. It serves two schools each semester by spending a half day at each one. In this way, the clinics have reached some 300 children each day since the program began.

Children with the most serious reading problems in grades 3 through 6 are referred to the remedial program by their teachers and principals. The most common problems are inability to communicate thoughts and experiences, poor recognition of forms and symbols, inadequate translation of letters into sounds, and failure to comprehend and remember what is read. But a half-hour daily of individualized attention inside a "rolling reader" is making these problems diminish and bringing youngsters their first reading success.

Type of Project *Supplemental Reading and Math Mobilab*
Place *Rochester, N.H.*
Starting Date *Summer 1966*
Cost *In 1967-68 school year: \$42,000 from Title I and \$2,400 from the city*
Staff *4 teachers*
Participants *About 290 students, more than half from nonpublic schools*

For Further Information Contact
*Alfred W. Thomas,
 Superintendent
 Rochester Schools
 P. O. Box 2010
 Rochester, N.H. 03867
 Telephone 603 332-3678*

Description Two mobile units equipped with audiovisual machines for supplemental help in reading and mathematics instruction, visit schools in three target attendance areas in the city.

A math and a reading teacher work with small groups of students who have been referred by their teachers and screened by the special instructors for the program. One teacher works in the mobilab while the other teaches in a classroom space within the school building. Both share the multi-media provided by the program. Midway in the program at each station the instructors exchange places so that all learners may share the advantages of the mobilab itself.

Interaction between the mobilab and staff teachers as well as the education of the general public is an important part of the project.

Through workshops and classroom demonstrations at each station mobilab instructors show the teachers in the school system how to use the instructional media. The staff may then borrow from a resource center established by the mobilab at each station.

They also speak to parent-teacher groups and civic organizations in the city. A mobilab has been exhibited at the Rochester Fair, the New Hampshire Teachers Convention, and Title I area conferences. In the spring of 1967 the Rochester program became part of a series televised by the New England Educational Assessment project through the facilities of Channel 2, Boston, Mass. The filmed program is now available through the Audiovisual Center at the University of New Hampshire.

In a summer program, morning sessions are held for 6 weeks in the mobilabs. Parents are

responsible for bringing their children to the centers for instruction.

In every case the teachers try to build the child's self-confidence as well as his skills in reading and math. Where this is accomplished, there is a noticeable improvement in his motivation and his scholastic standing.

A third-grade girl in a local orphanage could not read and seemed unable to learn. The Title I staff asked the help of the school nurse, social worker and speech therapist, who worked with the girl together. She has returned to a regular class.

Type of Project *Comprehensive Language Arts*

Greeley, Colo.

Starting Date *January 1966*

Cost *\$215,800 in 1967-68 school year*

Staff

5 teachers, 1 counselor, 1 librarian, 6 special education teachers, 7 remedial reading specialists, 2 speech correctionists, a visiting teacher, psychologist, and director. Also, 8 full-time or part-time nurses, 6 teacher aides, clerks, and secretaries

Participants *1,562 children, all grades*

For Further Information Contact

*Robert W. Turner
Title I Director
Department of Instruction
School District No. 6
Greeley, Colo. 80631
Telephone 303 352-1543*

Description The Title I program in 11 participating schools (including 2 private elementary schools) in School District No. 6, Weld County, concentrates on instructional services in the area of language arts. The focus is on Spanish-American children who comprise about 65 percent of the Title I children.

Academically the program divides into remedial and tutorial services, special education, and speech correction. Twenty-five percent of all Title I pupils receive direct individual instruction in small remedial classes, or by individual tutoring, either by teachers or aides or both.

All students receive visual and audio screening, immunizations, and general health care. Special attention is given to dental care, fitting of glasses, infectious diseases, personal health, nutrition, and home health improvement. Title I nurses made 633 home visits during the year. Seventy-seven children were fitted with glasses. The school nurse also works closely with the County Welfare office, Health Clinic, and civic club charity programs.

Recognizing the difficulty of teaching a hungry child, school officials spent close to \$4,000 on hot lunches for needy youngsters.

Another \$4,000 in Title I money went for school book fees, activity fees, and various shop and art fees for children who could not afford them. Summer school fees for 81 pupils totaled \$1,545.

A consistent concern with attendance and a greater understanding and effort by classroom teachers have developed a much better attitude among the children from low-income families. Most success was achieved through: (1) individualized instruction, (2) intensive

counseling, and (3) the placement of children in classes in which they could succeed.

Instruction by activity as opposed to lectures increased student interest and participation. Some 16 students participated in work-study programs and 36 others in the Neighborhood Youth Corps program—both of which gave the youngsters a new feeling of personal worth.

All target schools report a positive change in the attitude of many disadvantaged children toward school. Attendance has risen 5 percent. Pupils now accept their need to be taught at an ungraded level, and they are learning to enjoy school. As for the teachers, they have come to realize that "most kids can be salvaged."

Statistically, here is what has happened in Greeley under Title I:

- 48 percent of all elementary students showed significant progress in reading.
- 42 percent showed progress in arithmetic; 36 percent in English; and 30 percent in other areas at the elementary level.
- Improvement in English at the junior high level was 54 percent; in arithmetic, 45 percent.
- 45 percent of the senior high students in Title I improved in English.
- About a fifth of the children showed significant progress in aspirational levels and improvement of self-image.
- 30 percent improved their span of attention.
- 15 percent of all Title I pupils in high school showed substantial progress in attendance.

MATH AND SCIENCE

Type of Project Mathematics**Place** Canby, Minn.**Starting Date** August 1967**Cost** \$8,030 in 1967-68 school year**Staff** 1 math teacher, 1 teacher aide**Participants** 32 public school children in the ninth grade**For Further Information Contact**Edward Thompson
Federal Projects
Coordinator
Canby Public Schools
Canby, Minn. 56220
Telephone 507 223-5965

Description The heart of this program is a calculator laboratory which provides individualized instruction. A course once considered drudgery has been turned into a fun project for underachievers.

"Through this (lab) the students receive the motivation they so badly need," said Edward Thompson, Canby's Federal projects coordinator for public schools.

"From the first day, they were fascinated by the machines," he added. The freedom of a laboratory and the noise of the machines seem to develop an informality the students need. "For the first time," Thompson continued, "they discovered through the calculator, the thrill of getting a right answer."

This minor success repeated several times has lead to improved attitudes of students and their willingness to try more problems.

All this, of course, is augmented by a teacher with an easy-going style who knows how to treat each pupil as an individual. Audiovisual aids, games, and "various gimmicks" are also used to keep interest high.

The standard textbook is discarded. Problems are taken from everyday life, business, and local industry. The teacher focuses his efforts on problem solving and leaves the job of calculating to the machines. To get the right answers, the machines need to be fed the right data. So the students learn the theory of problem solving by using flow charts.

In this way they learn not only to reason mathematically, but to transfer this reasoning to nonmathematical problems.

There are times when the students are denied the use of the machines if they show a need to improve their computational skills.

This course is not designed for future mathematicians and engineers but rather to give the low achieving student a more useful knowledge of mathematics.

Evaluative tests show that "we are making slow but continuous progress toward this end," Thompson said.

Type of ProjectAdvanced Mathematics
(Data Processing)

Altus, Okla.

September 1965

Starting Date \$6,000 in Title I funds;

\$12,000 local school

budget in 1967-68

school year

Staff 2 mathematics instructors

Average of 25 each

academic year

Participants**For Further Information Contact**Clifford Peterson
Superintendent of
Schools
219 North Lee
Altus, Okla. 73521
Telephone 405 HU
2-4852

Description The implementation of the first high school computer programming course in the State of Oklahoma was made possible by Title I funds. The Title I money allowed the local school district to rent computers. The remaining \$12,000 is from the local school budget and provides for the teachers' salaries, maintenance of the machines, and the procurement of the necessary supplies.

The program is operating at the Altus Senior High School. Classes are limited to about 25 high school seniors who have studied advanced mathematics, i.e., algebra, trigonometry, geometry, and calculus.

Originally the program was a noncredit class of highly motivated students who are economically and culturally disadvantaged. During the school year 1963-64 they met on their own volition twice a week at 7:30 a.m. This motivation was intensified when Title I funds became available and the school was able to rent computers. The course is now accredited and provides early experiences in computer programming and advanced concepts in mathematics and science.

During the past 4 years, the class has produced a National Champion, two third place winners, and one second place winner in the

National High School Computer Contest sponsored by the Association of Educational Data Systems.

Type of Project Computer Mathematics
Place East Providence, R.I.
Starting Date September 1967
Cost \$3,977 in 1967-68 school year

Staff 1 mathematics teacher (paid by local school board)

Participants 30 tenth graders

For Further Information Contact Myron J. Francis
 Coordinator, Title I
 A.E. Platt School
 Riverside, R.I. 02915
 Telephone 401 434-1040
 ext. 30 or 401 433-4053

Description By linking a computer in Raleigh, N.C., to a high school classroom in East Providence, R.I., mathematics becomes a stimulating experience for pupils who are lagging behind their grade level.

In all, 60 sophomores are involved in the program. Two general mathematics classes are used, one as a control group and the other as the experimental group. Both groups were tested before the program began and again at the end.

During the year the control group takes a general mathematics course, using traditional methods of solving their problems. The exper-

imental group learns the language and techniques of a computer and solves their problems on it.

The objective test (pre and post project) used with the computer class was the *Survey Test of Algebraic Aptitude*.

Classes are held in a room equipped with a teletype which is connected through a local computer bank to the center. The computer services are rented with Title I money.

The East Providence school system is the first in the State and one of the first in New England to experiment with the use of computers on the secondary school level.

Type of Project Developmental Math

Place Sturgis, S. Dak.

Starting Date September 1967

Cost \$2,550 in 1967-68 school year

Staff 2 math teachers

Participants 38 ninth graders

For Further Information Contact Kenneth Hauge,
 Superintendent
 Sturgis Independent
 School District No. 2
 1425 Cedar
 Sturgis, S. Dak. 57785
 Telephone 605 347-2523

Description A general math class at R.B. Williams Junior High School has been replaced by a Title I class in math for slow learners.

The course, offered at the ninth grade level, concentrates on 20 fundamentals of math—such basics as addition, subtraction, division, and multiplication of whole numbers, decimals, and fractions; percentage; and simple algebra. It is taught by the regular math teacher with the help of an additional teacher hired one hour each day. This puts two instructors in a class of 38 children.

All students in the developmental math course have been referred by their former teachers. These slow learners also scored low on two batteries of math tests—below the 30th percentile on the Lee-Clark Arithmetic Fundamentals Test and below the 40th percentile on the Iowa Algebra Aptitude Test.

When classes began in September 1967, the mean test score of 27 students was at the 16.7 percentile on the Lee-Clark tests. On May 10, 1968, another Lee-Clark test, covering the same fundamentals of math and given to the same 27 students, showed a mean score of 43.3. One child went from the 10th percentile to the 90th.

The success of the program, according to Robert Huber, one of the teachers, can be attributed to four factors: (1) short periods of concentration; (2) no homework; (3) letting the child progress at his own speed; (4) individual attention.

One of the chief problems in working with slow learners is their limited attention span. To cope with this problem, the remedial math teachers switch quickly from subject to subject—sometimes as many as three times during the 55-minute class. The class, for example, may be studying subtraction but in 10 or 15 minutes the teacher sees the students' in-

terest lag. He immediately moves to fractions and works on this for a while, and makes another switch later to, perhaps, simple algebra.

Many of the children having math difficulties also have trouble with reading. They are unable to understand the problem as it is presented. So the developmental math teachers work from five or six books, whichever happens to present the particular problems clearly. Sometimes no books at all are used. Instead the teachers may write their own simple directions. Or they may use a newspaper advertisement. A food ad, for example, offers innumerable problem possibilities—which item is the best buy? How much would you have to pay for all the vegetables advertised? Which size orange gives you the most nutrition for your money?

No homework adds to the informality of the math class. It also eases tensions. Homework is unnecessary because the class hour is primarily a work period. Both teachers are available to answer questions, thus providing individual assistance.

Each student stays the entire year in the remedial class. The following year, some of the students are encouraged to enroll in the regular ninth-grade algebra class.

A similar program in developmental math has been inaugurated at the twelfth grade level. The teaching techniques for this class are much the same as those used in the ninth grade. Title I money pays, in part, the salary of two of the twelfth grade teachers.

Type of Project *Mobile Science Laboratory*

Place *Martha's Vineyard, Mass.*

Starting Date *September 1967*

Cost *\$20,186 in 1967-68 school year*

Participants *149 public school children*

For Further Information Contact *Harry H. Ryder
Assistant Superintendent
of Schools
Oak Bluffs School
Oak Bluffs, Mass. 02557
Telephone 617 693-9450*

Description Changing isolation from a handicap to a bonus was the intent of Operation Fishnet on Martha's Vineyard. The Vineyard is an island off the coast of Massachusetts, and those who spend the winter there often experience a sense of isolation. Operation Fishnet provides an in depth study of the scientific implications of Island life, including its characteristics and its potential, so that children could not only be proud of their home but turn it to profit.

To do this, the Island school systems banded together, leasing a fully-equipped mobile science laboratory to span the 8 to 10 miles between schools. Through the mobile laboratory, students are exposed to those areas of science which can be most directly related to their environment—marine biology, astronomy, and earth science.

The lab is a 55- by 12-foot trailer, large enough to hold 16 students comfortably in either the lab itself or in the separate planetarium. There also is a small room for independent study.

During the winter, the mobile lab travels between 5 schools, spending about 2 days at each stop. In the summer, the lab is used to conduct four 2-week workshops, each held in a different town. The program serves students in grades 1-8.

On a typical lab day, the young scientists see a movie about the ocean, dissect a frog (from student-collected specimens) and compare its elements to a human's, hear a lecture and planetarium demonstration on moon phases and tidal effects, and view a student-selected film strip.

The students took three field trips during the 1967 summer. The first, to a lobster hatchery, was preceded by films and a hatchery official's talk and followed by the examination of specimens collected there. During the second trip to geologically rich Gay Head Cliffs, students learned about rock formation, searched for fossils, and observed tides. The third trip was to a 100-acre ecological range offering marsh, shore, and woodland for exploring.

Operation Fishnet has stirred a lot of enthusiasm among both students and parents. One mother wrote to the editor of the local paper:

"Two of my sons participated in the 2-week program when the lab was in Gay Head, and I have never seen eager young minds so fascinated. Never once during the 2-week period were they bored, nor did they try to make excuses not to go, as they will during school days. . . . I hope more stimulating programs will result from having this grand opportunity of having the Travellab in our midst."

Type of Project School Camp
Place Indianapolis, Ind.
Starting Date April 1967
Cost Approximately \$10,000
in 1967-68 school year
Staff 1 camp director, 8
teachers, 1 nurse, several
resource instructors
Participants 340 public school pupils

**For Further
Information
Contact** Jesse Babb
Special Services
Indianapolis Public
Schools
1205 Walnut Street
Indianapolis, Ind. 46204
Telephone 317 634-2381

Description Sixth grade boys and girls acquire firsthand knowledge of nature in Indianapolis when their classrooms are re-located at a camp outside the city.

Twelve groups of children from 11 target schools attended the camp over a 6-week period during April and May. Two groups, each numbering about 28 pupils, attended the camp each week for 4½ days.

Normal classroom activities with regular classmates and teacher were carried on each day.

In addition, a special science-oriented program was conducted daily by visiting personnel from the State Conservation Department, the County Agriculture agency, and the University of Indiana science department.

There was instruction in conservation of all

types of natural resources, nature appreciation, and the study of botany, biology, and rock specimens. This was supplemented by small group hikes along developed nature trails and visits to nearby fossil beds and a small lake. The children were also able to observe and study various types of wildlife in the surrounding wooded area.

A regular school music teacher and three art teachers traveled to the camp daily.

Class hours at the camp corresponded with regular school hours with an added period of supervised recreation in the afternoon. Transportation was provided to the camp on Monday morning and back to town at noon on Friday.

Although parents were invited to visit the camp during the day, only the staff assigned to the camp remained overnight with the children.

GUIDANCE, COUNSELING, TUTORING

Type of Project *Delinquency Prevention and Rehabilitation***Place** *Provo, Utah***Starting Date** *September 1965***Cost** *\$8,000 in 1967-68 school year***Staff** *2 counselors***Participants** *About 20 boys and girls ages 12-18*

For Further Information Contact*Fred A. Rowe,
Counselor
Dixon Junior High
School**750 W. 200 North
Provo, Utah 84601
Telephone 801 373-2495*

Description The Program for Responsible Behavior is an intensive group therapy program for youngsters who have committed unlawful acts or who have been social deviates. The youngsters meet three times a week after school from 4 to 6 p.m. under the direction of school counselors who use the Guided Group Interaction approach.

The method encourages discussions which are confrontive, tough, honest, and direct while at the same time emphasizing self-understanding and the acceptance of individual responsibility for one's behavior. The participants develop a keen ability to sense deceit, sidestepping, and camouflage, and they assist each other by frankly discussing personality traits as they apply to specific acts in order to identify weaknesses.

Group members soon gain a feeling of helpfulness from and toward each other. They realize that constructive criticism can be evidence of interest in another's welfare and development.

The sessions take place in Dixon Junior High School where a separate entrance was built, and a room remodeled for this purpose.

There are two or three groups of no more than 10 persons each, one comprised of girls on court probation.

Juvenile Court orders require that the young people attend these sessions regularly as a condition of their probation. Some have been required to attend as a condition of a suspended commitment to the State Industrial School. None repeated their offenses to the extent of making industrial school commitment necessary.

On Saturdays during the school year, and each day during the summer, the boys and girls are paid to work for the city of Provo, just outside Salt Lake City.

The Provo City and Utah State Youth Employment Programs provide finances for the supervised employment which is an additional source of responsible growth for the youngsters. The effectiveness of each person's work has been an important topic for discussion in group therapy sessions.

Parents are invited to participate in special conferences whenever their involvement is needed. Officials say that this has proved more satisfactory than the usual parent discussion group meetings.

Group sessions can be recorded for study. Observers watch, unseen, from adjoining rooms through special mirrors or sit in with the group. Many visiting counselors, Brigham Young University students, and visiting consultants have received instruction and given evaluations by this means.

Former Dixon Principal Ronald Last reports that the Program for Responsible Behavior has cut time spent in disciplining students by at least 25 percent. Court observations show that in more than 90 percent of the cases there have been no repeated offenses.

Last also reported that the program has reduced the "hangers-on"—students who don't get involved in the delinquent activities but seem to be sympathetic to the delinquent group.

At the end of the 2nd year of the program, there was a decrease in the numbers of cases coming into the Court from the Dixon School.

There has also been a decrease in school absenteeism, an increase in pupil grade-point averages, an improvement in problem-solving skills and self-concept, better relationships between the participants and the teachers, and improved communication between the school and the parents of participants.

The program was initiated through the cooperative efforts of the Provo City Schools, the city officials of Provo, the Brigham Young University, the Utah County Department of Public Welfare, and the Juvenile Court, with guidance and assistance from the professional staff of the Utah State Hospital.

course work, but also to accept a moment of failure without giving up.

A course in auto mechanics, held at a technical institute, has been added to the regular high school schedule of 10 youngsters. Despite an aptitude for this type of activity, the boys nonetheless had difficulty—until counseling services resolved their problems. They were then able to complete the course satisfactorily.

At Central Junior High School, 15 delinquency-prone boys were selected for a summer program in 1967. They were chosen upon recommendation of school counselors and probation officers. Although not all had police juvenile records, all showed a strong inclination toward delinquency. Most of them came from broken homes.

These boys worked on a conservation project sponsored by the Wisconsin Conservation Department—developing camp sites, improving a stream, and participating in general conservation activities.

By working in the interest of the community and by observing punctuality and work hours, these youths gained a sense of responsibility and pride, and developed a positive attitude toward work. They also learned to trust adults and built relationships with counselors who often served as father figures.

Fishing, camping, boating, and an overnight trip to see a Twins' baseball game were rewards for work well done. These activities further helped the boys develop constructive and interesting use of leisure time activities.

The success of the program is revealed in improved report cards, increased contacts with counselors, and unsolicited words of praise from teachers, police, the juvenile court judge, and court workers.

Type of Project

Diagnostic Center

Place

Colorado Springs, Colo.

Starting Date

September 1967

Cost

\$90,000 in 1967-68 school year

Staff

The director, a test consultant, 4 teachers, an audiologist, a nurse, a social worker, a teacher of the emotionally disturbed, bus drivers, a secretary

For Further Information Contact

Larry Bussey
Title I Coordinator
1115 N. El Paso Street
Colorado Springs, Colo.
80903
Telephone 303 633-8773

Description Eau Claire operates a two-phase Title I program—one project in the winter, another in the summer. In the winter, it provides guidance and tutorial services at North Senior High School; in the summer, an outdoor conservation program for delinquent boys.

At North, four counselors with broad educational backgrounds are on duty throughout the day in a special guidance-tutoring room. Students in the program voluntarily seek individual or small-group counseling and assistance with their school work. Usually, they come to the guidance-counseling room during their study hall periods. The goal of this personal attention and encouragement is to help students not only to improve their

Type of Project

Guidance and Tutorial

Place

Eau Claire, Wis.

Starting Date

June 1966

Cost

\$21,610 in 1967-68 school year

Staff

7 counselor-tutors (4 during school year; 3 in summer program)

Participants

66 pupils

For Further Information Contact

Clifford Stanford
Administrative Assistant
Eau Claire Public Schools
122 Mappa Street
Eau Claire, Wis. 54701
Telephone 715 832-6621

Description The Diagnostic and Special Learning Center in Colorado Springs is one part of a five-part Title I program costing \$348,373. Other project components include a corrective reading program in 17 schools; two elementary school learning centers that offer in-school tutoring, enrichment activities, nursing services, and summer school activities.

The Diagnostic Center, built with \$122,000 in Title I funds, offers handicapped learners a second chance. It caters not only to the child with a low IQ but to the bright child who has learning difficulties that keep him from achieving at his ability level.

The center concentrates on treatment teaching. It focuses on each child's particular

problem and seeks to solve it with a completely individualized approach. Each teacher has only 12 pupils per day.

Pupils ride to the center on a school bus and have 2 hours of special instruction daily. Then they are returned to their regular classes, and a second group is brought in. The center is thus able to handle three shifts of pupils per day.

After a pupil is thoroughly tested in reading, spelling, and reading skills, the nurse does a complete study of the youngster from birth to the present to find out what his illness history has been.

After testing, if it is determined that psychiatric treatment is needed, the center uses the services of a psychiatrist obtained through the local medical association.

The audiologist tests hearing. If any loss of hearing or visual problems are encountered, parents are informed and advised to take the child to a doctor. A class for the hard of hearing is provided at the center.

The social worker visits the home to find out the family situation. If a child is suffering from an emotional block, parents are counseled and instructed concerning the child's role in the home. The social worker also serves as liaison between the center, home school, and the child's home.

A vast array of materials, aids, and gadgetry aid in the individualized teaching program. Equipment includes a reading ratometer which is used for speed reading. There are Language Master recording devices in which the pupil reads aloud a word on a card in order to practice its pronunciation; he then hears a recorded voice telling him how the word should be pronounced.

By means of a console with three tape recorders, teachers can instruct pupils in carrels via microphones and earphones; the pupils respond to the questions and their responses are recorded.

The center also uses the SRA reading laboratory series of booklets. Children are directed to read the stories, each of which becomes progressively more difficult, and test themselves on how well they understand the story. There are word games in which they learn phonics.

Since reading is the basic skill upon which all other learning depends, emphasis is on correcting weaknesses in reading skills. In addition, the center works with weaknesses in the related language skills of listening, speaking, and writing, and with the inability to understand numerical concepts and symbols.

The center's goal is to help disadvantaged pupils overcome handicaps that inhibit success in a regular classroom.

Type of Project *Psychological and Remedial Services*

Place *Lander, Wyo.*

Starting Date *February 1966*

Cost *In 1967-68 school year: \$16,380 from Title I; approximately \$10,000 from school district*

Staff *1 clinical psychologist, 3 nurses, 1 speech pathologist*

Participants *1,048 public school children, grades 1-8*

For Further Information Contact

*Dr. Brian Miracle
Clinical Psychologist
863 Sweetwater
Lander, Wyo. 82520
Telephone 307 332-3747*

Description A psychologist directs and coordinates his staff, teachers, parents, and community leaders in a combined program for intensive assistance to disadvantaged children. The main focus of the program is on prevention, early detection, and help with learning problems.

Pupils with psychological, social, and special learning problems are referred to the project by classroom teachers in two Title I schools. Referrals are based on underachievement in class and poor social behavior, poor school attitude, and poor attendance records. Many participants have delinquency and court records. In some instances, referrals are made by juvenile courts.

Each child referred to the project is tested, his problem diagnosed, and an appropriate corrective program planned.

School personnel working with the child in his regular classes and those involved in his corrective classes meet with the staff for directions and recommendations in supporting the program.

All regular and special school services are available to the child. These include individual or group therapy at the child's regular school with the psychologist, speech therapy, special classes for the handicapped, remedial instruction, and classroom teachers with special inservice training.

The psychologist and his staff made 4,006 contacts with 300 children for individual help during the 1967-68 school year.

The teacher-psychologist conferences, along with periodic tests, are held regularly to evaluate each child's progress throughout his participation in the project. Parents of all children referred to the program are asked to meet with the psychologist and the staff. Parent attendance at teacher conferences is high.

During the school year, teachers in participating schools receive inservice training. This program, conducted by the staff and superintendent of schools, includes instructions in identifying and working with children having psychological and/or learning problems. In addition, local workshops, directed by consultants from area colleges and private institutions, provide training and information on child psychology, child health, methods of teaching disadvantaged children, and social problems of children. Teachers take extension courses for college credit in child and adolescent psychology and diagnosis and remedial services.

The inservice training continues into the summer with 15 to 20 teachers earning college credit for a 6-week course taught by the psychologist. In the summer course, they work with children whose corrective programs carry over from the school year. Extensive work in perceptual development training is given during the school year and in the summer.

The psychology team serves Head Start children and other preschoolers during the summer, and several pupils from two area parochial schools on request. These children

receive initial testing and diagnosis and meet at least once with the psychologist. Teachers and parents are then advised on methods for working with the children. Thirty-five Head Start children and 150 other preschool children, mostly incoming first graders, received attention during the summers.

Project children are also reached after school hours through community participation.

A community advisory council meets weekly with the psychologist. The council studies problems of individual children and specific approaches for helping the child in his daily environment. In many cases, council members work directly with children outside school.

Membership of the council includes the police chief, the sheriff, doctors, district and juvenile court judges, and representatives of welfare agencies, health departments, ministerial association, and other community leaders.

At the request of the juvenile courts, the psychologist attends juvenile hearings and trials and recommends corrective procedures. Often the children are put on probation under his direction and that of the school.

teachers of brain damaged children, 13 teachers for children with special learning difficulties and/or mentally retarded.

Participants

210 public school children ranging in age from 7 to 16

For Further Information Contact

*William C. Fox
General Supervisor
Orange County School Board
Orange, Va. 22960
Telephone 703 Orange 9854*

Description

The groundwork for this year-round program was laid in the summer of 1967 when the teachers were trained, the equipment purchased, and the children selected.

Sixteen teachers attended an intensive week-long training program in which they learned how to work with children having physical, mental, emotional, and social handicaps. They also received specialized training 2 hours each day during the remaining 5 weeks of the program. The teachers represented five elementary schools and one intermediate school.

The children entered the program the following week. Each child was chosen according to his achievement level determined by individual testing carried on throughout the entire Orange County elementary school system. Graduate students of the University of Vir-

Type of Project

Special Education

Place

Orange, Va.

Starting Date

June 1967

Cost

\$120,962 in 1967-68 school year

Staff

1 teacher of the mentally retarded and emotionally disturbed, 2

ginia tested each child before he became eligible for the program.

The children participated in a 6-week summer program of reading, math, and language arts.

Each week they went on a field trip—to a television station, to Byrd Park, the Richmond Port Authority, Story-Book Land, and the Zoo.

While the children studied, the teachers did too. After the summer experience, the teachers spent another week evaluating what they had learned and how well the children responded to their learning experience.

This program was then introduced into the regular curriculum of the Orange County schools in the fall of 1967. It is one of the most ambitious special education programs in the State of Virginia.

Children appear much happier in special education classes than in regular classrooms. They are relaxed and receptive—no longer lost and unresponsive.

Because of the children's special needs and individual problems, very few textbooks are used. Teaching materials are mainly filmstrips, word and number games, flash cards, and other educational learning devices.

Special education classes range from 10 to 16 members. Small classes, plus the use of 15 local college students as aides, permit a great deal of individualized instruction. In addition, parents and volunteers from the Orange Junior Women's Club help out on a regular schedule.

As soon as the teacher feels the child is ready to achieve in a regular classroom situation, he transfers the pupil out of the special education class. In the first year of operation,

about 15 percent of the children made this transition.

Orange County school officials praise the special education program. They find a striking change in the attitudes of handicapped children. Attendance records have improved as well as reading skills.

Because all necessary teacher training and equipment purchases were made during the first summer, Title I funds now go almost entirely into teacher salaries.

Type of Project *Big Brothers*

Place *Farmington, Conn.*

Starting Date *January 1967*

Cost *In 1967-68 school year:
\$16,000, Title I; \$10,955,
State*

Staff *2 full-time adult volunteers, 1 psychologist, 1 psychiatrist, 1 social worker and 1 guidance counselor shared with the rest of the school system*

Participants *60 boys and girls, grades 5-8*

For Further Information Contact

*John McManama,
Principal*

West District Elementary School

Farmington, Conn.

06032

Telephone 203 673-2579

Description *To provide an adult figure for the disadvantaged child, Project*

Empathy has put youth workers on the job to establish friendships with those who have a financial or learning disability or emotional disorder.

To keep the community from identifying the problem children, the youth workers always operate with mixed groups of children—usually half disadvantaged and half not disadvantaged.

Even the adult volunteers do not always know who the disadvantaged children are in this upper middle class community just outside Hartford.

The project operates on the same principle as the "Big Brother" movement. The youth workers go with groups of boys and girls on outings, weekend camp trips, take them home for dinner, meet them in the evening for fun, games, or just talk—even meeting with a youngster alone if one boy or girl feels he must talk with him. Girls are given an opportunity to talk "confidentially" to a youth worker's wife.

There are also women and college youngsters among the volunteers, but they do not usually become involved in confidential discussions unless the youngster seeks them out.

The youth workers are free lance agents who can do what they want to improve pupil relationships. They work closely with the school system and are aware of the specific academic, psychological, and physical needs of these children. When necessary, the troubled youth is referred to the school psychologist and psychiatrist. The social worker, meanwhile, meets with his parents or guardians to seek out causes of the problem.

Volunteers usually help with outings, trips, and recreation activities.

Type of Project *Helping the Withdrawn Child*

Place Somersworth, N.H.

Starting Date September 1966

Cost In 1967-68 school year: \$9,689 from Title I and \$9,000 from city

Staff 2 teachers and 1 aide, paid from Title I

Participants 50 children, including 10 nonpublic school children

For Further Information Contact Robert L. Brunelle, Superintendent Somersworth, N.H. 03878 Telephone 603 692-2169

Description Withdrawn or backward youngsters, likely to be ignored in the regular elementary school classrooms, receive individual attention under this Title I program.

A teacher meets informally with the students in small groups; she talks with them and takes them on field trips; she tries to develop their oral language ability and creativity.

Pupils from grades 1, 2 and 3 pantomime and act out stories together on the theory that creative dramatics builds their imagination, confidence, and self-expression. They play games in the special classes and then return to their homerooms to play the same games.

Through such methods many, for the first time in their lives, do well in school.

In a related program, partially financed by the city, an interim first grade is offered to children who are not socially, physically, or emotionally ready for first grade.

The teachers of both programs cooperate fully and exchange information on the youngsters. About 50 students, grades 1-3, are helped during the year through special classes; approximately 30 of these are enrolled in the interim first grade.

One 7-year-old child from an isolated, rural area spoke fewer than 10 words during her 2 years of schooling. After 15 special sessions, she sometimes answered questions in monosyllables. She now speaks easily.

"Some call it a miracle," says Robert L. Brunelle, Superintendent of Schools. "We call it giving her a chance."

Mr. Brunelle said he noticed a correlation between the economic background of the child and his readiness for grade school. When the disadvantaged child receives individual attention, his grades frequently improve substantially, he said.

The teacher builds up an out-of-the-classroom relationship with the youngster. She picks him up at his elementary school, takes him on trips outside of the regular school schedule, and creates a program according to his needs.

Type of Project *Improving Self-Image*

Place Yuma, Ariz.

Starting Date January 1968

Cost \$31,830 in second half of 1967-68 school year

Staff 3 associate teachers, 6 teacher aides

Participants 249 children, grades K-8

For Further Information Contact H.L. Suverkrup, Superintendent Yuma City Schools 930 Avenue "C" Yuma, Ariz. 85364 Telephone 602 782-1896

Description To help children to think more highly of themselves—raise their self respect—the Crane School District in Yuma is letting economically deprived youngsters earn the food and clothing they need by working as aides in school libraries, on playgrounds, or wherever else they are needed.

Through this arrangement, the children can get all the services they need including medical and dental care.

Crane District officials say developing the disadvantaged child's sense of personal worth and giving him a feeling of social acceptance makes him more receptive to learning.

An intensive inservice program for teachers of the disadvantaged was conducted using resources of the Bureau of Educational Research and Services of Arizona State University, with contracts funded through Title I, ESEA. Workshop orientations on the planning and conduct of home visits were included.

Three elementary school teachers were selected to act as associate teachers. Their selection was based on their personalities and warmth toward children. Their "classrooms"

were set up in portable units adjacent to three elementary schools.

When they are troubled or have a need for close association with a sympathetic adult, students are referred to the associate teachers by the regular classroom teacher or the principal. Teacher aides relieve regular classroom teachers of routine duties so teachers will also have time to establish a warmer and personal relationship with the disadvantaged child.

Type of Project Nongraded Primary Program

Place Mt. Sterling, Ky.

Starting Date September 1967

Cost In 1967-68 school year: \$2,554 from Title I plus funds from the county and State for teachers salaries and health services

Staff 3 teachers, 2 aides, a part-time nurse, a counselor, and a speech therapist

Participants 60 public school students

For Further Information Contact Donald L. Patrick
Title I Coordinator
Montgomery County
Board of Education
Mt. Sterling, Ky.
40353
Telephone 606 498-3112

Description Special instruction is given to youngsters with academic or emo-

tional problems at the Camargo Elementary School.

Problem students who would ordinarily be enrolled in the first through fourth grades are divided into three groups according to their academic level. They study reading, math, and social studies at their own rate of speed and are tutored individually whenever necessary.

The Camargo Elementary School has instituted the program simply by regrouping the students. No new teachers were hired. Title I funds are used to pay the salaries of the two aides, the part-time nurse, and the counselor. Youngsters who are physically or emotionally too immature for first grade are selected for the lowest of the three achievement groups. Many are chosen as a result of psychological examinations conducted in the summer Head Start program.

They play games and participate in recreational activities designed for advanced kindergarten students. Each student takes a reading test once a month and starts reading whenever test scores indicate he is qualified.

The teacher works with several youngsters at a time while the rest of the class prepares programmed exercises under the supervision of an aide. Large letters, comic book characters, and candies are used in the special reading course to stimulate the students' interest.

The second achievement group is comprised of beginning readers from the advanced kindergarten group and students with poor academic records in the regular first grade. Children who have difficulty in the second level reading or math can be put back into the advanced kindergarten for additional development activities.

Seven-, eight-, and nine-year-olds doing third and fourth grade work are enrolled in the third achievement group. As in the lower groups, students are tutored individually and progress at their own speed.

Field trips play an important part in the program. The youngsters, who live in a rural, farm area, visit industrial and shopping areas in Mt. Sterling and Lexington.

They frequently dramatize urban situations in class. For example, to act out an arrest for a traffic violation, one student might play the policeman and another the driver.

Three eighth grade students listen to the youngsters read several hours a week. The student-tutoring program benefits both age levels.

Hot lunches, dental and medical care are provided for Title I youngsters through a separate program.

Type of Project Psychological-Psychiatric Counseling

Place Nashville, Tenn.

Starting Date 1967

Cost \$4,800 in 1967-68 school year

Staff 1 child psychologist, 1 child psychiatrist—paid by Title I funds; 1 social worker, 1 chaplain-director, 7 teaching nuns—paid by local funds

Participants 34 dependent, neglected and needy children, 6-14 years of age. Eight are from nonpublic schools

For Further Information Contact

Sister Anna Jeanne,
S.C.N.
Director
St. Mary Villa
30 White Bridge Road
Nashville, Tenn. 37205
Telephone 615 352-3028

Description Counseling is geared to prevent problems, but it also includes rehabilitation when needed. The consulting staff works with a representative of the public school psychology department and with a social worker for the nonpublic schools.

The psychiatrist and psychologist meet twice monthly with the staff of St. Mary Villa—a home for neglected and dependent children from broken homes. The children are (1) freely enrolled by parents or (2) committed by the courts. At one meeting, child development and care and the general environment of the children are discussed. At the second meeting, doctors are present with the staff and school representatives. Individual children are discussed in detail and professional advice is given to the staff in directing the child. During this meeting, the doctors may determine that a specific child needs additional help and arrange an appointment for the child.

The information secured at the meeting is used by the social worker to help parents understand their child and to ease domestic problems.

Information on the pupils is also freely exchanged between the staff and school representatives. The school representatives discuss with the teachers pertinent information neces-

sary for properly working with a child. The school representatives also provide the St. Mary staff with personality, behavioral, and scholastic information which help in recognizing psychological problems and in dealing with them.

Type of Project Psychological Services

Place Delta, Utah

Starting Date October 1967

Cost In the 1967-68 school year: \$4,000 in Title I money; \$3,000 in local funds

Staff 4 trained psychologists and 1 learning difficulties specialist (several days a month)

Participants 70 children

For Further Information Contact

Louise Bennett
Director, Federal Programs
Millard School District
Delta, Utah 84624
Telephone 801 864-4871

Description Four trained psychologists visit the Millard district schools at least twice a month to administer preventive and treatment services to children of all ages—from 4-year-olds in the Head Start program to graduating high school seniors.

Each child is carefully selected for the program. Usually, he is recommended by his teacher. But more than one-fourth of those

currently receiving psychological services were referred by their parents.

This close cooperation between staff and parents is one of the major strengths of the program. No pupil enters the program unless the parent, teacher, and child have thoroughly discussed it, and all agree they are willing to participate.

The learning-difficulties specialist helps the regular classroom teacher test and diagnose each child's need for special psychological services. When a serious problem is found, the child is referred to Brigham Young University for additional treatment.

Other children are treated in their home schools in Kanosh, Fillmore, Delta, Oak City, and Hinkley. In all, nine public schools are involved.

Children are taught how to cope with their learning difficulties, behavior problems, and social relationships. Strength groups have proven to be a particularly effective tool. This technique capitalizes upon the child's strengths and ignores his weaknesses. Psychologists find it develops self-confidence, so often lacking in this type of child. It also creates a desire to improve one's self-image by trying harder.

Parents and teachers are involved in the program through group and individual counseling sessions. Teachers also participate in in-service training sessions, and parents attend lectures and demonstrations on such topics as human relations in the family, and child behavior and discipline.

The psychologists hold evening programs for interested groups—for example, Head Start parents or parents of children with a common problem. Occasionally, an open meeting is held at which one of the visiting

psychologists explains to the community the various services offered to the district's school children.

"If this Title I program has accomplished one thing," says Talmage Taylor, Superintendent of the Millard School System, "it has made the school district aware of the need for psychological services in the schools. It has also shown that we need more of this type of service."

Type of Project *Counseling and Instructional Services*

Place *Honolulu, Hawaii*

Starting Date *October 1967*

Cost *\$39,912 in 1967-68 school year*

Participants *50 seventh, eighth, and ninth graders, including 2 from non-public school*

For Further Information Contact
*Clarence Masumotoya
Director, Federal Programs
P.O. Box 2360
Honolulu, Hawaii 96804
Telephone 507711,
Local 582*

Description A practical approach to strengthening language arts and arithmetic skills is supplemented by weekly group counseling sessions, individual attention, and health care, with the goal of improving student attitudes toward self and school.

Newspapers, periodicals, and mail order catalogs are "textbooks" for the language arts course, which is based on daily life situations and high interest themes. Arithmetic skills, too, are taught in practical fashion with the aid of an abacus and hand calculator to motivate practice in fundamentals. In both subjects, teachers work together on lesson plans.

Students often prepare their own overhead transparencies so material they like can be shared with their classmates. Films of class activities are sometimes made and used later in discussing group behavior.

Personal problems which interfere with learning are attacked in the counseling setting. In the weekly group sessions students are helped to verbalize negative feelings, to assess themselves realistically in relation to their problems, to take steps toward change, and to evaluate their progress.

Each boy or girl receives individual counseling also. Professional staff and classroom assistants share observations and agree on emphasis; parents and community agencies are consulted when necessary.

As a result of these efforts, students seem to be caring about themselves, others, and their work, project officials report. Teachers say the youngsters show greater motivation and more tenacity at working with difficult problems. More assignments are being completed and there are fewer disturbances in the classroom. A healthier concern and a refreshing sense of humor have also been noted. The students themselves say they've never before had lessons explained to them individually.

Type of Project

Group Counseling and Role Playing

Place *New Castle, Del.*

Starting Date *March 1966*

Cost *\$18,061 in 1967-68 school year*

Staff *1 project director, 1 secretary*

Participants *92 public and 14 non-public school children in grades 1 through 5*

For Further Information Contact

*Verna D. Barke,
Director
Child Guidance Center
Carrie Downie Elementary School
New Castle, Del. 19720
Telephone 303 328-0734*

Description Underachievers meet in small groups of five to seven pupils once a week during the school day for counseling sessions. The average session lasts 45 minutes but is sometimes longer or shorter depending on the classroom atmosphere.

The sociodrama, role playing, and group discussions are used to help the children express their emotions and resolve conflicts which they may be experiencing at home or school. The children are permitted to discuss anything they wish and are personally guided by the project director. Sometimes the discussions are about personal problems and sometimes they are about sports or movies or television shows.

The project director serves children in four schools—two public and two nonpublic. She makes her rounds each week.

Children are identified for the program with the help of the classroom teacher and through the use of IQ scores and studies of standardized test scores. Most of the participants have poor self-images and little confidence that they can succeed in school.

Parents of the participating children are urged to attend monthly group discussions with the counselor at the school center. The discussions are focused toward establishing more positive parental relationships with the children. Parents are taught techniques to reinforce the school's efforts and the use of encouragement and understanding to help the children's growth.

Of the 180 children who received counseling services since the program began in 1966, about 75 percent have made good adjustments to their school environment, and they are achieving academic success. The program has assisted the remaining 25 percent to more satisfactory class placements, referred specific cases for more psychological help or, with the aid of school nurses, found specific medical help for those who need it.

Type of Project *Group Guidance*

Boaz, Ala.

Starting Date *September 1, 1967*

Cost *In 1967-68 school year:
\$37,878 in Title I funds;
\$5,500 in Etowah
County Funds; plus
NDEA, Title V State
Project funds.*

Staff

*7 guidance counselors
with master's degrees
or working toward
their completion. 1
coordinating guidance
counselor at county
level.*

Participants

*3,600 public school
children in grades 7-12*

**For Further
Information
Contact**

*Don Morton
Supervisor of Guidance
and Counseling
Sardis High School
Route 5
Boaz, Ala. 35957
Telephone 205 593-5221*

Description The first guidance and counseling program in the history of the Etowah County School System is being conducted in seven schools. It has resulted in a sharp decrease in dropouts and a steep rise in college entrance for participants.

All pupils in grades 7 through 12 participate in the program through group guidance and individual counseling. In group sessions, sound filmstrips, 16 mm. films, tapes, or socio-guide-dramas portray various social problems such as delinquency, alcoholism, drugs, premarital sex, marriage, and family problems; educational problems such as grades, getting along in school, college, trade or vocational schools, etc.; vocational or career problems such as requirements, types of work, financial rewards, etc. Many group dynamic

procedures are used to derive the greatest benefit from the large group sessions. Due to a unique schedule, the counselor is able to see every pupil in school in six group guidance sessions divided according to grades, leaving the remainder of the week to do individual counseling.

Evaluation is a vital part of the guidance program. Achievement, interest, vocational, and specialized individual tests are used to aid the pupil in planning realistic goals and objectives.

The Etowah County School System has two activities that are countywide in scope. They are Future Education Night and Career Day. Future Education Night enables an interested pupil to meet with at least three representatives from colleges, nursing schools, business schools, trade, or vocational schools. On Career Day students from all schools in the County meet with representatives from industry to broaden their understanding of the future careers that they are considering. The discussions and speeches are taped so students may refer to them later or may use them to explore vocations that they were not able to consider on Career Day.

In the 3 years this program has been in operation, there has been a 30 percent decrease in school dropouts. Although the percentage of increase in college-bound students cannot be measured exactly, a conservative estimate is 20 percent.

Type of Project	Group Counseling
Place	Augusta, Kans.
Starting Date	October 1966
Cost	\$7,772 in 1967-68 school year
Staff	2 counselors, 1 psychologist for senior high, and 1 counselor for ninth grade
Participants	53 boys and girls, grades 9 through 12
For Further Information Contact	Horton Fleming Director, Title I 907 State Street Augusta Senior High School Augusta, Kans. 67010 Telephone 316 SP 5-7131

Description The program was originally set up for boys who caused severe disciplinary problems. When Title I funds became available, it was expanded to include all potential dropouts—both boys and girls. Most are from poverty areas.

Selection of participants is based on (1) poor attendance, (2) recognized behavior problems, and (3) poor academic achievement. Each child shows effects of social maladjustment, a deficiency in a positive social outlook, and alienation from school situations.

Of 106 pupils originally chosen, 53 volunteered and received group counseling.

The remaining 53 pupils served as a control group. Those who received counseling could stop whenever they wished.

The volunteers participate in groups of six with a qualified counselor. Sessions are held once a week for 55 minutes during a regular school day. Activities are chosen by each group and vary widely. Areas of interest indicated by each group are encouraged through field trips, resource persons, films, recordings, counseling, and psychotherapy sessions. The nondirective approach is used by the professional staff.

A comparison showed that 7.5 percent of the counseled group dropped out of school, while the control group had an 18.8 percent dropout rate in 1967-68—an 11.3 percent difference. For three consecutive years, the percentage decrease in dropouts has favored the counseled group when compared with the control group.

It is important to note that the school predicted all the school dropouts for the year except for one pupil in the counseled group and one in the control group. While it is difficult to assess what part of this smaller percentage of dropouts was due directly to group counseling, there appears to be a strong relationship between the student staying in school and membership in the counseled group.

Type of Project	Liaison Teachers
Place	Cumberland County, Fayetteville, N.C.
Starting Date	August 1967
Cost	\$189,303 in 1967-68 school year

Staff 21 liaison teachers

Participants Children in grades 1 through 12 referred by teachers and principals

For Further Information Contact James McN. Williams,
Director
P. O. Box 1420
Fayetteville, N.C. 28302
Telephone 919 484-0135

Description Liaison teachers focus their efforts on social rather than academic problems. They are certified teachers with a special interest in educationally deprived children and a special ability to work with parents.

The liaison teachers' concern is any school problem that obstructs a child's ability to achieve a goal. The liaison teacher tries to use the available resources of the home, school, and community to help the child. He makes home visits, visits social agencies, and refers the child or his family, or both, to agencies for financial assistance, employment, medical and dental care, and vocational rehabilitation. He prepares Juvenile Court cases and presents cases at the Mental Health Center for psychological and psychiatric help.

Liaison teachers are especially involved with classroom attendance. They work with the child, especially the retarded who drops out of school, in an attempt to either place him in a job, bring him back into the school, or see that he receives the training needed for employment.

During the 1967-68 school year they brought many children into the program after

they made home visits and explained the school program to the parents.

The liaison teachers are helpful in transporting children to physicians, dentists, and clinics when families have no means of providing their own transportation. The teachers also play an important part in helping children and parents in the selection of clothing for economically deprived pupils.

The liaison teachers are put through a rigorous inservice training program. The classes center around the basic principles of school social work and mental health. Field work is correlated with the inservice classes. During the regular school term, the teachers are required to attend weekly 2-hour sessions held by the Cumberland Mental Health Center. Experts in the fields of social work and mental health lead these sessions.

During 1967-68, the project reached 23 public schools and 4,361 pupils. Teachers are available for grades 1 through 12 during the regular school year. They do some preventive work with the preschool child when requested by parents or other agencies. During the summer they work with the kindergarten program and occasionally with needs of other children such as those in a reading program and children needing essential special services before the fall term.

Officials say that public school attendance in the poverty areas has risen sharply because of this program. Principals of non-Title I schools are reported to be seeking funds to set up this program in their schools.

"We believe that so many of the child's problems in the classroom originate outside the classroom that it is necessary to have someone available and interested in investi-

gating and coordinating help for the child and the school," the project director said.

Type of Project	Social Work Interns
Place	Newark, N.J.
Starting Date	1966
Cost	\$28,700 in 1967-68 school year
Staff	3 certified social workers
Participants	7 interns

For Further Information Contact
Samuel Matarazzo
Director of Special Assistance Programs
Newark Board of Education
31 Green Street
Newark, N.J. 07102
Telephone 201 622-6700

Description Graduate students in schools of social work get a 1-year internship for a 2-year commitment to work in Newark City schools after graduation. The interns are paid for their work out of Title I funds.

In 1966-67, the internship program provided for 11 students—6 from the Rutgers School of Social Work, 4 from Fordham University, and 1 from Hunter College of the City University of New York. Each group of 3 or 4 interns was supervised by a qualified social worker employed by the Department of Child Guidance of the Board of Education. The social worker received additional pay for supervising the interns.

When the interns complete their year of on-the-job training and receive their graduate degrees, they join the school system staff at regular pay from city funds.

In 1967-68, the internship program worked with 7 graduate students. One group was assigned to an elementary school, one group to a junior high, and a third to a senior high school. All three schools have a high percentage of Title I pupils.

Through the internship program, Newark schools are assured of an expanding force of social workers to meet the ever growing need in the inner city while giving service to deprived youngsters.

"This program has been of inestimable value to the schools for while the interns are in training, more pupils are being served," said Samuel Matarazzo, Newark's Director of Special Assistance Programs.

"In addition, the quality of social work in the schools is improved by the worker's familiarity with the educational system and the problems of the community," he added.

Type of Project

Coordinated Teacher-Nurse-Home Visit Program

Place

Canton City, Ohio

Starting Date

September 1967

Cost

\$326,425 in 1967-68 school year

Staff

8 elementary guidance counselors, 9 prescriptive teachers, 4 nurses, 1 interpretive diagnostic psychologist, 1 secretary, 11 learning resource center technicians, and 11 neighborhood aides (part-time)

Participants

860 public school and 25 parochial school students

For Further Information Contact

Dale L. Carman,
Coordinator
Canton City Schools
618 High Avenue, NW.
Canton, Ohio 44703
Telephone 216 455-8992

Description

Specially selected teachers, nurses, and home liaison personnel work with individual children and their families in an effort to solve as well as diagnose the children's emotional, health, and learning problems.

Three-member teams help students referred by principals of 11 public and 4 inner-city parochial schools. They consult a staff psychologist and a reading specialist when necessary.

About 80 percent of the students meet individually with a teacher over a several month period. Approximately 10 percent of the cases are studied in depth by the psychologist.

Learning centers with tapes and audiovisual equipment are used regularly. Special emphasis is placed on teaching games designed to increase the student's motivation to learn.

Staff clerks at the learning centers read with the students, talk with them, and encourage them to talk. By showing an interest in the students and attempting to increase their desire to study, they frequently fulfill a need the inner-city students fail to find at home.

Three workers are assigned full-time to schools where more than 40 percent of the students come from low-income families. Teams work on a rotation basis in schools with students from better neighborhoods.

The school system cooperates with civic organizations to provide for students' medical, dental, and clothing needs. For instance, a local Newsboys Club donates overcoats and heavy boots.

Students with learning difficulties are put into special education programs. In one case the teacher found that a poor student with above average intelligence was unable to absorb details. He was put into an auditory training program.

Some 8- or 9-year-olds from rural areas have had no formal education at all and are helped to adjust to school life. One 8-year-old with poor eyesight, who had been overprotected at home, learned through special instruction to skip and jump.

Students with more serious problems are referred to the proper authorities. One boy, for

instance, attracted his teacher's attention simply because he failed to participate in class. Several meetings with the psychologist revealed he had severe psychological problems and the boy was sent to an institution for help.

In all cases the team attempts to increase the parents' understanding of the children's difficulties.

A reading program for first through third graders and recreational program will continue through the summer.

According to Dale L. Carman, the program's coordinator, the team fulfilled an important role in attempting to solve problems which otherwise would have been neglected.

Type of Project

Tutoring

Place

Pipestone, Minn.
September 1967

Starting Date

\$25,500 in the 1967-68 school year

Staff

1 counselor, 1 remedial reading teacher, 4 tutors, and 1 half-time nurse, paid by Title I

Participants

150 public school children, grades 1-4

For Further Information Contact

E.W. Eggers
Superintendent of Schools
Pipestone, Minn. 56164
Telephone 507 825-2430

Description This program is designed to deal with the causes of educational illness in the early grades, reports E. W. Eggers, Pipestone Superintendent of Schools.

With this as the focus, the school system is using housewives and mothers from Pipestone—in addition to the professionals on the staff—to work with educationally deprived children in the early elementary grades.

The pupils' problems are diagnosed through tests, such as the Durrell-Sullivan Diagnostic, Gates Reading, Metropolitan Achievement, Bond-Climmer Mid-Term Reading, and a standard IQ, during the first 4 years in school. Children who rank in the lower third on these tests are the most likely to receive tutoring.

In addition to the test results, a pupil's needs are determined by teacher observations. Usually, says Eggers, the test results and teacher observations are highly correlated.

The tutor works in the problem areas designated by the tests and instructor. The tutoring sessions are supplementary classes. They take place during the school day but do not replace the pupils' regular classes. Basic tutoring usually falls into the reading and arithmetic categories. The pupil is expected to keep up with his regular work as well as the tutored material.

Tutoring groups vary in size and the length of time they are in session. All depend on the needs of the individual child.

The 150 participants—the total number of pupils in the program during the 1967-68 school year—do not participate in the program at one time.

Immediate evaluation of the pupil's progress is limited to tutor and teacher obser-

vations. Staff members report excellent progress.

As soon as a particular student has "licked" his individual problem, he either moves into another area of tutored instruction or is re-placed in the tutoring session by another educationally deprived child.

The Metropolitan Achievement Test is given each spring. Progress on the test indicates the long-range success of this tutoring phase of the Title I program.

Students also take part in two other Title I programs. A nurse works with them for sight, hearing, general health, and nutritional improvement. Several cases of poor hearing and/or sight deficiencies were found. In another case, the tutor discovered that the real problem was that the child had a bedtime of 10 p.m. or later. This problem was alleviated after a conference with the parents by the regular teacher and nurse.

There is also a Title I counseling program at the Pipestone elementary schools. The professional staff works with the students who also receive the tutoring.

Participants

133 public school students; 20 parochial school students in grades 7-12

For Further Information Contact

Mr. John E. Hawes,
Federal Supervisor
or
Mrs. Myra Sterns,
Reading Specialist
Waterville Junior High
School
Waterville, Maine
04901
Telephone 207 872-2000

Description Children in the program are from two public schools and two parochial schools. About 89 percent of the participants are economically disadvantaged. However, criteria for the project include any student who is at least two grades behind in reading, or is underachieving because of physical (sight, hearing, speech), social, or psychological problems.

Participation is through referral by a teacher or guidance counselor. Each child is then given a thorough reading test—psychological and physical tests are administered where the need is indicated. Of the participants, 70 public school students and 16 parochial school students receive tutorial and/or ancillary services. The remainder receive ancillary services only.

The tutors, each of whom is a certified teacher, are hired on a part-time basis. They work with the children individually or in groups of no more than five children giving instruction in remedial reading and math.

Type of Project

Tutoring
Waterville, Maine

Starting Date

September 1967

Cost

\$51,480 in 1967-68
school year

Staff

1 supervisor, 1 reading specialist, 13 tutors, 1 social worker, 1 psychologist (part-time), 4 mental health therapists (part-time).

Tutoring goes on during pupils' regular study periods in senior high school and during regular reading periods in junior high school.

The tutorial staff is made up of former teachers, regular classroom teachers, and housewives with teaching certificates who arrange their schedules so they can work in the Title I program. Most of the tutors also volunteer time outside school hours for field trips.

When the children reach their age-grade level, they return to regular classrooms.

The full-time social worker has established liaison with parents and children through home visitations and counseling. Needy youngsters also are provided with food and clothing. The four part-time mental health therapists offer three types of therapy—individual, group activity, and group interpretive.

Cooperation of the community in the program includes financial assistance for medical and dental treatment, eyeglasses, and other assistance by service and civic clubs. Local physicians and dentists give reduced-fee examinations and some treatment. Services of a speech therapist and personnel from a mental health clinic are available to the program.

Type of Project Tutoring Language Arts and Related Abilities

Place Riverton, Wyo.

Starting Date September 1967

Cost \$59,982 in 1967-68
school year

Staff

16 teachers aides, 12 junior high school student-tutors, 4 advanced reading teachers (part-time), 1 remedial reading teacher, 1 special high school teacher, 1 social worker (part-time), 1 librarian, 1 special education teacher

Participants

805 public school students, grades 1-12; 10 nonpublic school students, grades 1-6

For Further Information Contact

James H. Moore
Superintendent of Schools
121 N. 5th Street, West
Riverton, Wyo. 82501
Telephone 307 856-9407

Description This program gives intensive and individual instruction to disadvantaged students in four public schools and one parochial school.

Teacher aides serve in all schools except the senior high school. The aides, who must be high school graduates, include some persons with college training and persons from the target neighborhoods. All receive preservice training.

Economically disadvantaged students in grades 7-9 who are doing well in school are hired to tutor in grades 2-6. They receive \$1 an hour and average 2½ hours per week working individually with other deprived

children needing help in reading, arithmetic, and spelling. The tutoring is under the direction of the classroom teacher. It is scheduled during the tutor's free period or after school. The social worker coordinates the tutoring program with the junior high school teachers who select the student-tutors.

Because of the success of the tutoring program, school administrators are considering changing junior high school hours to allow more junior high students to participate in the program during elementary class time. The rescheduling would release junior high classes an hour earlier than elementary classes.

An enriched program for the best readers in the 6th grade is conducted an hour each day during the normal reading periods. The special program supplements the regular basic reading program with plays, short stories, poetry, and other literature well above the 6th grade level.

A qualified remedial reading teacher gives additional instruction to 36 elementary pupils. Instruction averages 6½ hours per student per week.

Two 55-minute classes in remedial English, writing, reading, spelling, and history are conducted daily for two groups of educationally deprived high school students. The participants earn two credits on completion of the course which is taught by a specially trained instructor.

The Title I program also provides a librarian to supervise use of educational materials and equipment and for a special education room for mentally retarded children.

CULTURAL ENRICHMENT

Type of Project

Focus on Other Cultures

Place

Centralia, Ill.

Starting Date

September 1967

Cost

\$61,849 in 1967-68
school year including
\$14,159 for this activity.

Staff

2 fine arts and 2 music
teachers, a clerk, 2
nonprofessionals in the
materials center, 1
guidance director, 1
remedial reading di-
rector, 2 remedial read-
ing teachers, and 10
part-time certified in-
structors

Participants

112 children in fourth
grade

**For Further
Information
Contact**

W.E. McAllister
Superintendent of City
Schools
220 South Pine Street
Centralia, Ill. 62801
Telephone 618 532-4932

Description

The children focus their attention on the arts and folkways of several cultures in this extended school day program. Sessions last from 3:15 to 5 p.m. daily.

Teachers who have traveled on foreign soil relate their experiences. They supplement their knowledge with filmstrips, recordings, field trips and, when possible, use the language of the country being studied.

The program is used as an opening wedge

to increase the children's comprehension of English language arts and other academic areas. The program has been worked out by the city school director of art and music and takes place daily in a new house furnished with outstanding art prints, a piano, a complete setup of audiovisual materials and projectors in addition to movable school furniture.

Twenty-five of the most disadvantaged children in the city are bused to this fine arts house daily. A different group of children attend the fine arts classes once a week.

Six different units make up the curriculum. Each focuses on a cultural area—the United States, France, Hawaii, Mexico, England, and Holland. The study of language, customs, costumes, music, art, literature, and drama is included in each unit.

The youngsters attend a stage play, take a trip to the State capital in Springfield where they visit historical shrines, and they travel to New Salem where Lincoln grew up. Not one child in the group had seen a stage play or visited Springfield before this.

Guidance helps a great many of the pupils who need direction during the critical years of their development.

Two remedial reading teachers work throughout the day teaching classes of 2 to 8 pupils each from grades 4, 5, and 6.

Two full-time specialists and 10 after-school part-time teachers instruct in language arts and read poetry and fiction.

Evaluation of the project through standardized testing and observation shows good results in raising academic achievement, attitudes, and personalities in this racially integrated group of children.

Type of Project

Instrumental Music

Worcester County, Md.

Starting Date

Summer 1966

Cost

About \$37,000 in
1967-68 school year

Staff

3 teachers and 9 aides

Participants

About 260 students

**For Further
Information
Contact**

Strayer Hancock,
Project Director
Worcester County Board
of Education
Snow Hill, Md. 21863
Telephone 301 632-2582

Description Fourth through sixth grade students are given training in musical instruments at three predominantly Negro schools in Worcester County.

Students are taught in small groups in 1½ hour sessions three afternoons a week at three school centers. Youngsters from a fourth Title I school are brought to one of the centers for the program.

Instruction is offered in percussion instruments, brasses, woodwinds, and some strings.

Participants in the program may continue to receive instruction through high school if they wish. Those with special musical talent are selected by the principals of the three schools. They play popular songs, waltzes, jazz, and rhythmic pieces, using standard music textbooks. Student groups perform at schools and, on occasion, in churches along the Eastern Shore. One group traveled to the other side of the State to play for a State conference of several hundred music educators.

Bands and musicians are invited to the school centers to play. The local high school bands play at each project center in order to show the grade-schoolers what they can do if they continue their music lessons.

The ceremonial detachment of the U.S. Army field band played for the Title I students and their families. On another occasion, a woodwind quintet from the Peabody Conservatory of Music in Baltimore performed. The youngsters and their parents were taken to see a semi-professional production of "Oklahoma."

The music period begins with a snack of milk and sandwiches at 3:30 p.m. The food costs about 25 cents a child; it is paid for by Title I.

All the students volunteer for the program, designed to build their self-confidence, improve their attitudes toward education, and lay the groundwork for full participation in high school music activities. Many of the youngsters, however, are withdrawn and inactive members of their classes.

The aides are high school students, who tutor the younger children. The pupil-to-pupil tutorial system benefits both age groups.

In a 5-week summer program, instruction is continued at the three centers. Three different sessions with three different groups of children are held daily, permitting the staff to spend more time with individual students.

By providing the children with a musical instrument and a chance to acquire a skill, the program attempts to ease their transition from the predominantly Negro elementary schools to the high schools which are now being desegregated.

Type of Project

Negro History

Place

Charleston, W. Va.

Starting Date

Spring 1968

Cost

\$1,000 in second semester of 1967-68 school year

Staff

2 teachers

Participants

Approximately 60 students

For Further Information Contact

*Mrs. Lucille Armstrong
Supervisor of Social Studies
200 Elizabeth Street
Charleston, W. Va.
25311
Telephone 304 346-0471
ext. 288*

Description Two Negro history classes are offered in 2 high schools. During the second half of 1967-68 school year, 60 students in grades 10 through 12 were enrolled in the integrated classes.

The curriculum, developed under the direction of Mrs. Lucille Armstrong, county social studies supervisor, uses available materials on Negro history and augments them with field trips and outside speakers.

The objectives of the course are (1) to strengthen the Negro's confidence and assure him that he has historical roots; (2) to help others understand the culture and contributions of the Negro; and (3) to supplement textbooks which have almost no material on the Negro.

The program will be offered next year in four Kanawha county high schools. In three schools it will be expanded into a two-semester course.

The plan will be made available to any high school wishing to initiate a similar course.

Type of Project

Three Dimensional Art

Place

Rochester, N.Y.

Starting Date

February 1966

Cost

\$70,443 in 1967-68 school year

Staff

7 sculpture and crafts teachers

Participants

1,500 elementary school students annually, from 6 public and 1 non-public school

For Further Information Contact

*Carleton Reed
Project Supervisor of Art Action Centers
13 Fitzhugh Street South
Rochester, N.Y. 14614
Telephone 716 232-4860*

Description Nonverbal youngsters and those who create discipline problems are offered experiences in creative self-expression with three-dimensional art materials and have opportunities to make decisions about their work.

Sculpture, ceramics, weaving, and wood carving are offered in well-equipped studios located in seven elementary schools in the in-

ner city. Each student selects his own medium and materials. A teacher is available to assist when needed. Materials and tools are of a nature which stimulates creativity—potter's wheels, kilns, looms, wood blocks, among other items.

The schedule and time allotted to the art classes vary according to the situation in each school, and with each child, but classes are kept small—averaging about 10 students. Typically, several students come to the Art Action Centers to continue their work during lunchtime or before or after school.

Of all Rochester's Title I projects, this one, consisting of less than 3 percent of the total allocation, has created the most excitement. It's the first time that most of the youngsters have gained satisfaction from making something by themselves. Even first graders have learned to throw successfully on the potter's wheel.

Most importantly, the opportunity for non-verbal expression is transforming fear into confidence and hostility into eagerness to learn.

For Further Information Contact

Mrs. Robert Underwood
Coordinator of Federal
Programs
210 E. McLean Street
Manchester, Tenn.
37355
Telephone 615 728-7584

Description About one-third of the children in all six elementary schools in the Coffee County School System are from low-income families.

To add cultural enrichment to the lives of these children of poverty, six itinerant teachers bring to each school professional instruction in music, library science, and physical education. Each teacher services three schools. He meets with each class in each school for approximately 45 minutes every third day of the school year.

The physical education program aims at improving the child's physical fitness, and includes instruction in proper body care and health. Activities are planned for total participation and involve all the children at all times.

The music teacher brings to these schools the only professional music instruction available in the system at the elementary school level. She teaches the fundamentals of reading music, develops in the children an appreciation of music, conducts singing and folk dancing, and directs small rhythm bands. Songs are correlated, as much as possible, with the current social studies and language arts programs.

Youngsters in fourth, fifth, and sixth grades hear the Nashville Little Symphony perform

each spring and fall. The appearance is funded by ESEA Title III.

The itinerant librarian performs the dual job of storyteller and book dispenser. The story hours are especially effective in the lower elementary grades. They do much to encourage out-of-the-classroom reading. Although each school has its own library, established under ESEA Title II, the itinerant librarian handles the circulation. In the 1967-68 school year, more than 60,000 books were checked in and out of the libraries of the six schools. Very often whole families read these books. (Some of the parents in this area have never gone beyond second and third grade in school.)

In another phase of this Title I program, a guidance counselor works with elementary students upon referral from teachers. Most of this work involves the child's parents. The object is to prevent dropouts before the problems become irreversible.

Type of Project

Using Nonschool
Professionals

Place Orange, N. J.

Starting Date February 1965

Cost \$207,384 in 1967-68
school year

Staff

9 full-time teachers,
3 social service aides,
3 team aides,
2 full-time administrators,
1 part-time director,
1 part-time cultural arts
supervisor, 1 part-time
language arts supervisor,
12 professional-crafts-
men in ceramics, sewing,

Type of Project

Itinerant Teachers

Place Manchester, Tenn.

Starting Date August 1967

Cost \$30,000 in 1967-68
school year

Staff 6 teachers—5 paid by
Title I, and 1 guidance
counselor

Participants 1,400 children, grades
1-6

woodshop, art, photography, dance, drama, instrumental music and chorus, 1 secretary, 8 certified teachers serving as part-time tutors

Participants
483 children, grades 1-8

For Further Information Contact
Raymond P. Harding
Director of Special Education Programs
Oakwood Avenue School
Orange, N. J. 07050
Telephone 201 672-5608

Description The school board hired specialists as instructors. Their professional attitude has had a strong effect on the students who can, as a result, relate the skills to reality.

Students are taught photography by a professional photographer. They learn all phases of picture preparation from developing negatives to direct contact printing and the enlargement of negatives. The students have a professional ceramics teacher who imbues them with his professional standards. Their art teacher presses for quality work and gets it. The students display their creations at a semiannual exhibit. These exhibits give the students pride in their work, especially after seeing people view it with admiration and—in some cases—buy it.

In woodworking, students are given an early introduction to useful job skills. The work they do becomes more meaningful when the games they create in the shop are used in regular classrooms.

Girls in the home arts sessions make complete wardrobes. Students are taught creative stitchery, simple cooking, table setting, ways of beautifying the home, social graces, etiquette, personal grooming, and good health habits.

In drama classes, children perform in skits, plays, and pantomime, learn acting and dancing as forms of art expression. They learn the rudiments of stage craft, including costuming, makeup, scenery design and construction, lighting and properties. Efforts are made to relate historical events, lives of famous persons, choral speaking and reciting to dramatizations.

A drama instructor coordinates the cultural arts phase of this program with an after-school club-oriented language arts program. In music sessions, professionals guide the children in vocal and instrumental music and in the development of listening skills.

Science activities include growing plants; projects with fish, turtles, birds, chicks, guinea pigs, and mice; collecting and identifying natural objects such as rocks, leaves, seeds, shells; weather observation; experiments with the aid of science kits; the observation of animals in natural habitats; and assembling models.

The pupils are permitted to use audiovisual equipment after they are trained in its use.

The cultural arts program is one of six components in a project involving 880 children—656 from public schools and 224 from nonpublic schools. The entire program, called "Development of the Whole Child," includes: Language arts, team teaching in the primary grades, special services, inservice training for teachers, and an outdoor education program which provides overnight camping experience

for third, fourth, fifth, and sixth graders in the springtime, and a month's summer school followed by a month in camp.

Type of Project Resource Teachers

Place Walker County, Ga.

Starting Date August 1967

Cost \$227,639 in 1967-68 school year

Staff 5 coordinators, 3 reading specialists, 2 reading teachers, 21 aides, 4 science resource specialists, 4 fine arts resource specialists, 1 industrial arts specialist

Participants 2,911 public school children, grades 1-12

For Further Information Contact

N. M. Epperson, Jr.
Federal Projects Administrator
Walker County Department of Education
LaFayette, Ga. 30728
Telephone 404 638-1240

Description This broad program of cultural enrichment for children with poverty backgrounds operates in 18 Walker County schools. It focuses on reading, science, fine arts, math, physical education, and industrial arts.

The work in each of these areas is directed by a coordinator. Working with each coordinator is a battery of resource and teaching

specialists. All stand ready to assist classroom teachers with special remedial problems. All have been outstanding teachers for at least 5 years.

Still other specialists help classroom teachers obtain special materials, supplies, and equipment. Materials are maintained for distribution and use within each of the six subject areas. Permanent facilities include a well-equipped observatory and planetarium located in the central part of the county.

The work plan in each area of study is extremely flexible, depending on the needs of the student and the availability of resources. The reading program, for example, concentrates on one-to-one tutoring and small group instruction. Remedial work is, however, regularly scheduled and as soon as the child is able, he reenters his regular class.

The fine arts activity includes art appreciation, creative art, and music as it relates to the social science program.

Classroom teachers and reading teacher aides attend inservice training sessions 1 hour a week. They are instructed in remedial techniques in working with poverty children.

Inservice training in other areas is given as the school schedule permits.

Type of Project Cultural Resources Center

Place Weirton, W. Va.

Starting Date 1966

Cost \$56,439 in 1967-68 school year

Staff 1 director;
6 instructional aides

Participants

600 public school students
35 nonpublic school students

For Further Information Contact

C. H. Cameron, Director
State and Federal Programs
Curriculum Office
Cove School
Weirton, W. Va. 26062
Telephone 304 748-7400
or 748-7710

Description Underachievers in grades 1 through 9 are introduced to cultural ideas and materials through cultural resource centers in six schools. Each center is attached to the school library and is furnished with art prints, sculpture reproductions, family games, photographic equipment, music albums, literature tapes, tape recorders, and record players. A full-time instructional aide is assigned to each center.

Classroom schedules are arranged so the children may spend at least three class periods a week at the centers. There they listen to recorded music, poetry and stories, read books from the library, and study paintings. They also may take some of the art objects home overnight.

For every 10 pupils there is one instructional aide. The aides are women from the Weirton area who have served successfully as adult leaders of youth groups. Some have had college training.

The aides answer questions and provide guidance and information. Their roles do not,

however, include any phase of instruction that would normally be taught in a classroom.

Miss Elaine McAlpine, director of the Educational Materials Processing Center for the Weirton schools, diagnoses the needs of each child and shapes the program for him.

The project has proved a positive value in changing student attitudes toward school attendance and interest in classroom work.

Type of Project After-School Study-Cultural Center

Place Fort Collins, Colo.

Starting Date February 1966

Cost \$55,000 in 1967-68 school year

Staff 6 instructors paid by Title I

Participants 65 public and 5 non-public school children, grades K-6

For Further Information Contact

Buford Plemmons
Coordinator of Special Projects
317 South College Avenue
Fort Collins, Colo. 80521
Telephone 303 482-7420

Description The After-School Study Center is one component of the Title I remedial program in the Poudre School District, Fort Collins, Colo.

While remedial work in reading and math is emphasized, other activities are also conducted. Courses in arts and crafts, music apprecia-

tion, choral and instrumental music are available. A school nurse is on duty to investigate health problems and to recommend professional medical and dental care. Recreational activities are included—films are shown, games played, and parties given on holidays and other special occasions.

The main reason for the center is to provide an environment in which to study and give cultural enrichment to disadvantaged children.

Instructors are regular teachers of the school district who are paid for their after-school work. Education students from Colorado State University observe and participate as volunteers throughout the school year under the direction of the instructors.

The center is centrally located. Children are picked up by bus at the six participating public schools and one nonpublic school and returned to their pick up points at the end of the program each day. The center is open Mondays through Thursdays from 3:15 to 5:00 p.m. Attendance is voluntary. However, classroom teachers recommend certain students and strongly encourage their attendance.

Despite the voluntary aspect of the program, attendance is high even in bad weather. Both teachers and parents have noted a definite increase in the quality of the students' regular school work.

The center operates daily for 8 weeks during the summer when the emphasis is on remedial reading and math. The summer students are required to attend on a half-day basis.

Type of Project	<i>Living Theater</i>
Place	<i>Washington, D. C.</i>
Starting Date	<i>September 1966</i>
Cost	<i>In 1967-68 school year: \$84,000 from Title I plus about \$22,500 from the National Foundation on the Arts and Humanities</i>
Staff	<i>8 actors, 5 production staff, and a director</i>
Participants	<i>About 28,000 students</i>
For Further Information Contact	<i>Kenneth Kitch Assistant Executive Director Arena Stage 6th and M Streets, SW. Washington, D. C. 20024 Telephone 202 347-0931</i>

Description A company of professional actors and singers perform a program of five scenes from various plays at inner-city junior and senior high schools to stimulate the students' interest in literature and the theater.

More broadly, the carefully selected program is designed to speak to the urban youngsters, who are frequently alienated from schools and society, on problems which concern them most.

The company from Arena Stage, a repertory theater in Washington, presents scenes from plays of Shakespeare, Molière, and modern playwrights. Folk songs, protest songs, and

songs from musicals relevant to the dramatic themes bridge the scenes.

One scene may be chosen for its portrayal of teenage love such as the balcony scene in Shakespeare's "Romeo and Juliet." Another may be selected because it depicts a parent-child confrontation. One may be comic while another is serious.

Materials on the background of the play, the period it was produced, information on its author, and notes on the scene itself are sent to the schools to be used in the classrooms before the company performs.

After the performance, actors go into English classes, talk with the students, do improvisations for them, and encourage them to improve on what they saw. In one typical example, two students, when asked to act out a situation from their own lives related to the scene from "Romeo and Juliet," did a love scene which brought cheers from their fellow students.

Teachers and staff at the schools are requested not to lecture the students on proper theater behavior nor tell them how to react, thus allowing the students to respond as a normal theater audience. Members of the student body assist in putting up sets and every effort is made to create a theater rather than a school atmosphere.

The company usually repeats each program twice at each school. The five scenes last about 50 minutes and the classroom discussion about an hour. Two separate Living Stage productions were presented at the 18 Title I schools during the year; in all, over 70 performances were given.

The actors selected for the company are young and can communicate easily with the

students. Many are former teachers or have expressed an interest in teaching. They are given intensive training by the director of Arena Stage's Improvisational Theatre Workshop on how to reach the students and bring them out in classroom discussions.

The idea is to create an atmosphere in which the natural inquisitiveness of the students is given free play. By acting out questions and ideas and by relating their own experiences to drama, students become more fully participating members of the school and community.

The actors noticed that the students were more responsive, natural, and perceptive when they returned to the schools for the second performance. Schools reported an unusual number of books relating to the plays were taken out of the libraries following the programs.

Under a separately financed Title I program junior and senior high school students saw the Arena Stage production of "Room Service." Groups of about 800 students attended eight special matinees during the year.

Type of Project	<i>Cultural Enrichment Program for Delinquent Girls</i>
Place	<i>Salem, Oreg.</i>
Starting Date	<i>Summer of 1967</i>
Cost	<i>\$21,000 for 1968</i>
Staff	<i>A summer coordinator, a part-time assistant coordinator, a part-time bus driver, plus the 12 staff teachers paid for overtime work through Title I funds</i>
Participants	<i>About 170 students</i>

For Further Information Contact

*Mrs. Isabel Hall,
Principal
Hillcrest State School
for Girls
Salem, Ore. 97310
Telephone: 503 581-2531*

Description Girls committed by Oregon courts to the State training school take trips to parks, theaters, and industrial and historical sites in a program designed to stimulate the students' interest in academic courses and their response to school life.

The girls at Hillcrest State School for Girls come from different ethnic backgrounds. Their offenses range from truancy to murder. Almost all share a feeling of hopelessness about their studies and about life.

Groups of about 20 girls, accompanied by two project coordinators and three staff teachers, travel throughout the State.

During an 8-month period, the school planned about 20 major trips for the girls. In an experimental coeducational project, several students from the State training school for boys were invited to participate in the summer excursions.

Title I funds also were used to bring guest speakers, films, and other evening programs to the school.

The trips are selected for educational as well as recreational purposes. Intensive classroom study precedes each trip, and the girls discuss what they saw and what they learned after they return to the school.

For instance, before a trip to lava caves and beds, the staff science teacher shows slides on volcanic matter and discusses volcanos and related topics with the girls. On the trip, a

forest ranger explains the formation of the lava beds and caves to the girls and shows them how to judge the age of the petrified trees by the rings in the trunk.

When the girls return to school, they go over what they have seen to reinforce the learning process.

Art students go to the Oriental Art Museum at the University of Oregon in Eugene. They have a Chinese dinner at an Oriental restaurant before returning to the school. All girls are included in one meal at a restaurant during the program.

Trips are taken to a wool processing plant, a tuna factory, a cheese factory, a computer center, and the Oceanography Institute at Newport. The girls, visiting Newport, picnic on the beach. For several in one group, it was their first view of the ocean.

During the winter, groups attend musicals such as "The Most Happy Fella" and "West Side Story." Girls, studying about King Arthur, went to see the movie, "Camelot."

An overnight camping trip to the Shakespeare Festival at Ashland, Oreg., was scheduled for the 1968 summer. The girls cooked out and spent the night at a camping site before going to see the festival. On the way home, they stopped at points of interest, such as a cheese factory.

Special trips are taken by the younger girls to a local newspaper plant, a dairy, the museum in Salem, and nearby State parks.

During the trips, the girls are encouraged to take notes and discuss matters of interest with their teachers. Good grooming, usually a serious problem at the school, is emphasized. The girls' behavior on these trips has been exemplary.

HEALTH AND FOOD SERVICES PHYSICAL FITNESS

Type of Project

Health Service

Gaffney, S. C.

Place
August 1966

Starting Date
\$23,707 in 1967-68
school year

Cost
6 registered nurses

Staff
4,203 pupils

For Further Information Contact

V. Hugh Waters

Title I Coordinator

Cherokee County School District I

P.O. Box 490

Gaffney, S. C. 29340

Telephone 8C3 488-6016

Description Poverty-stricken children in Cherokee County (School District No. 1) are for the first time receiving a concentration of health services. Uniform health records are being established, and many children are receiving their first vaccinations against polio, smallpox, diphtheria, and tetanus.

Eye examinations by the school nurses revealed a large number of boys and girls needing glasses. They were referred to optometrists. With the help of the local Lions Club, 220 pairs of eyeglasses were provided to the indigent children.

Nurses visit every one of the 10 schools every day, take care of any sickness or injury, assist the classroom teachers with first aid and health instruction, and carry out health screening procedures. The screening process includes vision and hearing tests, dental ex-

aminations and periodic routine examinations of weight, blood pressure, heart, and lungs.

The nurses also try to visit as many homes of the children as they can. Mrs. Sara Parris, the program's nurse supervisor, describes what she says is a typical home in this way:

"I visited in the homes of some children who had been coming to school very dirty. They had a bad body odor and the other children did not like to sit next to them in the classroom. Of course, this hurt the children and made them feel very inferior. Talking with the children themselves about the problem did not help so a visit was made to the home to discuss it with the mother. There were three preschool children in the home.

"The house was heated with a small laundry heater. In fact, I think this must have been the only stove in the house because each time I have been there she has something cooking on it. This heater gets very hot when there is enough fire to warm the room.

"She does not have a baby bed or play pen in which to put the 9-month-old baby, so when he is awake she must hold him all the time to keep him from getting burned. She also has to go outside to draw water from the well and do all her washing outside.

"It seems almost like a cruel joke to talk to this poor woman about keeping her children clean. This woman is carrying her 13th child. She has had 12 full-term babies. One was born dead and three have died since birth. She lost an 18-month-old child this fall and cannot even remember the day he died. She thinks 'it was sometime in September.'

"She is only 35 years old and could become pregnant many more times. She did not know

that she could do anything to prevent pregnancies.

"Since the first visit we have been taking her, with her doctor's permission, to the Health Department's Family Planning Clinic. It is hoped that she will have surgery after this baby. Her husband works every day, but is only an unskilled laborer. He does not make a very good salary and, of course, they know nothing about managing their money.

"We have a real challenge here in trying to help this family improve their standard of living.

"We feel," Mrs. Parris explains, "that by visiting the home and understanding the child's background we can better understand his behavior at school."

Type of Project

Supplementary Health Program

Place
Whitley City, Ky.

Starting Date
September 1966

Cost
\$48,018 in 1967-68
school year

Staff
Full-time nurse and
nurse's aide with
medical assistance
available on contract

Participants
About 2,000 children

For Further Information Contact

Charles J. Hall,

Title I Coordinator

Board of Education

Whitley City, Ky. 42653

Telephone 606 376-2005

Description The health program for children in eight schools in the rural

areas of the Appalachian Mountains includes complete medical checkup, supplementary food for school meals, and clothes for disadvantaged families.

Thorough physical examinations are given to all students many of whom have never seen a doctor. A high percent need further medical attention and several hundred received treatment from doctors, dentists, and specialists at local ear and eye clinics during the year.

Because malnutrition is believed to be a major cause of illness in the young, Title I funds are used to supplement the regular school lunch. Many students, who have only "bull dog gravy" made of grease, flour, and water on bread and potatoes at home, now eat fresh fruits and vegetables at school.

Funds are also used for a breakfast program for 1,700 students. The meal is largely financed by the National School Lunch Program.

Special education classes are conducted with emphasis on nutrition, personal hygiene, intestinal parasite control, and dental hygiene. A marked improvement was noted in the students' teeth this year as a result of last year's dental hygiene instruction.

One 13-year-old girl, who was partially deaf in both ears, received treatment at an ear clinic through the program. The last report indicated she had normal hearing in one ear and improved hearing in the other.

Dental care remains the area of greatest need for the youngsters. After 1,300 children were examined, 209 saw a dentist a second time. Two hundred extractions and 1,381 fillings were needed.

Many students also have poor eyesight. Title I funds provided 175 pairs of glasses last year, and additional funds came from other sources.

In the past kidney diseases, diabetes, and nuisance conditions such as head lice also have been discovered.

The nurse and the nurse's aide take part in the checkups. They then visit the families to inform them about their children's health and continue to supervise cases where further treatment is necessary.

Type of Project *Health and Physical Development Program*

Place *Caldwell, Idaho*

Starting Date *September 1966*

Cost *In 1967-68 school year:
\$12,500 from Title I;
\$7,500 in local funds*

Staff *10 physical education
instructors, 1 director*

Participants *3,653 public school
pupils, grades 1-12*

For Further Information Contact
*Ellwood Gledhill
Superintendent of
Schools
415 S. Kimball
Caldwell, Idaho 83605
Telephone 208 459-1571*

Description This project, emphasizing good health and physical fitness, is reaching disadvantaged pupils in six schools through well-organized physical education instruction.

One physical education teacher is assigned to each elementary and junior high school. Two instructors teach at the senior high school.

Gymnasiums, equipped with mats, bars, obstacle courses, and other necessary and appropriate paraphernalia, are located in each school.

The instruction, organized and graduated to fit age and grade level, emphasizes muscle development, coordination, corrective and general fitness exercises, and physical skills.

In grades 1 through 3, classes are held for 30 minutes, 3 days a week. Pupils in grades 4 and 5 receive instruction 1 hour, 3 days a week. Daily 1-hour classes are held for pupils in grades 6 through 12.

Separate classes are held for boys and girls in grades 4 through 12 with the exception of some exercise drills in high school. Also high school boys and girls often share a gymnasium for separate programs scheduled at the same hour.

Standard physical fitness tests are given to each pupil at the beginning and close of the school year. During the year, individual and grade charts record progress and growth rates.

The pretests and teacher observations identify physical weaknesses in pupils such as muscle weakness and poor posture, and coordination. Corrective exercises for performance in class are prescribed, and a report is sent to the parents, explaining the weakness and suggesting exercises to be done at home. Regular reports, based on the progress charts, are furnished to parents throughout the year.

The staff holds five workshops each year to evaluate program progress.

Certificates of achievement and improve-

ment are given to all students who show outstanding performance and improvement scores.

In addition to the regular fitness program, instructors in junior and senior high schools teach a daily class in health and nutrition.

Two of the teachers, especially trained in motor perception instruction for the handicapped, teach three days a week at a Title III center for the mentally retarded. This center serves nine school districts and enrolls 120 children.

Type of Project *Hot Lunch Program*

Place *Forrest City, Ark.*

Starting Date *1966*

Cost *\$136,800 of Title I in 1966-67 school year plus U.S. Department of Agriculture food and money*

Participants *3,448 public school children in grades 1-12, 45 nonpublic school children*

For Further Information Contact

*William Irving, Superintendent
Forrest City Public Schools
Forrest City, Ark. 72335
Telephone 501
ME 3-1485*

Description Bright, attractive, portable lunchrooms were installed and

equipped at the elementary schools and a permanent cafeteria and library were built and equipped at Lincoln High School, all with Title I funds.

Food is bought and menus centrally planned by the chief lunchroom supervisor who meets monthly with lunchroom managers.

Each lunch includes a minimum of two ounces of protein-rich food, three-quarters cup of fruit or vegetables, two teaspoons of butter, one or more slices of whole wheat or enriched bread, and a half-pint of whole milk.

A check of all lunchrooms on a single day showed that while some cooks added their own touches, the basic menu was the same at all schools.

Before the lunchroom was completed at Lincoln High in 1966-67, the chief supervisor and her staff made 800 sack lunches daily, each meeting the Type A requirement, and sent them to Lincoln.

To sell the community on the value of the program, the chief supervisor, Mrs. Frances Harris, set up grab boxes in stores and gave away 100 free lunches to parents. She set up a display in a downtown store window showing what makes a Type A lunch. Mrs. Harris also appeared on a local radio show.

Forrest City Schools Superintendent William Irving pointed out:

"When we feed the children at school, we establish a better relationship between the school and the underprivileged community. We had children previously who had nothing but potato peelings which they brought from home to eat at lunchtime. Now they eat with

every other child without the stigma of being singled out, and they eat a complete meal."

Title I served 2,700 of the children free. The others also received free lunches through the Department of Agriculture and the Arkansas Education Department.

The hot lunch program has increased daily classroom attendance by 225 children.

Before the lunch program, many of the children had scaly, powdery-looking skin—good evidence of malnutrition. Many of these children had been seen eating potato peels for lunch.

Mrs. Harris also said that some of the smaller children had not known what it was like to be seated together at a table and had learned for the first time how to use paper napkins and utensils.

Type of Project *Breakfast*

Place *Mission, S. Dak.*

Starting Date *September 1967*

Cost *\$7,475 in 1967-68 school year*

Staff *Regular cafeteria staff.
1 cook and 1 aide at Spring Creek and 2 cooks at He Dog School*

Participants *185 Indian children.*

For Further Information Contact

*G. Barnes
Superintendent of Schools
Mission, S. Dak. 57555
Telephone 605 856-4457*

Description Many Indian children attending Spring Creek and He Dog Elementary Schools were coming to school without breakfast. The lack of breakfast in many cases was a direct result of impoverishment or lack of time or energy on the part of the parent to prepare the meal.

Whatever the cause, these children were hungry. They could hardly wait until lunch. And they didn't concentrate as they should upon their school work.

The breakfast program, inaugurated with Title I money, has changed all this. Each morning the children receive—without charge—a breakfast of milk, juice and cereal, either hot or cold.

The results: More attentive children in the classroom, and much better attendance—an average increase of 7 days over that of the previous year.

It is also hoped that the breakfast program will instill in these children the desire to serve a nutritious breakfast in their homes later in life.

Type of Project Physical Education

Place Upper Perkiomen School District
Pennsburg, Pa.

Starting Date September 1966

Cost \$13,165 in 1967-68 school year

Staff 1 director, an orthopedic surgeon as a consultant, a physical therapist hired by the hour, and 1 secretary

Participants

68 public and 10 parochial school children, grades 1 through 12

For Further Information Contact

Dr. Donald C. Thompson
Superintendent of Schools
1 Walt Road
Pennsburg, Pa. 18073
Telephone 216 679-7961

Description A rigid program of physical exercises is doing much to correct significant physical defects, postural problems, and muscular weaknesses among students at three public elementary schools, one public high school, and a parochial school in the Pennsburg area.

Before each child enters the exercise program he is screened by the school staff. A physical therapist and a physician then designate those with significant handicaps that can be corrected by exercise. More difficult cases are referred to an orthopedic surgeon—to date, only three or four.

Pupils, directed by their classroom teachers, participate in a regular daily exercise schedule. Twice weekly, they take personalized exercises in small groups under the supervision of the physical education teacher. Special equipment and materials are used.

For the exercise program to work, it must be followed 365 days of the year. Parent involvement is necessary. Before the program began, parent meetings were held and the corrective exercises demonstrated. Parents were

advised of the value and character of the project and their help enlisted.

A presummer workshop emphasized the importance of the student's maintaining his exercise schedule throughout the summer. The function of the parent was to see that the child performed the exercises regularly and properly.

Parents were supplied with booklets outlining program objectives and individual exercises for the child. The teacher and physical therapist made home visits to check and evaluate the progress.

The exercise program has been well received by the community. A citizen's advisory committee of key persons from medicine, nursing, education, and parents' groups guides policy and evaluates the program.

Of the 78 children now participating in the program, about 30 will graduate this spring as "cured."

Type of Project *Adapted Physical Education***Place** *Woonsocket, R. I.***Starting Date** *January 1968***Cost** *\$38,847 for 8 months***Staff** *1 project supervisor, 6 physical education instructors, 1 arts and crafts instructor, 10 aides, 1 counselor, 1 part-time clerk, 1 nurse, 1 part-time physiotherapist, and physicians.***Participants** *76 public and 10 non-public school children, 14 home-bound youngsters*

For Further Information Contact *Gerard A. Cartier
Federal Aid Coordinator
70 North Main Street
Woonsocket, R. I. 02895
Telephone 401 769-1964*

Description Children who are physically unfit--shut-ins, seriously handicapped, convalescents, those with weight problems or bad posture--and cannot participate in the regular physical education program have been provided with special facilities to meet their needs. The facilities are in three remodeled attached quonset huts formerly used by Naval Reservists. The buildings are also used for other Title I programs.

The children are first given a complete

physical examination and, based on their capabilities, take part in mild, moderate, or strenuous exercise. This consists of physical recreation ranging from art therapy, archery, or shuffleboard (mild activity) to dancing and touch football (strenuous).

During the academic year, activities are conducted only on Saturdays and include children from grades 1 through 7. The children are picked up at key locations by special transportation.

The program continues during the summer for children in grades 7-12. Daily sessions include swimming in a lake located in a nearby State park and in the ocean on once-a-week trips.

Although the handicaps of some of the children have been corrected, the biggest gain has been in the attitude and outlook of 99 percent of these unfortunate children. They seem better able to accept and understand their handicap and no longer feel left out.

COMPREHENSIVE

Type of Project

Model School

Portland, Oreg.

September 1967

Starting Date

\$875,000 in 1967-68
school year

Staff

53 paid aides, 4 reading
specialists, 1 psychologist,
2 social workers, 5
librarians plus 60 part-
time tutors, and 100
instructional aides who
are college volunteers

Participants

480 prekindergarten
650 kindergarten,
1,448 primary,
1,434 intermediate,
843 junior high school
pupils

**For Further
Information
Contact**

Willard Fletcher,
Director
Elementary Education,
Area II
Portland Public Schools
4825 N. Haight
Portland, Oreg. 97217
Telephone 503 234-3392

Description Nine elementary schools and five early-childhood education centers participate in this hard-hitting Title I program in the heart of the Portland ghetto. Included are more than 5,000 children—one half of whom are Negro, one-half Caucasian.

The model school program concentrates on early childhood education. It provides many intensive services and utilizes new school and classroom organizational patterns especially

adapted to this hard-core poverty area. Major activities include—

Reduced class size—Open enrollment allows children to attend schools outside their neighborhoods if space is available at their grade level. Children or their parents are responsible for transportation.

A second, more widely used, approach is the administrative transfer. Neighborhood schools select youngsters with high potential for social and academic success in new settings and recommend them for transfer. These children are transported to new schools on buses chartered with Title I funds.

Teacher-aides—Under the direction of the teacher, aides perform numerous tasks ranging from clerical to instructional duties. They also assume routine responsibilities on the playground and in the cafeteria, thus freeing teachers for more teaching.

Extended day—This program includes remedial assistance in academic subjects, additional course work, and physical education activities developed and taught by people from the staff and community.

Reading center—Pupils attending the reading center receive intensive diagnostic and remedial help. Two or 3 days are spent in interviews and evaluations in the area of language arts to determine each child's needs and then develop a tailor-made program for him. Fourth-grade youngsters who are 1½ years or more below grade level participate in a rigorous reading improvement program. Many of these youngsters are, for all practical purposes, nonreaders. They spend 10 weeks, one-half day each day, at the center.

Tutorial classes—Children who experience difficulty in adjusting to the classroom envi-

ronment—many, it was found, in this ghetto area—receive extra help from special tutors. This is a program of highly individualized instruction with strong supervision; its purpose—to develop a reorientation to the school situation through better grades and greater self-confidence.

Radio and television programs—One television and three radio programs were produced during the 1967-68 school year. One was developed by the children; the others offered educational information to the children and their parents.

Adult volunteers—A large group of adults donate about 2 hours each week to the program, doing routine paper work in the classrooms and taking the youngsters on tours. One of the schools has more than 120 volunteers helping each week.

College tutors—More than 150 college students spend an hour each week helping the children in the classroom and taking them on field trips. Several neighboring high schools also provide tutors.

Early childhood—About 500 four-year-olds participate in a half-day educational program the year around. Emphasis is upon relationships with other children, development of proper attitude, a sense of self, basic concepts as number, color, size, verbal skills, and reasoning processes.

Curriculum development—New curriculum materials and approaches—especially necessary in this area because of the large number of probationary teachers—include pupil team learning, a reconstructed science program, a parent education program, and the development of a kindergarten individual development sequence.

Although the Portland school system has no objective test score data for this program, there are many evidences of success:

For example, before the program began 270 parents had conferences in school because of behavior disorders exhibited by children in Boise Elementary School, and there were many fights after school. Today, this kind of behavior has almost disappeared. And only 60 conferences for these reasons have been required. Fewer suspensions have occurred.

Several out-of-school boys headed for terms in the juvenile detention home have been helped to return to school and are performing well.

Other children who were dropouts or on a home teaching program (for incorrigible behavior) are now in school and progressing well.

When the program started these nine ghetto schools ranked lowest in the district on third grade achievement tests. Today, some of the schools are surpassing the city average.

As final evidence—few teachers have requested transfer out of the program; many want to transfer into it.

Type of Project	Remedial Comprehensive
Place	Lamont, Iowa
Starting Date	August 1, 1967
Cost	\$78,110 in 1967-68 school year
Staff	1 full-time teacher, 1 aide half-days, 1 nurse
Participants	27 children in this project; 479 in total Title I program

For Further Information Contact

Donald L. Hoth
Assistant Superintendent
Lamont Attendance
Center
Lamont, Iowa 50650
Telephone 319 924-2321

Description Operation Rescue, a comprehensive program adapted to the special needs of the Starmont Community School District in northeast Iowa, offers a concentration of remedial services to slow learners from low-income families.

The "rescue" operation begins almost immediately after the child enters school. Special reading teachers conduct classes for first, second, and third-graders in each elementary school in the district—in Lamont, Strawberry Point, and Arlington.

For the more "deliberate learners" in grades 4 through 6 and 7 through 9, two innovative learning laboratories have been provided.

Learning in these laboratories takes on a new dimension. The old classroom concept is discarded, and a new, innovative program adopted. Here, the pupil gets to know the teacher and the teacher the pupil. Together, they discuss the child's problems and plan his program. Very often the solution for one child will work well for another, so the idea is shared and several children follow the same learning procedure.

Each learning lab—which becomes the homeroom of the student—is a colorful, exciting place. The walls are alive with pictures; the bulletin boards are *used*; and the children themselves are constantly on the move. A flexi-

ble seating arrangement makes a rapid change of scene possible. Children may be grouped around the teacher at trapezoidal tables one minute and the next be broken into small groups for team teaching or for individual exploration and discovery activities.

In one corner of the room a single pupil may be using a filmstrip projector. Two other children may be viewing filmstrips, each with his own viewer. A phonograph with "jack board" equipped with headsets keeps several other children busy with math, reading, or a general cultural enrichment project.

The center of the room has more trapezoidal tables for writing assignments and work on programmed reading. Checkers, dominoes, and educational games occupy another corner of the laboratory.

The tape recorder plays an important role in reading instruction. It can be used individually with headsets or by groups who read, dramatize, and tell stories to the tape. The instant replay serves as a strong motivation for improvement. Skill tapes are also used to strengthen reading through the use of this machine.

The controlled reader further reinforces reading instruction. It is used both for small groups and for individuals.

Other hardware includes an overhead projector, a Mast teaching machine, and a technician color projector. The children have become efficient, capable operators of all these machines and are especially proud of this accomplishment. On numerous occasions they have been called upon to demonstrate the use of the equipment in regular classrooms. This opportunity to share their skills has improved their self-image and feeling of personal worth.

To be included in a learning laboratory, a pupil is first referred by his regular grade teacher. His basic skills and other standardized scores are checked. The parent is asked to come to the school to talk with the teacher and the principal.

The 7-8-9 laboratory is staffed by regular junior high instructors, each specially chosen because of his understanding and sensitivity to the problems of the slow learner. Junior high students assigned to the lab attend regular classes in physical education, typing, industrial arts, and homemaking.

When the youngster leaves the learning laboratory at the end of grade nine—if he has not moved out before—he still receives special assistance to see him through high school. Two tutors reinforce the work previously completed and offer remedial aid—one in mathematics, the other in English and other subjects.

Tutors may do remedial teaching, help with homework, reteach materials missed in the classroom, administer tests, bring absences up to date, review for a test, or supervise a student taking a correspondence course.

Type of Project	<i>Focus on Physical Education and Guidance</i>
Place	<i>Bismarck, N. Dak.</i>
Starting Date	<i>August 1967</i>
Cost	<i>\$62,722 in 1967-68 school year</i>
Staff	<i>2 physical education instructors, 1 special music teacher, 2 guidance counselors,</i>

1 special reading consultant, 1 special educational vocation teacher, 1 special education teacher

Participants

1,699 public and 439 nonpublic school pupils (grades 1 through 8) and 100 pupils entering high school

For Further Information Contact

*Robert Miller
Superintendent of Schools
Bismarck Public Schools
400 Avenue E, East
Bismarck, N. Dak. 58501
Telephone 701 255-1987*

Description Children in three public schools and one nonpublic school (grades 1 through 6) participate in the physical education component of this Title I project. Physical education instructors conduct 30-minute classes 3 days a week in fifth and sixth grades and 2 days a week in the lower grades. The instruction, directed by a district physical education teacher, includes skills, exercises, and organized activities. Sixteen millimeter films of the classes in operation are available for in-service teacher training in other area schools.

Three 15-minute weekly telecasts bring special music programs into first- and second-grade classrooms. The special music teacher conducts live programs which feature instruction in singing, rhythms, and basic music education. Children in target first and second grades appear on each of the programs during

the 36-week series. A local commercial station telecasts the programs and pipes them simultaneously to two other North Dakota stations. The station donates part of the air time. Cost to Title I is \$1,640. Eighty-five school systems in the State requested lesson plans for the programs.

A summer guidance and counseling program, initiated in 1967, was continued in 1968. Culturally deprived pupils entering the first year of high school are scheduled for individual appointments with the high school counselors during the summer. Participants are selected from lists compiled by junior high school counselors and teachers. In compiling the lists, the counselors consider grades, test scores, family background, subjective classroom evaluations, and observations of student personality, behavior, and overall school attitude.

Arrangements for the conferences are made before the end of school through letters to the pupils' parents. They explain the purpose of the program, give the date for the conference, and invite the parents to attend.

At the conference, the counselor discusses (with the pupil and his parents) course selection, grades, and test scores, the student's interest in activities in and out of school, job experience, and vocational interests. Together, they plan a tentative 3-year academic program.

The counselors introduce the pupil and his parents to occupational information available in the guidance office and to testing services provided by the schools. The distribution of a handbook on the school's operation and a building tour ends the conference.

The summer program also includes counseling for high school students with special ad-

justment problems and for high school dropouts. Five dropouts have returned to finish high school.

This Title I program also includes a special vocational teacher at high school level for special education pupils, a remedial reading consultant, and a special education teacher.

Type of Project *Emphasis Personal Services*

Place *Florence, S. C.*

Starting Date *September 1967*

Cost *\$647,556 in 1967-68 school year*

Participants *6,000 children, grades K-12, including 100 nonpublic school participants, 250 re-claimed dropouts, 30 preschoolers*

For Further Information Contact *Marion L. Fisher, Jr.
Title I Coordinator
109 West Pine Street
Florence, S. C. 29501
Telephone 803 662-2476*

Description This project provides an overall program of help for educationally and culturally deprived pupils in 13 schools in Florence School District No. 1. It covers not only the regular school year but the summer as well.

Among the more effective aspects of the program are its food service, the use of teacher aides, inservice training of teachers, health

services, and summer school. Title I funds have provided for additional staff members, and for equipment, materials, and supplies to support each of these programs.

In addition, four special programs were initiated with Title I money during the 1967-68 school year:

1. A kindergarten pilot program in one elementary school
2. A special education program at three junior high schools
3. A commissary service between two junior high schools
4. An intensive reading program in all schools.

Forty-five teacher aides have been hired with Title I funds. They work throughout the school system. Each aide assists two to five teachers. Aides are usually persons from the school community. The majority are Negro, working with white and Negro teachers in integrated schools. All receive both preservice and inservice training.

Two teachers and one aide coordinate the preschool program. The regular school personnel provides physical and psychological services.

The first mobile home laboratory in the State is used in the special education program at Poynor, Southside and Wilson Junior High Schools. The trailer gives disadvantaged children an opportunity to learn cooking, house-keeping, sewing, nutrition, and home repair and maintenance. Both boys and girls participate. The staff includes two Title I teachers with specialized home economics training, a State vocational rehabilitation teacher, and an industrial arts instructor.

Another special program focuses on dropouts, who are reached through contacts by school people, community agencies, and public announcements. These youngsters are encouraged to continue their schooling to graduation. Courses center on reading, math, and English.

Summer schools in all schools are open to all pupils—including dropouts. Tuition is, however, charged to those who can afford it. The summer staff includes 9 high school teachers, 27 elementary teachers, 6 librarians, 1 social worker, 6 guidance counselors, 2 part-time nurses, and 4 part-time recreational instructors.

Type of Project *Comprehensive Learning Centers*

Place *Dover, Del.*

Starting Date *September 1967*

Cost *\$122,456 in 1967-68 school year*

Staff *3 full-time teachers; teachers from other programs serve part-time—a reading, a science and a math coordinator for grades 5 through 8; 22 teacher aides*

Participants *650 public school children in grades 1 through 12*

For Further Information Contact *Robert S. Hall
Project Director
William Henry Middle School
Carver Road
Dover, Del. 19901
Telephone 302 734-7036*

Description Participants are 1½ years or more below grade level, have IQs as low as 75 and, for the most part, are economically disadvantaged.

Learning centers are in operation for these children in four primary schools, two middle schools, and a high school. Each center is staffed with certified full- and part-time teachers and full-time teacher aides. All the aides have had experience working with children, and most have had at least a year of college.

Nearly all of the aides can qualify as substitute teachers in the school system. They are referred to as teacher aides because they work directly with small groups of children to raise their verbal skills. A teacher supervises them.

In addition to classroom instruction, each pupil has the opportunity to participate in a free lunch program. Medical and dental examinations are provided with followup care. Funds are available to buy clothing and shoes for the children. A full-time psychologist and a speech/hearing therapist are shared with the school district as a whole. Transportation for the special services and for field trips is also provided with Title I funds.

One example of project attainment can be seen in an elementary school where attention is focused on development of perception, hand-eye coordination, and the like. The children are of average intelligence but with very poor home backgrounds. They had made no progress in the first grade and were doing very poorly in the second grade. But in the last few months of the 1967-68 school year, with intensive training, they began to show "very definite improvement" in basic skills. Improvement appeared on standardized test

scores, and teachers reported improvement in pupil attitudes and behavior.

Type of Project

Remedial, Physical Education, and After-School Programs

Place

Cheyenne, Wyo.

Starting Date

September 1967

Cost

\$145,176 in 1967-68 school year

Staff

*4 reading and 3 math teacher specialists,
2 physical education instructors, 9 classroom teachers, 6 teacher aides*

Participants

1,294 public school pupils and 85 nonpublic school pupils

For Further Information Contact

*J. H. Brown
Coordinator of Federal Programs
School Administration Building
Cheyenne, Wyo. 82001
Telephone 307 632-0591*

Description This project offers remedial and physical education programs during regular school hours and supervised recreation and additional instruction after school. Children in the public elementary schools and one parochial school participate.

Remedial reading and arithmetic are taught in each of the public schools by two

teacher specialists. A remedial reading teacher also works in the parochial school. Children functioning below grade level receive instruction in small groups or individually.

Title I has put physical education into grades 1, 2, and 3.

The after-school program runs 90 minutes daily. It is open to parochial school children. Instruction includes arts and crafts, physical education, music, safety and health, library study, hobbies, shop, and science. Children in the program may be involved in more than one activity or may use the time for supervised homework study if needed.

Field trips to the State capitol, State library, city parks, other schools, large ranches in the area, and other community sites are also included in the after-school program.

Arrangements are made with two high schools for the children to use swimming pools during the off seasons. A staggered schedule allows each child to swim 1 hour a week for 20 sessions.

Three regular classroom teachers staff each of the programs with the physical education teachers and teacher aides taking part in segments of the projects. All are paid for the additional work.

Parents are invited to visit the after-school program and to participate with other parents in regularly scheduled discussion groups.

The Cheyenne Title I project also provides three teacher aides in each of the public schools, a school nurse, two school social workers, an elementary guidance counselor, a testing specialist, and a half-time speech therapist.

Type of Project *Supplementary Services**Grinnell, Iowa**August 1966**\$39,419 in 1967-68**school year***Staff***1 remedial reading teacher, 6 elementary, 3 junior high, 3 senior high summer staff teachers, 1 instructor for educable mentally and physically retarded pupils***Participants***165 children, grades 1-12***For Further Information Contact***Ben E. Davis
Curriculum Director
Grinnell-Newburg
Community Schools
P.O. Box 269
Grinnell, Iowa 50112
Telephone 515 236-3177*

Description A two-pronged approach to meet the educational and physical needs of children from low-income families in Grinnell operates at two elementary schools on a year-round basis. Economically disadvantaged children comprise 30 percent of the enrollment at each of these schools.

Special educational assistance includes—
At Davis School—A mobile classroom, purchased with Title I money and manned by a remedial reading teacher; a new class for educable mentally and physically retarded children in kindergarten and first grade.

At Parker School—A remedial reading teacher available on a part-time basis.

Although the focus at both these schools is on the education of the children, much attention is also given to their physical requirements. Many children have only one parent in the home and live in tar paper shacks heated by space heaters. Often the entire family uses the same bedroom. Some homes have no indoor plumbing.

Title I is providing these children with such basic essentials as clean clothing, baths as needed (a bathtub and shower have been installed at the Davis Elementary School), washing, drying, and ironing of clothes (a washer and dryer have been purchased with Title I funds), hair cuts for the boys and girls, free meals and snacks, an after-school recreation program, and provision for medical and dental services.

Occasionally, Title I money does not stretch far enough. Then local service organizations help defray the costs of medical and dental care. Contributions from local citizens pay for eyeglasses.

The community also collects clothing for needy youngsters. And some new clothing has been purchased with Title I funds. Retired women in a nearby home knit mittens, caps, and sweaters for the children. A sewing machine, another Title I purchase, is used to rehabilitate torn and worn garments.

A group of church women provide individual assistance in reading skills. Many of the children, with whom the church women work, do not have a chance to read aloud at home; many have no one to read to them.

Two years of this program has brought many of these disadvantaged children to

grade level and above, in the elementary schools. At the junior high level, the summer program has provided the extra lift many students needed to be placed in average or above average classes. At the senior high school one student has been able to graduate and at least two students have changed plans to drop out. This is in addition to raising all the pupil test scores and helping them adjust to the regular classroom situation.

VOCATIONAL EDUCATION DROPOUT ORIENTED

Type of Project	<i>Introduction to Industrial Arts</i>
Place	<i>Warwick, R. I.</i>
Starting Date	<i>September 1967</i>
Cost	<i>\$17,264 in 1967-68 school year</i>
Staff	<i>One industrial arts teacher, 1 van driver-teacher aide</i>
Participants	<i>56 public school children 24 nonpublic school children</i>

For Further Information Contact
*Raymond P. Casey
 Supervisor of Grant Programs
 111 Pilgrim Parkway
 Warwick, R. I. 02888
 Telephone 401 463-7650*

Description Industrial arts, a subject not usually taught in the elementary grades, is being introduced to 6th graders in Warwick, R.I. The purpose is to stimulate interest in school and prevent the boys from becoming dropouts.

Eighty boys with various educational problems are attending industrial arts classes in a mobile laboratory. The traveling laboratory was purchased with Title I funds at a cost of \$18,000—\$6,300 of which was paid in 1967-68; the remainder to be paid over the following 2 years.

The lab contains work stations for 10 pupils. It is heated, ventilated, and air condi-

tioned. It is equipped with a scroll saw, industrial vacuum cleaner, drill press, electrical theory patch board, and tool chests with the usual assortment of hand tools.

There is a visual aids area where slides and movies may be shown. An overhead projector is also available.

An industrial arts teacher travels with the lab which spends 1/2 day a week at each of the 10 schools. Each boy begins with basic instruction in the manual arts and proceeds at his own speed until he reaches the more complicated plumbing and electrical work at the end of the year.

School officials report a definite improvement in attendance and attitude since the program began. Many of the boys are showing enthusiasm for school for the first time.

The State Department of Education is currently developing an attitudinal scale test to evaluate this project.

Type of Project	<i>Ornamental Horticulture</i>
Place	<i>Niagara Falls, N. Y.</i>
Starting Date	<i>February 1966</i>
Cost	<i>\$39,069 in 1967-68 school year</i>
Staff	<i>1 teacher specialist and 1 school aide</i>
Participants	<i>128 children</i>

For Further Information Contact
*Dr. Charles Long
 Board of Education
 Box 399
 Niagara Falls, N. Y.
 14302
 Telephone 716 285-5251*

Description Pupils are learning soil science, plant propagation, park forestry, the care of lawns, landscaping, florist shop and retail garden store management, the marketing of horticultural products, and the maintenance and operation of a greenhouse.

Most students who complete the course are immediately offered full-time jobs. Many who wish to continue their studies are offered part-time jobs. The demand by the Nation's seventh largest industry is greater than the supply of trained people.

In the sequence program, instruction is given for two consecutive 40-minute sessions each day for 2 years. As an elective, instruction is given on an exploratory basis for 1 period per day. Supervised practice is required at all grade levels. Work experience is provided in the summer either through employment or home projects.

The program is open to pupils in grades 9 through 12 in parochial and public school poverty areas. It is also available to dropouts and mentally and physically handicapped persons capable of learning.

For students of limited abilities, a supervised work experience program has been developed in which the student spends a major part of his school day in the greenhouse-classroom laboratory located on the 54-acre site of LaSalle Senior High School. The horticultural center also includes a special heating plant and nursery area. All equipment, materials, and teacher salaries are financed with Title I funds.

The teacher is a specialist in horticulture with degrees from two universities in addition to extensive experience in nursery and green-

house management. Plans call for eventually hiring more teachers and teacher aides.

Dr. Charles Long, administrative intern for the Board of Education, said the program is geared to serve "a wide spectrum of abilities, ranging from those who intend to begin working after completion of the course to those who will use it as preparation for more advanced work in other institutions."

Type of Project *Occupational Training*

Place *Nashville, N. C.*

Starting Date *September 1966*

Cost *\$93,435 in 1967-68 school year*

Staff *16 vocational training instructors*

Participants *333 public school pupils, grades 11-12*

For Further Information Contact *C. H. Fries, Jr., Superintendent, Nash County Schools P.O. Box 627 Nashville, N. C. 27856 Telephone 919 459-2171*

Description Training designed to fill local and area employment needs is provided by this Title I program.

Surveys of area employment requirements, pupil interests, and the results of student aptitude tests are used to determine the vocational courses offered in five high schools attended by educationally deprived youth.

Four of the schools offer training in either carpentry, auto mechanics, industrial sewing, or small engine repair. A fifth school gives courses in tailoring, health occupations, and bricklaying. All schools have office procedures and typing courses.

Qualified vocational training instructors conduct the courses with pupils attending the classes from 1 to 3 hours daily.

Local businessmen work with instructors to insure that adequate training is given for specific skills.

Complete equipment and materials for each course are provided at the class locations. Students gain additional information and knowledge of career fields through frequent field trips to nearby businesses and factories. Opportunity to operate machinery, view the production of goods, type letters in an office, and become acquainted with business procedures increases the students' knowledge of work experiences.

Students enrolled in health occupation courses must visit medical facilities for observation of activities. As they advance in this course, enrollees gain firsthand knowledge of the medical fields by working for several weeks at a hospital, clinic, doctor's office, or laboratory.

The program has attracted dropouts back to school and caused a decline in the school dropout rate.

By recommending students to fill personnel needs in local businesses and by keeping informed of job openings in the area, the instructors also serve as placement counselors for graduates of the program.

Type of Project *Clerical Education*

Place *Plattsmouth, Nebr.*

Starting Date *August 1966*

Cost *In 1967-68 school year: \$4,740 from Title I and about \$6,000 from other Federal grants and the city*

Staff *1 teacher, 1 part-time vocational education counselor*

Participants *45 students*

For Further Information Contact *Deward R. Finch, Superintendent Plattsmouth City Schools Plattsmouth, Nebr. 68048 Telephone 402 296-5278*

Description To supplement its typing and bookkeeping courses, the Plattsmouth High School offers a clerical skills class to train students for office jobs after graduation.

Senior high school students study filing, stenography, key punch and other business machines, and general office practices.

At the end of the year a model, a beautician, and a representative from the State employment bureau come in and talk with the girls individually, advising them on grooming, dress, and possible employment openings.

Field trips are taken to the general offices of a major railway, local insurance compa-

panies, and newspapers. The girls meet with the companies' executives as well as their personnel managers for discussions on the skills and qualifications needed for employment.

Major Omaha offices hold job interviews with the seniors in the spring, and the entire graduating class usually begins work immediately after graduation. Since the course saves the employers from 6 to 15 months of on-the-job training, many companies offer higher salaries to girls who have completed it.

Three groups of students meet for 2 hours every day and all students are responsible for 2 additional hours of independent work during the week.

Acting as an office manager, the teacher does little lecturing. He frequently gives instructions on dictation belts and handles homework as a work assignment. Except for the scheduled mass dictation periods, each girl works independently with as little direction from the teacher as possible.

During the year girls study telephone usage, mail service, business letters, spelling, and punctuation to prepare them for the office routine. They work at modern L-shaped secretarial desks, each with an electric typewriter, a simulated key-punch machine keyboard, and a dictating machine with foot-pedal control and plug-in earphones.

Dictation machines enable 15 students to take dictation at one time at any one of four speeds. Each student thus may progress at her own speed. Duplicators, tape recorders, overhead projectors, and photo copy machines are also used.

The school's vocational counselor talks to all the vocational students in order to plan the enrollment. Students with poor academic

records or from families with low incomes are encouraged to participate. Above average students interested in office work are also accepted, but students planning to go to college generally are not permitted enrollment.

To graduate, a girl must fulfill the regular academic requirements set by the school.

Type of Project *Experimental Farm*

Place *Emporia, Va.*

Starting Date *June 1966*

Cost *\$26,000 in 1967-68 school year*

Staff *2 instructors—one paid by Title I; one from local funds*

Participants *16 boys in the winter; 20 in the summer*

For Further Information Contact

*Carlton S. Webb
Director of Instruction
Greenville County
Schools*

*P.O. Box 958
Emporia, Va. 23847
Telephone 703
ME 4-3748*

Description Ninth and tenth grade boys, many of whom were potential dropouts, are now eagerly coming to school because of this on-the-farm Title I project.

All of the participating youths have farm backgrounds. Many will become farmers when they finish school. However, the program also provides good training for salesmen

and mechanics, or for any other employment dealing with farm machinery and farm products.

The experimental farm project is the first of its kind to be conducted in Virginia.

The farm is only 2 minutes from the Wyatt High School. Here, boys are given the opportunity to manage and work on a farm which is owned by the school board. Title I provides them with an instructor, materials, and equipment needed. The boys not only learn modern farming practices, but they learn to operate and repair farm equipment. They have constructed a farm shop and storage building, cleared land for a road to the farm, and have had training in the selection and proper use of farm chemicals.

Each boy is given a plot of land where he raises crops of his choice and receives the proceeds when the crops are sold.

All of the farm work is done before and after school, and during the harvest season on Saturdays. Each youngster also attends a regular full day of school. Some are enrolled in a vocational agricultural course, but this is not required.

To supplement their work experience, the boys go on a number of field trips. In 1967-68, they visited a land-grant college (Virginia State) and saw its farm program in operation. They toured the U.S. Department of Agriculture's Experimental Station at Beltsville, Md., a meatpacking plant, and a farm machine manufacturing company. They also visited a farm implement store to look over the latest machinery and to compare values.

The experimental farm is one of six components of the Greenville County Title I

program. Other major areas include social workers, libraries, music rooms, special instructional areas, and aides for special education classes. The total program cost \$163,141 in 1967-68.

Type of Project

Work-Study

Place

Randolph, Mass.

Starting Date

September 1967

Cost

\$19,015 in 1967-68 school year

Staff

1 guidance counselor-project director

Participants

30 public school children in grades 8-12

For Further Information Contact

*Thomas L. Warren
Superintendent of Schools
40-42 Highland Avenue
Norfolk, Mass. 02364
Telephone 617 963-7800*

Description This Study-Work Alliance Program (SWAP) aims at potential dropouts and those who have already dropped out of school. It provides these youngsters with meaningful work experience while keeping them in school.

Each participant is required to take three major subjects in the morning. After lunch he reports to his place of employment.

Time is set aside each day for the guidance counselor to talk with each student. Weekly progress reports from employers as well as

teachers add an air of immediacy and a person-to-person touch to the program.

But the community aspect of the program is its real strength. Seven companies in the town hire SWAP students. Jobs range from stock boy and packer in a public market to nurse's aide, store clerk, baker, and mechanic apprentice.

Students get better jobs after they have worked for their employers for a while.

Because of this program, the dropout rate in Randolph has dropped sharply. It is well below the statewide average. There has been only one dropout since SWAP began, and some of those who dropped out of school previously have returned.

SWAP also has improved the attitudes of the boys and girls taking part. This shows in their desire to get more training after graduation so they can increase their earning potential.

There has been general acceptance of the program; no stigma has been attached to it.

Type of Project

Learn and Earn

Place

Salt Lake City, Utah

Starting Date

September 1966

Cost

\$24,500 in 1967-68 school year

Staff

*1 vocational instructor,
1 part-time guidance counselor*

Participants

17 public school students, grades 5-12.

For Further Information Contact

*William R. Shaw
Vocational Teacher
2875 South Main
Salt Lake City, Utah
84100
Telephone 801 486-7661
ext. 343*

Description Potential dropouts are encouraged to finish high school by learning a skilled trade and receiving pay while they learn.

All boys and girls in the program are underachieving in school, have truancy records, and are from economically deprived backgrounds. Some have delinquency records. They are referred to the program from Title I target schools in the district.

The program, held in a Title I instructional media center, includes courses in photography, television techniques, graphic arts, and technical library services. Equipment at the center enables enrollees to receive practical training and practice in taking and developing photos, offset printing, typesetting, television script writing and program organization, video tape procedures, operation and production of audiovisual aids, cataloging and processing library materials, and typing. The vocational students assist in publication of all printed materials produced at the center for use in Title I schools.

Transportation is provided to bring the students to the center from their regular schools where they carry a required 3- to 5-hour academic course. Vocational training scheduled during the students' free time and after regular school hours averages from 1 to

3 hours daily. The pupils attend regular classes in the morning and training classes in the afternoon.

Each student receives incentive pay of \$1.25 an hour for the vocational training time. Pay is limited to 15 hours weekly or 60 hours monthly.

The qualified vocational instructor teaches the training courses to individual students and to small groups. In addition, he tutors the pupils in any academic subject in which they need assistance.

One day each week, a high school guidance counselor is available to work with the students.

Completion of instruction in one of the vocational courses qualifies students for employment upon graduation from high school. Many graduates from the 1966-67 program are working in local print shops, and one was hired at the media center.

Type of Project	High School for Dropouts
Place	Washington, D. C.
Starting Date	March 1965
Cost	In 1967-68 school year: \$298,940 from Title I and \$17,940 from Title III.
Staff	32 teachers, 2 assistant principals, 1 principal, 3 administration staff, 2 counselors, 2 social workers, 1 nurse, 1 librarian, and 1 reading clinician
Participants	1,500 students

For Further Information Contact

Gerald Brown,
Principal
Spingarn High School
24th Street and
Benning Rd. N.E.
Washington, D.C. 20002
Telephone 202 629-2640

Description An afternoon and evening high school offers a complete academic curriculum and special counseling to school dropouts who may have either a job or a family. The program is known as STAY.

Students between the ages of 16 and 21 study 5 nights a week at Spingarn High School in northeast Washington. Three 2-hour courses are held between 3:45 and 9:45 p.m.

English, government, sociology, math, science, and Spanish are offered. Business courses include bookkeeping, record keeping, typing, shorthand, office machines, and printing. Home economics and child development classes are also available.

Under the ESEA Title III grant, a nursery care center staffed by a home economics and preschool teacher operates every night. Mothers leave preschool children at the center during their classes and participate in informal seminars on nutrition and child development in free periods.

A student must have completed the eighth grade before enrolling in STAY. He accumulates credits as a regular high school student and must receive passing grades in the same number of courses to receive a diploma. The time length for graduation is similar to that in city schools. The average student completes high school in 4 years.

A job counselor finds employment for many students and arranges for work hours to be adjusted to the school program. Students also meet with school counselors to talk over scholastic or emotional problems. Social workers visit their families when necessary. The school offers all the necessary college preparatory courses and an increasing number of students go to college every year.

A 6-week program from 5:15 until 9:30 p.m. every day is offered in the summer.

Type of Project	Experimental Junior High School
Place	Minneapolis, Minn.
Starting Date	December 1966
Cost	In 1967-68 school year: \$61,264 from Title I plus \$38,691 from the State
Staff	4 director, 5 teachers, 6 aides, a counselor, and a part-time social worker
Participants	45 junior high school students

For Further Information Contact
David W. Roffers,
Project Director
Lincoln Learning Center
1715 Plymouth Avenue
Minneapolis, Minn.
55413
Telephone 612 521-4741

Description The Lincoln Learning Center offers the basic academic skills and a

home economics and vocational shop program to junior high school students with emotional or academic problems or poor attendance records.

Problem seventh, eighth, and ninth graders from the Lincoln Junior High School study at the center, located in a remodeled printing shop in a projected urban renewal area. The program is designed to stimulate the interest of the potential dropouts and to teach them basic industrial skills in a business setting.

Because the center lacks a gym, the students begin the day with an hour of physical education at Lincoln Junior High School.

Those who arrive on time at the center receive a roll and milk at 9:30 a.m. For many, it is their only breakfast.

Four homeroom teachers teach morning classes in communications and math. The first hour is devoted largely to reading, but each teacher determines the specific program according to the needs and interests of the class. The home economics teacher, for instance, may schedule reading or cooking or sewing.

The center receives 45 subscriptions to a daily newspaper and all students read the paper in class.

The math programs also vary. The shop teacher may teach his homeroom class addition and subtraction by measuring pieces of wood or by determining the distance around the block where the center is located. The home economics teacher may send students out to practice economy-buying techniques by shopping for bargains in city supermarkets. But, in all cases, specific academic instruction and exercises are included in the routine.

Following a hot lunch at noon, students join home economics or American industry programs.

During the year, the boys make and sell objects such as footstools, fishing equipment, doorstops, coasters, bookstands, and pencil holders.

As they produce them, they discuss factors and techniques in the industrial society. For instance, students set up an 8-step production line to make fish hooks and spinners. At the same time, they talk about the theory of mass production.

Field trips are taken to factories, industries, and stock brokerages during the year. Guest speakers, including a lawyer, banker, chemical engineer, and personnel manager, come to the center.

More extensive production laboratories are scheduled to be set up shortly with local industries providing equipment and staff. Students will either repair or make marketable goods for which they will be paid.

The industrial program was developed at Stout State University in Wisconsin in an effort to relate industry to school life. It was adapted to the needs of Lincoln Junior High School.

Two VISTA workers, about 15 volunteers from local civic and church groups, and three student aides from colleges in the area help at the center.

Visitors include State officials, educators from around the world, and baseball players and other athletes, who talk informally with the students.

The center remains open until 9 p.m. for students and their families one night a week. One evening project was Operation Ov-

ershoe when boots were collected for needy residents in the area. Another night, the center's alumni were invited back for a carnival.

At Thanksgiving the girls in the home economics class prepared a Thanksgiving dinner for 85 people. At Christmas they sang Christmas carols in hospitals and homes for the aged in the city.

And when the house of one of the students burned down, the teachers at the center took the youngster and his nine sisters and brothers into their homes.

Type of Project Job Skills

Fremont, Nebr.

September 1966

Starting Date
In 1967-68 school year:
\$21,000 from Title I and
\$30,000 from the city

Cost
5 part-time teachers for
a winter program;
2 full-time teachers for
summer program; part-
time accountant all year

Staff
About 100 public and
40 nonpublic school
students in the winter;
about 12 students in the
summer

Participants

**For Further
Information
Contact**

William Donscheski
Assistant Superintendent
Fremont Public Schools
130 East Ninth Street
Fremont, Nebr. 68025
Telephone 402 721-6720

Description In addition to a regular vocational school program, Fremont High School offers special courses to prepare students for specific industrial and clerical jobs after graduation.

About 130 tenth- through twelfth-grade boys study electricity, metal fabrication, and small engine mechanics in classes emphasizing skills used in local industries. For instance, in a small metal-casting laboratory, students learn how to rivet, weld, and solder. They study various types of sheet metal bending used in plumbing and heating factories in Fremont and Omaha. They work with lathes in preparation for apprentice jobs in a metal tooling factory.

In three office occupation classes, senior high school girls study typing, business machines, filing, and other clerical skills. In the afternoon many girls have part-time jobs with the Board of Education, the city police, banks, insurance companies, and local industries. They are paid \$1 or \$1.25 an hour.

The office occupation classes meet for 2 hours every day. Students enrolled in the metal fabrication and small engine classes study for 2 hours three times a week while basic electricity students meet for an hour every day. The school offers one semester each of instruction in metal fabrication and small engines and 2 full years of electricity.

All teachers in the Title I program also teach in the regular vocational school which is open to junior and senior high school students. For instance, the small engines' instructor teaches welding and drivers' education in the general program, and the metal fabrication teacher works with Title I,

educationally deprived students for only one-third of the day.

Students participating in the Title I courses must fulfill English, social studies, science, and math requirements in order to graduate. The boys in the shop program receive a diploma with a major in vocational education and the girls are awarded a diploma with a major in business education.

About 80 percent of the students in the special vocational program obtain their diplomas. A large majority start work immediately after graduation.

Because of the technical machines used in the Title I courses, less than 20 students study in one class. Larger groups would be unmanageable.

The students frequently take field trips to local manufacturers and companies where they see firsthand an employment situation.

In a summer program, separate courses in typing and office machines are offered. Each class is held for 2 hours a day, 5 days a week.

Type of Project Focus on Skills and Job Experience

Place Ferndale, Mich.

Starting Date September 1964

Cost In 1967-68 school year:
\$58,000 from Title I and
\$13,146 from the State
and county

Staff 19 teachers, 2 psychologists, 2 secretaries, and a principal

Participants About 260 students

For Further Information Contact

David N. Newbury
Assistant Superintendent
Hazel Park School
District
23136 Hughes
Hazel Park, Mich. 48030
Telephone 313 542-3910

Description The Jardon Vocational Education Center in a Detroit suburb serves as a junior and senior high school for students with a low scholastic aptitude and for other potential school dropouts in a program known as SAVS (Study and Vocation Skills).

Seventh- through twelfth-grade students follow a varied curriculum that includes group guidance, basic academic instruction in block time, vocational skill courses, and actual job experience.

The program is designed both to change the student's outlook toward himself and school and to prepare him for a specific job.

The 16-room school includes an auto shop, wood shop, craft shop, greenhouse area, hospital and health care unit, and cooking and sewing facilities. The center shares a gym, library, and cafeteria with an adjoining but separate junior high school.

Sixth-grade students in nine elementary schools and seventh and eighth graders from two junior high schools in the Hazel Park School District are screened at the recommendation of their teachers. Students are admitted to the vocational school if tests and other criteria indicate they are potential dropouts. Students from other school districts may transfer to the school if funds are provided.

The center is located in a "blue collar" suburb. About 40 percent of the student population comes from families in the low-income bracket.

Eighteen credits, including at least 14 class credits and one job credit, are necessary for graduation. Every student must work for 5 months for one employer to fulfill the work requirement.

Work experience is emphasized for all grades. The school obtains subcontracts from local industries for younger students, who fill envelopes or assemble parts in a supervised classroom. They are then paid for their work.

One teacher's sole concern is finding jobs and placing students in supermarkets, factories, restaurants, and stores in the area. He schedules a student's classroom work around the job and maintains contact with the employer, who sends in a report card at the end of the work period.

Because the students have a history of failure in school, every effort is made to increase their self-confidence. For instance, no marks below "C" are given.

Many students have high ratings on intelligence tests, but for psychological or emotional reasons they are unable to perform. Several students return to the regular school sequence every year.

In one program, students grow and sell flowers and seedling tomato plants. The money is used for a picnic for the students and their families at a nearby lake.

The same group takes on about 20 landscaping contracts during the year. The students make and lay their own cement blocks, plan patios, and dig flower beds in suburban

areas. A local company supplies a tractor, a truck, and professional help when necessary.

In a nursery school training class, a teacher and five student aides work with 3- and 4-year-olds from the community. The aides learn the basics of nursery school teaching.

When a student graduates, he is well prepared for a job. In the 1968 graduating class, all 14 seniors held full-time jobs during the last semester.

A low dropout rate, about half that of the regular secondary program in the district, is the best indication of the project's success.

Type of Project *For the Slow Learner and Potential Dropout*

Place *St. Martinville, La.*

Starting Date *September 1966*

Cost *\$70,210 in 1967-1968 school year*

Staff *A part-time supervisor, 12 teachers*

Participants *188 public school students*

For Further Information Contact *James W. Comeaux
Coordinator of Federal Projects
St. Martin Parish School Board*

*305 Washington Street
St. Martinville, La.
70582
Telephone 318 394-6261*

Description *Vocational skills and the regular academic subjects are taught at*

five city high schools in a program geared to the slow learner and potential dropout.

Boys meet in ungraded classes for 2 hours of industrial training and 3 hours of reading, math, and social studies. There are no more than 18 students in each class.

In the vocational course, participants study metal work and welding the first year, auto mechanics the next year, and woodworking and carpentry the third year. Students are encouraged to pursue their own interests as well as the specialized course. The skills taught are those used in local industries.

Only those students whose test scores and academic records indicate they are at least 2 years behind their grade level are selected for the program.

The instructors teach basic academic skills according to the level of the students. Schools hold inservice training sessions on the instruction of slow learner groups, and guidelines for the various subjects are set up.

In English, for instance, reading skills are emphasized more than literature. Some students receive elementary school reading instruction. If the more advanced boys and girls do read a play or novel, they then are asked to draw a picture illustrating a scene from it rather than analyze its dramatic techniques.

Math instruction begins with addition, subtraction, and the multiplication tables. Then, instead of studying algebra, students solve practical problems such as one involving the amount of concrete needed to build a sidewalk or driveway. And in social studies, they study the local and State governments and take field trips to city agencies.

There are two classes in each of the five high schools, one for junior high and the other for senior high school students.

Students individually and in groups make equipment in the vocational course. In the welding class, for instance, a boy might make a barbecue pit to take home to his family. Or the class as a whole might build a cattle guard or make signs for a school's nature trail.

The spirit in the special program is such that the boys in each school formed themselves into a service club. During the year each club works on projects such as repairing basketball equipment for the school.

An advanced home economics course is offered to girls in two predominantly Negro high schools. Girls study hair styling as well as cooking, sewing, and home management.

Type of Project	<i>Industrial Skills</i>
Place	<i>Charleston, Miss.</i>
Starting Date	<i>September 1966</i>
Cost	<i>In 1967-68 school year: About \$15,000 from Title I plus \$37,000 from the State and city</i>
Staff	<i>A vocational education director and 4 teachers, in addition to the regular vocational education staff</i>
Participants	<i>70 boys and 48 girls</i>

For Further Information Contact

*Sale Lilly,
Superintendent
East Tallahatchie
Schools
Box 310
Charleston, Miss. 38921
Telephone 601 647-5524*

Description Supplemental vocational courses are offered at the Allen Carver High School in a program designed to teach industrial skills to potential dropouts and to draw students who have already left school back to class.

Fifteen- to nineteen-year-old boys study electrical trades and farm machinery and mechanics under a program partially financed by Title I. There is also a special home economics class for teenage girls who have become pregnant or left school for family reasons. These girls are being trained for jobs in food handling. Two classes of 15 boys each study farm machines and skills used in local machinery industries. They are taught how a machine works, basic theory about engines, farm implements, and the differences between makes and types of farm machinery.

Students work 3 hours daily on farm machinery. They also study reading, writing, and math in a nongraded class where they are tutored individually or in small groups according to their achievement levels. Many left school in the primary grades and the average student reads and writes on a fifth or sixth grade level.

In the electrical trade course, boys learn how to repair electrical equipment and to wire a house. They work on televisions, refri-

gerators, radios, electric lamps, and irons during the year. Many find weekend jobs as a result of what they learn in this course.

They also wire a frame house, which they build themselves. In 1968, they re-wired and installed fluorescent lights and wall heating in one of the elementary schools in the city.

There are two 3-hour classes every day, each with 20 boys. The students take courses in the regular school curriculum for the rest of the day. Participants must be able to do high school work.

More than 40 girls learn how to take care of children and of the elderly in the special home economics course. They work with small groups of preschool children and study nutrition and baby care.

They are also taught how to bathe and make beds for the elderly as well as the basic techniques used by waitresses and maids.

The girls participate in the regular school curriculum for the rest of the day. The average academic achievement level is low.

The courses are offered in addition to the school's regular vocational and home economics programs. About 30 boys and 18 girls returned to school to enroll in the special classes in 1967-68.

Two credits toward graduation are given to students who complete the year.

Type of Project*Construction Skills***Place** *Howland, Maine***Starting Date** *September 1966***Cost** *\$28,090 for 2 years***Staff** *1 industrial arts instructor, 1 building trades instructor, 1 teacher aide***Participants** *81 high school boys***For Further Information Contact***Clyde A. Hitchborn
Superintendent of Schools
Maine School Administrative District
No. 31**Howland, Maine 04448
Telephone 207 732-4035*

Description School officials decided that educationally deprived children in this rural school district, where adequate housing is scarce, needed skills in a field that would give them employment. The answer was to serve the needs through a vocational program in building trades and construction skills—a program that was meaningful to the pupils.

To provide practical instruction and training, students constructed a building in which to house a shop and classrooms. Construction covered a 2-year period. Planning and supervision was assigned to the industrial arts instructor. A teacher aide, an 80-year-old man experienced in the building industry, was hired to assist the teacher.

Land adjacent to the high school was donated for the building by the alumni association. With FY 1966 Title I funds (\$12,156), nearly all materials were purchased and the building was 75 percent completed.

For the 1966-67 school year, \$10,759 in Title I funds were used to hire a second industrial arts teacher, a specialist in building trades, and to complete the interior of the building. Materials and equipment totaling \$5,174 were contributed by the school district.

Skills taught included blueprint reading, foundation work, building forms, mixing mortar, pouring concrete, electrical wiring, framing walls, roofing, laying walls, bricklaying and exterior finishing, installing doors and windows, landscaping and others.

With the building completed, new students are taught these skills in the building.

Eighteen students participated in the first-year project; 40, during the second year. Students in the ninth grade receive instruction 1 hour daily. Students in grades 10 through 12 worked in the project 2 or more hours daily.

Upon completion of the project training, students qualify to work as carpenters' helpers. All graduates of the course are presently employed. Many are in building construction or an allied field, or are attending college.

Selection of participants was based on school records and personal interviews with school administrators and high school counselors.

The completed building is currently used for instruction in woodworking and other building trades skills.

Type of Project*Evening Classes for Dropouts***Place** *Montgomery, Ala.***Starting Date** *February 1966***Cost** *\$81,226 in 1967-68 school year***Staff** *53 teachers,
8 administrative assistants, 4 librarians***Participants** *Approximately 700 to 1,000 students, depending on enrollment per session***For Further Information Contact***Thomas Bobo
Project Director
Box 1991
Montgomery, Ala. 36100
Telephone 205 263-7251*

Description Youths, age 16 or older who have dropped out of high school, are getting another chance to complete their high school education through Title I.

After-school academic programs are held in four Montgomery high schools. There are three 10-week sessions during the school year.

Before the beginning of each session, an all out effort is made to publicize the program. Bulletins are distributed to civic clubs and organizations, to the local Community Action Agency, to churches, and to public and private schools. Advertisements are published in the newspapers, and announcements are made regularly on the radio and TV.

The courses offered are primarily English, general math, and some form of social studies, such as American history, Alabama history, or civics. However, other courses, such as science and algebra, may be given if at least 15 students enroll.

Classes meet three times a week (2 hours per class—6:30 to 8:30 p.m. and 8:30 to 10:30 p.m.), enabling a student to take two classes per 10-week session. The student receives one-half unit of credit per class, toward graduation.

Since the program's inception, about 200 students have graduated and some have gone to college. Fifty-two have passed the State Equivalency Test which is acceptable to trade schools and many businesses in lieu of a high school diploma.

School officials feel the continued large enrollment is also evidence of the success of the program.

Type of Project	School for Pregnant Girls
Place	Baltimore, Md.
Starting Date	September 1966
Cost	\$463,930 in 1967-68 school year
Staff	A principal, 1 special assistant, 25 teachers, 3 assistants, 1 counselor, 2 nurses, 2 health aides, 4 teacher aides
Participants	1,000 students

For Further Information Contact

Francis W. Gates
Supervisor of Instruction
State Office Building
301 West Preston Street
Baltimore, Md. 21201
Telephone 301 383-3010

Description A complete academic curriculum and special classes for the expectant mother are offered in a day school for pregnant girls.

Junior and senior high school students enroll during their first 2 or 3 months of pregnancy. Every girl continues the program she followed at her home school, working individually or in a small group.

Both academic and business courses are offered, and there is one ungraded special education class. Sex education, prenatal care, child care and development, family relationship, and home management are taught in a course entitled "Laboratory for Effective Living." It is required for all students.

Every student must register with a physician or medical clinic for prenatal care. An unmarried girl is advised to work with a private or social welfare agency for counseling along with her parents, the father of her child, and his parents whenever possible. Thus, the school cooperates closely with the health and welfare agencies in the city.

An advisory committee with representatives from the agencies, department of education, and the medical profession discusses problems that arise in helping the girls. The 17-member group meets once a month.

Two buildings, one at the Edgar Allan Poe School and the other at a nearby adult education center, are used by the girls.

The special course on family life is scheduled three times a week for junior high school girls and once a week for senior high students. An obstetrician, a nutritionist, and a nurse assist the home economics teacher who supervises the course.

All classes are directed so as to increase the girls' self-confidence and to encourage them to take responsibility for themselves and their babies. Academic instruction is geared, whenever possible, to the special needs of expectant mothers.

A girl continues her work with a study kit for 4 to 6 weeks after the birth of her child. Much of the work is review of theories she has already learned and books she has already read. She then returns to the center to go over her prepared work. She transfers to a regular school at the beginning of a quarter or semester.

A student council made up of two representatives from each class meets with the school's principal once a month to discuss student and faculty concerns. Major disciplinary problems are handled by the principal. However, these are very few.

An honor roll is announced at the end of each quarter and perfect attendance records are posted at the end of each month. If a student completes the necessary academic credits while she is at the school, she receives a diploma from her home school, but in a graduation ceremony at the center.

Girls from all groups in the city study at the center. The majority of them are 15 or 16 years old.

The students publish a school paper, called "The Raven," several times a year.

Type of Project Pregnant Girls
Place Washington, D. C.
Starting Date January 1966
Cost \$118,556 in 1967-68 school year
Staff 7 classroom teachers, 1 visiting instruction teacher, 1 nurse, 2 social workers, a counselor, an assistant principal, and a secretary
Participants 359 students enrolled during the year

For Further Information Contact
 Mrs. Fobola Gill
 Assistant Principal
 Webster Girls Junior and Senior High School
 10th and H Streets, NW.
 Washington, D. C. 20001
 Telephone 202 629 3031

Description The Webster Girls Junior and Senior High School offers pregnant girls a nearly complete academic curriculum, special counseling, and courses designed for the expectant mother.

Girls between the ages of 12 and 19 study at the school in downtown Washington, D.C., for an average of 18 weeks before childbirth. A high percent are unmarried and a majority are 15 or 16 years old.

When the child is born, a girl continues her studies through prepared study kits and communication with teachers as needed. Some are taught by the teacher.

If a girl uses a study kit, she sends in homework at least once a week to the school and returns to Webster for an adjustment period before going back to the regular school system. A girl taught at home by a visiting instruction teacher returns directly to her own school 6 weeks after the birth of her child.

Academic courses offered at Webster include math, English, sociology, history, geography, Spanish, and science courses. Business, art, and homemaking classes also are taught.

A psychologist, obstetrician, nurse, nutritionist, and sociologist give courses in the personal and family living program. The girls meet an hour a week with each specialist.

The psychologist (omitted from the program in 1968 due to staffing difficulties) discusses social sex attitudes and touches on problems centered around dating, love, and marriage. She also identifies girls with special psychological problems and assists staff in planning to help girls cope with these problems.

The obstetrician talks about the various stages of pregnancy and prepares the girls for childbirth. She serves also as health consultant to the students and staff.

The nurse gives a class on child care through the first year including bathing, clothing, formula making, feeding, accident prevention, and first aid.

The nutritionist joins with the home economics teacher in planning a variety of diet lessons. The main objectives of the nutrition program are to motivate students to select

and prepare proper foods to meet the nutritional and health requirement for themselves and their infants.

The family life teacher talks about the sociological development of the family, the role of parents in society, and the changing role of the girls as they become mothers.

The social workers study the personal and family history of each girl in order to better understand the girl and her problems. They help the girls face their problems realistically.

About once a week a team including a nurse, social worker, psychologist, and at least one teacher confer on the more serious cases. Through the free exchange of ideas, the staff members reach an agreement on each step in working with the girl, her family, and their problems.

About half the girls at the school go to a public health clinic and are given a tour of the District of Columbia General Hospital's maternity ward during their pregnancy. An obstetrician from the clinic teaches at Webster, providing a continuity of medical attention for them.

Although the girls come from all areas in the city, more than half are members of low-income-bracket families.

For students who fulfill their academic credits at Webster School but are unable to return to regular junior or senior high school, diplomas are issued by the Sharpe Health School Instruction Corps of which Webster is a part.

Under a 6-week summer program, pregnant girls who attend Webster are offered courses similar to the winter ones.

COLLEGE PREPARATORY

Ninth grade students are identified and nominated by counselors according to the following criteria: They must be disadvantaged, have potential for college work, and live in disadvantaged areas.

Three classes of mixed racial and ethnic composition are conducted at each school: Jamaica High School, Queens; Port Richmond, Staten Island; Seward Park, Manhattan; Theodore Roosevelt, Bronx; and Thomas Jefferson, Brooklyn.

Small classes provide intensive instruction and basic subjects are taught in double periods. Enrichment materials and some of the newer media are utilized along with a flexible teaching approach. Intensive guidance is also provided (one counselor per 120 students). Supervisors from The Bureau of Educational and Vocational Guidance help with the supervision of guidance services. Cultural enrichment provisions include trips to colleges, special schools, libraries, museums, art galleries, and business firms. Students also attend the theater, ballet, and concerts.

Professors from the City University serve as consultants to the teachers and counselors in the program. College students tutor participating students when necessary. The University Research Staff conducts the evaluation.

The first class, numbering about 400, graduated in 1968. More than 70 percent of these graduates have been accepted by the City University of New York. Close to 50 percent of those entering the University will be in the four-year or two-year liberal arts program. In addition, many of the graduates were accepted by private colleges with substantial scholarships. No more than 18 percent are currently

Type of Project College Discovery

New York City, N. Y.

Starting Date September 1965

Cost \$1,209,862 in 1967-68 school year

Staff 73 teachers,
10 counselors,
5 coordinators with the help of 5 secretaries run the program under the jurisdiction of each high school

Participants 1,200 public and nonpublic students in high schools

For Further Information Contact

Miss Florence C. Myers
Project Coordinator
Board of Education
Room 614
110 Livingston Street
Brooklyn, N. Y. 11201
Telephone 212 596-4948

Description The College Discovery and Development program is conducted cooperatively by the Division of Teacher Education of the City University of New York and the New York City Board of Education. Its aims are to identify ninth graders with undiscovered college potential, motivate them during their high school years toward college entrance, and improve their chances for academic success. Admission to a unit of the City University is guaranteed to students who successfully complete the program.

dropping out of the program which is supported by State and local as well as Federal funds.

Type of Project Independent Study

Hamden, Conn.

Starting Date September 1967

Cost \$54,564 total in 1967-68 school year (Title I—\$25,000)

Staff 1 science teacher, 1 English teacher, 1 social studies teacher, and a math teacher who is also project coordinator

Participants 33 high school students

For Further Information Contact

Robert Avery, Director
Hamden-New Haven Cooperative Education Center
1450 Whitney Avenue
Hamden, Conn. 06517
Telephone 203 288-7926

Description Thirty-three students from the three New Haven high schools and Hamden High School have undertaken independent work in English, mathematics, science, and the social studies. Seven Negro and 26 white youth comprise the group. Fifty-eight percent are from inner-city schools; 42 percent from a suburban high school.

Each student was chosen on the basis of "giftedness" (a special, outstanding, and

unique potential); recommendations of school guidance personnel and teachers; and an interview with the Independent Study Project staff who looked for curiosity, imagination, articulation, and signs of a previous effort to work independently.

Each afternoon the students come from their home schools to the Hamden-New Haven Cooperative Education Center or to any place their research takes them for 1½ hours or more with a master teacher or resource person. The area of research is determined jointly by the student and his teacher. Some areas cover a broad spectrum; some require indepth analysis. Some involve one or more disciplines. Some students work completely on their own; others team up on research problems and work with one or a group of community leaders. Students have been given access to university libraries, lecture halls, and museums; to graduate researchers and subject matter experts; to New Haven and Hamden local government personnel; to local newspapers; to local theaters; and to any human and material resources that could possibly give the youngsters the experience they need in self-directed learning.

In developing this project, each student is encouraged to:

1. Determine the area of study he is pursuing and the questions he seeks to answer.
2. Maintain a record of major findings, ideas, and questions which arise from the research.
3. Record any changes in direction which his study might take and discuss these changes with his master teacher.
4. Note his references, such as resource

people, films, books, periodicals, and the like.

5. Share his findings and conclusions, and his view of the significance and meaning of his project through suitable media.

6. Progress toward indepth understanding of his area of study, and the tools and methods of research.

The teachers' role is a responsive rather than a prescriptive one. The master teachers are available to assist the student in all phases of the study so as to promote maximal learning and understanding.

INTEGRATION

Type of Project

*Pupil Transfer Plan
Rochester, N.Y.*

Starting Date

February 1964—expanded with Title I, ESEA

Cost

In 1967-68 school year: \$193,450, Title I; total cost, \$2 million including Title III, State, and local funds

Staff

An estimated 300 teachers, psychologists, social workers, and aides

Participants

2,100 children

For Further Information Contact

*Dr. William C. Rock
Coordinator of Planning and Research
City School District
13 Fitzhugh Street South
Rochester, N.Y. 14614
Telephone 716 325-4560*

Description A policy to reduce racial imbalance in the Rochester public schools was initiated in 1964 by the Rochester Board of Education and the State Board of Regents. The policy was based on evidence that achievement of Negro children tends to be poor when they attend racially imbalanced schools.

Five major programs, all involving voluntary busing, have been initiated to improve educational opportunities for both the children in the suburbs and the city school district, to increase intercultural understanding

and reduce racial imbalance in the schools. The best known of these is the West Irondequoit urban-suburban program.

To gain acceptance of the plan, Rochester and West Irondequoit school authorities visit the home of each child to be bused and explain what they are trying to do. This project uses Title I, Title III, local, and State funds.

In September 1965, about 25 first grade children from the William H. Seward School No. 19, where approximately 78 percent of the school population was nonwhite, were sent on a voluntary basis to six neighborhood schools of the West Irondequoit Central School District. Here the adult-pupil ratio was 8 to 1. The transferred students were judged by their kindergarten teacher to be of average or above average intelligence. They were chosen by random sampling. In the same manner, a control group was chosen. All received free transportation by the city school district. Lunchroom facilities and supervision were furnished by the receiving school district. Training sessions were conducted in the receiving schools to prepare the teachers for the new experience.

In September 1966, an additional 25 pupils began the experiment at grade one, while 21 out of 25 pupils from the original first grade group advanced to grade two. This was the second year of a longitudinal program which will include additional children, schools, and grades in later years. All these children were compared with similar size groups of children who remained in their original schools. In September 1967, another 25 first graders entered this phase of the program.

The second project to foster integration began in September 1966, when Brighton Public

Schools, in the suburbs, accepted 57 inner-city children and in September 1967, the campus school of the State University at Brockport accepted another 80 inner-city children. During the summer, more than 500 inner-city children were also bused to these suburban school districts, through Title I, Title III, State, and local funds.

A third project is attracting suburban children to inner-city schools with a World of Inquiry School set up with ESEA Title III funds. So far, about 20 to 30 suburban children are attending classes with about 100 to 110 inner-city children. The school offers a host of additional services and courses to the pupils. There is a waiting list of about 600 suburban white children trying to enter this school.

A fourth pupil transfer plan in Rochester involves 200 white children from the fringes of Rochester who voluntarily attend classes in the inner-city, and 1,500 children from the inner-city who attend classes in the white outer-fringes. Some of the fringe area schools are now almost 25 percent Negro even though there has been no change in the surrounding neighborhoods. This reverse open-enrollment plan is financed through Title I, State, and local funds.

A fifth program involves School No. 3 in the inner city which was 99 percent Negro in 1966-67. Prior to the beginning of the school year, the parents of the 250 children in grades four through six voluntarily approved the transfer of their children to schools which had room in white neighborhoods in the city. So grades 4 to 6 were also eliminated from School No. 3 but the teachers and staff remained. Class sizes in grades K to 3 were re-

duced and services were concentrated. The pupil-teacher ratio was 15 to 1 and aides were added to every class to further reduce the adult-pupil ratio. All the aides were hired from the indigenous population, according to city school officials.

In the West Irondequoit program, academic achievement of pupils in both the experimental and control grades one and two was measured through the pre-post administration of the Metropolitan Readiness Tests, the Metropolitan Achievement Test, and the Science Research Associates Reading Achievement Test (SRA). The test data for the past 2 years at grade one and 1966-67 at grade two showed that the achievement of the transferred pupils was approximately equal to, and in some instances higher than, what would be expected had these pupils remained at School No. 19.

An analysis of sociometric data showed that the majority of the children from No. 19 adjusted well to the suburban situation and were well-received by their West Irondequoit classmates.

An analysis of social growth and work habits from report card information for the second grade group showed control and experimental groups. The majority of the first grade controls were average or above in these two categories.

There was no significant difference in attendance records.

Type of Project *Integration of Elementary Schools*

Place *Sacramento, Calif.*

Starting Date *September 1966*

Cost *\$500,000 in 1967-68 school year*

Staff *7 resource teachers, 3 counselors, 26 teacher aides, 6 walking matrons (escorts for children walking to school), 19 bus matrons, 19 bus drivers*

Participants *1,350*

For Further Information Contact *Dr. Ervin Jackson
Intergroup Relations Specialist*

*Sacramento Unified School District
1619 "N" Street
Sacramento, Calif. 95810
Telephone 916 444-6060*

Description Although integration of the junior and senior high schools of Sacramento began in 1963, it was not until Title I funds became available in 1966 that active integration of the city's elementary schools was possible.

At this time, school boundaries were redrawn to afford a better ethnic mix in the schools. And two predominantly Negro schools were phased out.

By September 1968, four more schools were included in integration plans and a predominantly Mexican-American school was phased out. This leaves only two elementary schools in Sacramento still defacto segregated.

The school board has employed a consulting team at a cost of \$90,000 to conduct a

year-long study of the integration situation in the city, with the two defacto segregated schools being scrutinized closely to determine how integration may best be accomplished.

Formal evaluation of this integration program—one of the most carefully planned in the country—has not been completed. Teacher observations, however, show slight gains in academic achievement. Parents have overwhelmingly endorsed the program and detect more positive attitudes toward school and learning.

Type of Project *Busing*

Place *Hartford, Conn.*

Starting Date *September 1966*

Cost *In 1967-68 school year: \$165,000 in Title I funds; \$50,000 Ford Foundation; \$79,000 Title IV, Civil Rights Act*

Staff *1 half-time and 2 full-time social workers paid with Title I funds*

Participants *265 public and 60 non-public school children, grades 1-8*

For Further Information Contact

*Dr. Thomas Mahan
Director of Project Concern
76 Pliny Street
Hartford, Conn. 06120
Telephone 203 527-5248*

Description Project Concern is one of the Nation's outstanding busing programs. It transports 325 children (mostly Negroes) from essentially segregated schools in Hartford's North End to 38 different schools in five suburban communities. There the youngsters meet, play, and learn with white classmates.

Although this appears to be an integration project, integration is not its primary goal. Project Concern seeks first and foremost to improve the learning of the students. It has been found that Hartford children do better in classes with all kinds of children, including middle-class youngsters whose motivations and expectations are high. And mixed classes foster interracial understanding.

Supportive teams of teacher, teacher aides, and community workers give the bused youngsters special assistance at the suburban schools.

Another important contribution is the employment of Negro mothers as teacher aides (one for each 25 pupils in most of the schools). The mothers take over many of the teachers' routine functions and provide emotional support for the inner-city children in a strange but exciting new world. They are also an effective liaison between suburban school and inner-city home.

Hartford parents are frequent visitors to their children's schools-in-the-suburbs. They confer with teachers. Their attendance at PTA meetings is usually about 85 percent. Suburban parents have organized get-acquainted meetings for Hartford mothers.

After one full year of operation, Dr. Thomas Mahan, Project Director, reported bused youngsters made "statistically signif-

icant" improvement in IQ and basic skills. Attendance of these children was as regular as that of their suburban classmates.

Teachers reported the Project children fit in well, adjusted quickly, and responded positively to high expectations.

And how are the towns responding? Farmington asked for 35 more Project Concern children in 1967-68, increasing its participation to 89 children. Five suburban parochial schools joined the program in the fall of 1967, creating room for 58 more Hartford inner-city pupils. In addition, 12 towns have committed themselves to the program for 1968-69. Over 1,000 of Hartford's inner-city elementary school children are being bused by Project Concern.

TEACHER TRAINING

Type of Project

Training Reading Specialists

Place

Albany, Ga.

Starting Date

January 1966

Cost

\$504,621 m 1967-68 school year

Staff

1 director, 4 reading clinicians, 2 social workers, 2 psychologists (part-time), 1 librarian, 1 home bound teacher, 2 speech therapists

Participants

Title I teachers, grades 1-12

For Further Information Contact

*H.W. Henderson
Title I Coordinator
601 Flint Avenue
Albany, Ga. 31701
Telephone 912 436-7223*

Description A countywide survey of children in grades 1-12 determined that severe reading retardation was the most pressing problem in 18 Title I schools. To attack this problem, Title I funds are used for a program of continuous inservice teacher training, for a reading clinic-material center, and for diagnosis and treatment of physical and psychological causes of reading problems.

To initiate the inservice program, each participating school hired one extra full-time teacher. This frees one classroom teacher in each school for daily training classes at the

reading clinic for 6 months. Salaries are paid from Title I funds.

For the first 4 weeks of training, the teachers attend full-day classes in teaching developmental and remedial reading and basic education skills; recognizing and dealing with common reading problems; using instructional materials and equipment available from the materials center and commercial sources; and using test and evaluation materials and procedures.

Supplementing this instruction are classes on recognizing social, psychological, economic, and physical problems affecting the learning processes of deprived children; methods of dealing with these problems in classrooms; and community and school sources for assisting these children.

Instructors for this phase of training include education and reading specialists from area colleges, consultants from educational materials publishing houses, and local hearing clinicians, speech therapists, social workers, psychologists, and doctors of medicine and optometry.

During the remainder of the 6-month session, the teachers spend a half day in classes at the clinic and a half day at assigned schools.

At the clinic, reading clinicians give instruction in teaching remedial, developmental and enrichment reading, and direct the teachers in working with children bused to the clinic from each school. While in the clinic, teachers work with three groups of students. Each group has three to four students per teacher. Each student attends the clinic 1 hour daily for a maximum of 10 weeks. The same students are able to participate again

during the summer or when their schools are scheduled again the following year.

While in the assigned school, the teacher-in-training, supervised by a reading clinician, plans and teaches the reading programs of two regular classrooms. The classroom teachers remain as assistants or observers.

Upon completion of the inservice training program, the teacher returns full time to the assigned school, replacing a teacher who will then enroll in the training program.

In addition to instruction and supervisory duties, the reading clinicians assist regular classroom teachers in selecting materials for and planning a regular reading program and with any pupil needing special reading instruction.

A summer inservice training schedule includes the continuance of the regular training sessions and a session for clinic-trained teachers who have returned to regular classroom teaching. It also includes a special 2-week seminar which is open to all county teachers.

The latter session is to evaluate the teachers' classroom performances based on their inservice training and to carry the teachers into more advanced training. Sessions are taught by the clinic staff and outside consultants.

In addition to classroom work, clinic-trained teachers are working with Head Start programs and some are employed as reading teachers in junior and senior high schools.

Although several hundred teachers have been involved in clinic activities, in one way or another, approximately 50 teachers, including secondary subject teachers, have completed the total training program. Most

of the county's 518 teachers in Title I schools are scheduled to participate.

Children receiving benefits from this training program include 12,000 public and 120 nonpublic school pupils and 150 preschool children.

Type of Project *Teacher Self-Evaluation*

Place *New Stuyahok, Koli-ganek, and Ekwok, Alaska*

Starting Date *1967*
Cost *\$10,000 in 1967-68 school year*

Participants *5 classroom teachers*

For Further Information Contact

*John Ladakos
Planning Coordinator,
Federal Programs
State Department of
Education
Division of State-
Operated Schools
Alaska Office Building,
Pouch F
Juneau, Alaska 99801
Telephone 586-5230*

Description Through the use of video recording equipment, individual teachers in three rural Alaskan schools now have an opportunity to observe and evaluate their teaching techniques.

As the teacher conducts her class, a videotape recorder documents the presentation. A rerun of the tape allows the teacher to recog-

nize, build, and expand on her teaching strengths and, hopefully, eliminate her weaknesses. The tape also shows the teacher how well she relates to the students.

Use of the videotape recorder is entirely voluntary. Tapes will not be shown to anyone without the teacher's permission. The teacher may, however, feel free to discuss them with her supervisor.

The effectiveness of the videotape program has already been seen in improved teaching performance.

Type of Project *Focus on the Elementary Grade Teacher*

Place *Leflore County, Miss.*

Starting Date *Summer 1967*

Cost *About \$60,000 in 1967-68 school year*

Staff *A director, 7 supervisors*
Participants *230 teachers*

For Further Information Contact

*Archie F. Simmons
Title I Coordinator
Leflore County Schools
Education Services
Building
Highway 82 Bypass
Greenwood, Miss. 38930
Telephone 601 453-8386*

Description A training program is offered to all teachers in this Mississippi delta county school system in an effort to re-evaluate traditional theories of education and to improve teaching techniques.

Supervisors in seven fields meet with elementary and high school teachers at an educational services center in Greenwood.

The specialists in math, reading, art, library, audiovisual materials, vocational education, and science and the county teachers develop new teaching methods and plan school curriculum.

The teachers take part in an intensive 2-week workshop just before the opening of school to coordinate the year's program. The director and supervisors speak at a large, general meeting and the teachers then split into smaller discussion groups. They meet 5 hours a day, 5 days a week.

During the school year groups of teachers continue to come to the center to discuss curriculum and other problems. Also, the supervisors and director visit the six target schools where they observe classes and demonstrate new techniques while the teachers are at work.

About 85 percent of the training program thus far has been directed at the elementary school level. In 1967-68, the first three primary grades in all the county schools were ungraded. First through third graders in nine schools were divided into 12 achievement levels and students were promoted at their own rates of speed.

New methods of teaching reading, math, social studies, and art have been developed. For instance, nine different approaches to reading were piloted in the schools.

In one intensive reading program, simple phrases and sentences used in many first grade readers are replaced by fables, fairy stories, and poems usually found in third or fourth grade books. Writing and spelling are taught

along with reading. Children write sections of stories dictated to them instead of copying letters and words from a blackboard. Almost 88 percent of the first graders taught this way learned to read—a much higher percent than usual.

In math, teachers learn how to use new teaching aides such as the fraction wheel. They are taught how to introduce numbers and explain numerical concepts in terms understood by children.

The library specialist helps the library staff start reading and poetry clubs to encourage the youngsters to read. She explains how the county's centralized library system operates at the center.

The art supervisor suggests ways of making inexpensive games out of spoons, egg cartons, and dried beans and corn for use in class. The audiovisual materials specialist demonstrates the equipment available.

In the summer, graduate courses are offered to teachers working for a master's degree to upgrade their teaching certification. Staff from four Mississippi universities with extension services on the graduate level conduct the classes.

Type of Project Rural School Media Center

Place Naknek, Alaska

Starting Date September 1967

Cost \$33,642 in 1967-68 school year

Staff 3 full-time employees, 2 part-time helpers, and a program director

Participants

21 schools in the Bristol Bay region; approximately 2,000 children

For Further Information Contact

Daniel G. Turner
Superintendent of Schools
Box 527
Naknek, Alaska 99633
Telephone 246-3541

Description The cooperative instructional materials center, which opened in the fall of 1967, provides the Bristol Bay area and its outlying schools with teaching aids of all types—from small posters to hour-long 16 mm. color films.

Many of these are the products of the center. Teachers may order "custom built" visual aids to fit their specific needs. If any such material is available nationally, it is purchased or rented. If not, the staff at the media center produces it.

This was one of the original objectives of the program—to train unskilled local people in the art of producing quality educational materials. The training program was completed in the summer of 1967. Prior to this, none of the staff had received any formal training in the production of educational materials. In fact, none had ever been employed or involved in any phase or type of work they are now doing.

Teachers in the schools using the media center also receive training. They are taken to the center by air-bus—on one of the twice-weekly trips made by the director to pick up

orders and deliver materials. Teachers remain in Naknek for 2 or 3 days, learning how to produce their own materials and how to use those from the center. The experience gives them valuable tips about the many different media products available upon request and teaches them the terminology needed in placing orders.

In addition, the trips to the lab provide a needed break in the schedule of these rural teachers. The receipt of materials from elsewhere in the State and Nation further relieves the isolation that many of these teachers feel.

In evaluating the Naknek media center's first year of operation, School Superintendent Daniel G. Turner found much to commend. He, however, has several suggestions for improving the program. He suggests: (1) Packaged units that will be distributed to all schools (to reduce the volume of individually produced material); (2) the purchase of more visual equipment by the outlying schools (to make wider use of the materials at the center); (3) greater use of the air-bus (possibly as a mobile library); (4) establishment of a better film library; (5) creation of local media centers, using inexpensive equipment (a heat press, felt pens, poster board, and lettering sets) and employing school age children; (6) the incorporation of the Naknek media center into a statewide organization.

Staff A director-librarian, secretary and van driver paid by Title I; the county supervisor of instruction and speech therapist, paid by the local board, also work out of the Center

Participants About 1,400 educationally disadvantaged students

For Further Information Contact Donald E. Cline
Assistant Superintendent
Campbell County Schools
Alexandria, Ky. 41001
Telephone 606 653-2193

Description A materials center provides films, audiovisual material, and other classroom aids to six public and seven non-public schools south of Cincinnati.

The center's daily pick up and delivery of items enable a teacher to place an order in the afternoon and receive the material the following morning for class.

It has more than 8,000 separate items, including skeletons, other science models, maps, globes, audiovisual equipment, pamphlets, and pictures on 200 different topics. A 128-page catalog lists the available supplies.

Through a contract with the University of Kentucky, films from the university's film library are loaned to the schools. Movies, including "Sound and How It Works," "Life

odicals, reference materials, programmed learning materials, and audiovisual materials and equipment such as projectors of all types, phonographs, tape recorders, reading machines, etc.

During 1967-68, teachers from Portland and 14 other public and nonpublic school systems used the facilities. The materials were also used by four colleges and 20 other public or private schools and agencies.

A major function of the center is inservice training for teachers on a year-round basis. One facet of inservice training is the workshop in instructional media—how to use equipment and when to use it. Inservice training also includes seminars in curriculum development and provides for the previewing of new materials while affording a meeting place for teachers and administrators involved in planning.

The center also publishes a monthly newsletter announcing materials received during the month and the inservice courses available.

An increasingly popular feature of the center is its production section which includes a wide variety of equipment for the duplication and production of classroom materials. This service provides copy machines, duplicating and mimeographing equipment, an electronic stencil maker, diazo transparency makers, and many other devices to help teachers.

Type of Project	Curriculum Materials Center
Place	Campbell County, Ky.
Starting Date	September 1966
Cost	\$33,804 in 1967-68 school year

Type of Project Resource Center
Place Portland, Maine
Starting Date September 1967

Cost In 1967-68 school year: \$24,540, Title I, State, and city funds

Staff A director, librarian, secretary, and a graphic arts specialist

Participants 5,647 teachers, school supervisors and administrators

For Further Information Contact Mrs. Selma W. Black
Federal Projects Coordinator
Portland Public Schools
389 Congress Street
Portland, Maine 04111
Telephone 207 774-8221

Description This center serves students through service to teachers of the disadvantaged. An infinite variety of library, instructional resource, and audiovisual materials are made available to teachers from public and nonpublic schools for use either on the premises or in their own schools.

The center is open Monday through Thursday until 8 p.m. and Fridays until 4 p.m. During the summer the center is open 8 a.m. to 4 p.m. during the week. Emphasis is on material for the economically and culturally deprived pupils in Portland. Included are sample textbooks, professional books and peri-

in a Coal Mining Town," and "William Shakespeare: Background for His Works," were shown in 1967-68.

Through an arrangement with the Cincinnati Public Library, teachers may obtain library cards and borrow books through the center. They may also use the center's library, which contains books on child development, teaching methods, and student discipline.

The University of Kentucky also conducts a teacher inservice training program at the center. In 20 sessions, teachers learn what materials are available and how to use them. An audiovisual consultant shows them how to use the duplicating equipment and how to make inexpensive, classroom aids such as three dimensional charts with papier maché and plaster of paris. About 30 teachers meet for 3 hours once a week.

Project planning was begun in 1965. In the fall of 1966 the county opened the center in a converted suburban home near Campbell County High School. Remodeling included the partitioning of rooms into storage areas and the construction of shelves and cabinets.

A workshop in the old kitchen and in part of the living room area is available to the teachers for their projects throughout the year.

Type of Project Summer Teacher Training

Place Putney, Vt.

Starting Date Summer of 1967

Cost \$10,000 from Title I and \$20,000 from other Federal grants in 1967-68 school year

Staff 6 teachers, 6 high school assistants, a director, and an assistant director

Participants 40 elementary school teachers and 30 students

For Further Information Contact
John Caldwell, Project Director
Putney School Summer Training Program
Putney, Vt. 05346
Telephone 802 387-6616

Description The elementary school teachers from Vermont's public school system explore new methods of teaching English, science, and social studies in a summer program at Putney School, a private, coeducational boarding school.

The 4-week program is designed to increase cooperation and further the exchange of information between the progressive high school and the State's school system. In 1968 it was financed through Title I funds offered by 12 local school districts, and through additional Federal funds.

The participating teachers meet for the first 2 weeks with the program's staff members to discuss and analyze new teaching methods. During the last 2 weeks in July, they use the new methods in classes with 30 fourth-through sixth-grade students, slow learners selected from the school system.

For instance, the two staff social studies teachers explain three or four new approaches to teaching social studies. The teachers dis-

cuss the methods and try new techniques among themselves. When the students arrive, they teach groups of 10 youngsters at a time on a rotational basis.

Other teachers observe the classes, and analysis, criticism and discussion follow.

The use of drama in teaching elementary school English was emphasized in the 1968 program, with role playing, play acting, and skits being explored as means of increasing the youngsters' self-confidence and also of teaching a specific book or story.

The teachers pursue individual projects. Some make nature or science charts which can be used in the following school year. Others write research papers on topics such as Chinese poetry, specialized history techniques, and the importance of the tutorial system in the modern classroom.

The six Putney school students act as counselors for the youngsters during the final 2 weeks. They supervise meals, afternoon recreation, and evening programs. The program began as a pilot project directed by the Putney School. Initially, there was little outward support from the local school districts and the program was not filled.

Now, however, the local districts show considerable enthusiasm. Many teachers applied for the summer program and the district superintendents voted additional local funds to hire a consultant to make plans for an extended Putney School-local school project.

Type of Project

Summer Curriculum
Development Program

Place Oakland, Calif.

Starting Date Summer of 1967

Cost \$35,000 for 1968

Staff 26 half-time and 18
full-time teachers and
specialists

**For Further
Information
Contact**

Dr. Thomas A. McCalla,
Assistant Superintendent
Oakland City Schools
1025 Second Avenue
Oakland, Calif. 94606
Telephone 415 836-2622

Description Teachers, educators, and supervisors in the public school system study the historical, cultural, and social contributions of minority ethnic groups in this curriculum development program.

In the summer workshop, elementary and secondary specialists select supplementary books, magazines, and other work units for different age groups. The contributions of Negroes, Mexican-Americans, and Chinese are considered.

Groups of three to five junior high school teachers draw up a curriculum program including information previously disregarded by the schools. Several students who have been critical of the schools' courses are invited to attend.

A sociologist, a music teacher, and a math teacher attempt to incorporate music and the

arts into academic courses. They use the school system's professional library, school libraries, and other city facilities.

A second group studies the contributions of Negroes to society. They look at the Negro in the Civil War and in Africa, and at Negro art and music, and draw up a bibliography and a list of materials to be used by each class.

Two junior high school teachers plan a general prevocational program on industrial technology. Several weeks are given to plastics, plumbing, house wiring, and small engines in order to show seventh and eighth grade students the areas of specialization offered in high school.

Other faculty members complete a booklet called *The Heritage of Oakland* for eighth grade readers. Information collected by teachers, city agencies, and other organizations over the past 3 years from archives and records is being compiled and included in a text for use in the junior high school.

In the elementary school program, pre-school and first grade teachers attempt to delineate specific programs for 3-, 4-, and 5-year-olds. They try to make the activities in each grade a progression from those in the earlier one. Special emphasis is given to the development of reading skills. A study group made up of two preschool teachers, two kindergarten teachers, two first grade teachers, two teachers from children's centers in Oakland, and a supervisor work on the problem for 2 weeks.

In the next 3 weeks, six kindergarten teachers draw up a specific program for kindergarten in the 11 target schools in the city for the coming year.

Another group is completing work on a film on industrial, sociological, and historical aspects of Oakland. They photographed material, such as integrated crews working on the docks, for a commentary to be shown elementary school children.

TEACHER AIDES

Type of Project*Children's Aides***Place***Prince Georges County, Md.***Starting Date***March 1966***Cost***\$652,000 in 1967-68 school year***Staff***A director, 8 teacher-aide coordinators; 5 social workers and 1 coordinator; 2 psychologists; a language consultant; a research specialist; 102 aides for the public schools; 4 part-time aides for nonpublic school, 12 parent helpers and 1 coordinator; an information officer; and 4 administration staff members.***Participants***Approximately 2,400 students***For Further Information Contact***John F. Lynch,
Coordinator
Prince Georges County
Board of Education
2 Maryland Avenue
Washington, D.C. 20028
Telephone 202 420-2200*

Description Children's aides reinforce instruction working with individuals or small groups of educationally disadvantaged elementary school children in 16 public and 4 nonpublic schools in Prince Georges County.

The project is known as "Operation: Moving Ahead."

Kindergartners through third graders in need of additional assistance are selected on the basis of their teachers' recommendations and tests at the beginning of the year. The children meet with the aides in an area of the classroom or in another part of the building to reinforce their individual learning programs.

The aides work under close supervision of the classroom teachers and the Title I teacher aide coordinators, who together determine schedules and activities for the aides. The teachers and the aides also discuss the problems of the children and the techniques to be used. The teachers retain responsibility for diagnosing the needs of the children and developing their skills.

The program begins with a 2-week workshop in September. The aides learn how to use the language kits and audiovisual equipment and how to make many of their own teaching devices. Instruction in phonics, handwriting, storytelling, lesson planning, health education and language development is included. Follow-up inservice training sessions are held throughout the school year.

The aides work with the children in all areas of the primary school program with emphasis on language arts. They assist the children with specific academic skills such as reading and writing. They use vocabulary lists, books, magazines, and educational games to reinforce word recognition skills and phonics. They provide activities which develop skills in motor coordination, writing, reading, and correct letter formation.

The aides also use filmstrips, records, and tapes to develop the auditory perception of the students. They tell stories and help the children dramatize plays, poems, nursery rhymes, and personal experiences. They guide group discussions and work to improve the children's enunciation, pronunciation, and general speaking ability.

The activities planned by the teachers and aides assure a measure of success for each child and thereby help to raise the child's confidence in his own abilities.

Teachers and aides help the children become aware of their environment by taking students on trips to local sites, exhibits, museums, and other resources to extend their knowledge of the world around them and to provide meaningful stimuli for language activities. Many activities are planned to afford small groups of children an opportunity to have varied experiences such as cooking breakfast, baking cookies, eating in a restaurant, tasting various foods, and visiting shopping centers.

Children displaying special learning or behavior problems are referred to the psychologists for evaluation. Based on interpretation of the data gathered during the psychological evaluation, the psychologist may meet with the teacher, principal, parents and other O:MA personnel to discuss the case and make suggestions for future work with the child.

Children who are in need of various social services are referred by the principal to the social worker. These services may include individual or family counseling, the arrangement for treatment for eye, ear, and dental problems, and referrals to other agencies.

Cooperating with the social work staff, the parent helpers enlarge the school's role in community involvement by meeting with parents concerning the school's program, home management, and home based experiences for their children. They also extend opportunities for parents to visit their child's classroom and participate in field trips.

Type of Project School Community Coordinator Service

Place Philadelphia, Pa.

Starting Date March 1966

Cost In 1967-68 school year: \$1,391,268 in Title I funds; approximately \$50,000 local

Staff 1 assistant director, 3 supervisors, 2 secretaries, 266 school-community coordinators including 15 area coordinators and 16 bilingual Spanish-speaking coordinators

Participants About 30,000 children

For Further Information Contact

Thomas C. Rosica
Federal Programs Administrator
City of Philadelphia
School District
Parkway at 21st Street
Philadelphia, Pa. 19103
Telephone 215 448-3441 ext. 36

Description This project was developed to improve the lines of communication between the schools in disadvantaged areas and the communities they serve. It is based upon the premise that indigenous leaders can provide this bridge.

Coordinators are carefully selected according to criteria set up by the Philadelphia School Board.

1. They have to be high school graduates or equivalent.

2. They have to be from the school neighborhood and well-known in church or community groups.

3. Those who specifically serve in Puerto Rican communities must be bilingual in Spanish and English.

4. Their health has to be good.

5. Their moral character and ability to work with other people has to be markedly above average.

The mission of the coordinators is to relate students and parents to their school and community.

The major task is to secure acceptance of the coordinators not only as agents of the public schools but as concerned community workers who will report all observed problems to specialists within the schools. The normal contacts are the principal, guidance officials, school health officials, and home and school visitors. Coordinators secure entrance for these people into the homes. More significantly the coordinators engender trust and respect between school and community—a factor heretofore lacking in large degree. Although coordinators have, theoretically, the

same hours as other school personnel, in actuality they work much longer. Often they are visiting parents' homes or attending community meetings during the evening hours and on weekends.

This avid concern for the program has paid off. Reports received from principals, teachers, and community officials indicate increased community interest in the schools and better rapport between school personnel and parents in the community.

Thomas C. Rosica, Federal programs administrator for the Philadelphia schools, believes this project one of the most socially significant the city has conducted with Title I funds.

Mr. Rosica cites seven ways in which it has been particularly effective.

1. It secured greater entree of school officials to homes of people with whom they formerly could not communicate.

2. The bilingual ability of the Puerto Rican coordinators has reinforced the relationship between the school and the Puerto Rican segment of the community.

3. Students with academic difficulties trust the coordinator because she knows them and speaks their language.

4. Attendance has improved to some degree.

5. The number of potential dropouts has decreased.

6. Parental participation in school and community activities has increased.

7. School personnel have developed much more empathy for the children, parents, and the communities in which they serve.



Type of Project

Bus Counselor—School Aide Program

Place

Onslow County (Jacksonville), N.C.

Starting Date

September 1967

Cost

\$512,606 in 1967-68 school year

Staff

150 counselor-aides, 2 supervisors, 50 summer remedial teachers

Participants

2,725 public and 40 nonpublic school pupils

For Further Information Contact

*Allen T. Trader, Jr.
Project Director
Onslow County Board of Education
Box 99
Jacksonville, N.C. 28540
Telephone 919 347-5111*

Description Women from the target school areas are employed full-time as bus counselor-school aides. About 50 percent of the women are from low-income families; the rest, from lower middle-income.

As bus counselors, the women are assigned to all school buses serving 13 Title I elementary, junior high, and senior high schools in the county. Duties include keeping order during bus travel, getting to know the children and their families, and locating and reporting any social or welfare problems.

On arriving at school, bus counselors assume the roles of school aides, working as

clerical assistants, library aides, cafeteria helpers, etc.

Teacher aides serve only in the elementary and junior high schools with one aide for two elementary teachers and one aide for eight junior high teachers.

In selecting the counselor-aides, a numerical rating system was devised. Ratings were based on past employment records, years of formal education, moral character, economic need for employment, and employment training.

All counselor-aides are required to complete a 30-hour preservice training program during the summer. They receive instruction in first aid, child psychology, bus safety, and social and welfare problems. Inservice training in all areas of school aide employment is provided during the school year.

These training programs have resulted in some of the counselor-aides' returning to school to train as teachers.

Two school administration officers supervise each component of this program.

Several of the teacher aides are employed for the summer remedial programs conducted in 11 of the schools.

Type of Project

*Teacher Aide Program
Lake County, Mont.*

Starting Date

November 1967

Cost

\$16,000 in 1967-68 school year

Staff

21 teacher aides

Participants

160 public and 26 nonpublic school children

For Further Information Contact

*Edward B. McCurdy,
Superintendent
Lake County Schools
Charlo, Mont. 59824
Telephone 406 644-2115*

Description Under the teacher aide program teachers in four schools are freed several hours a week to tutor problem or slow students. Other teachers also are freed from specialized courses and given more time to spend with students in their own academic fields.

The students, the lowest 10 percent in the schools, are selected on the basis of their poor marks and teacher recommendations for special instruction. About one-fourth are Indians from the Flathead Reservation.

One 11-year-old girl, who was failing in math, was tutored individually for several months. She re-entered the class and finished the year with average grades.

Parents of the children and residents of the community, many with teaching or nursing backgrounds, are hired as aides at \$1.95 an hour. Those with little academic training conduct routine class exercises and help with the clerical work in the schools.

In the primary grades mothers supervise the above-average readers, permitting the regular teachers to have more time with the slow readers who need additional help. Other aides take study hall periods for advanced math and science teachers.

Tutoring periods vary from 1 to 2 hours a week per student. The average teacher now spends about one-sixth of his day giving special instruction.

The students show a marked improvement not only in achievement, but also in their attitude toward work and in their interest in class activities as a result of the program.

Type of Project Clerical and Teaching Assistants

Place Alliance, Nebr.

Starting Date August 1967

Cost In 1967-68 school year:
\$29,000 from Title I
and \$6,000 from the
State and city

Staff 10 full-time and 12
part-time aides

For Further Information Contact

Dr. Stanley Wilcox,
Superintendent
Alliance City Schools
14 and Laramie Streets
Alliance, Nebr. 69301
Telephone 308 762-5475

Description Aides provide clerical and teaching assistance in the four schools in the city, freeing the teachers to work with students individually and in small groups.

With the extra help, the schools have been able to institute a new scheduling program under a Stanford University plan that cuts the pupil-teacher ratio in most classes in half.

Parents of students, neighborhood residents, and former teachers are employed as aides.

Clerical aides type up reports and make copies of work sheets and tests for the

teachers. Teaching aides monitor study laboratories, supervise routine classroom exercises, and generally assist the teachers in class. As a result elementary grade pupils receive individual instruction about 30 percent of the day; high school students are tutored individually or in small groups 40 percent of the day. Four students who have difficulty reading receive special instruction 80 minutes a week in reading alone. The average class has 12 to 15 students.

Aides help in physical education classes, resource study centers, and language laboratories. They hand out study material and run language tapes. If a student needs help, the aide finds a regular teacher in the school to answer his questions.

PARENT PARTICIPATION

Type of Project Parent Participation in a Preschool Program

Place Chicago, Ill.

Starting Date September 1966

Cost \$605,000 in 1967-68 school year

Staff 4 principals, 25 teachers, 15 teachers aides, 4 community representatives, 4 nurses, 3 special teachers, 2 part-time psychologists, a part-time counselor, and a health aide

Participants About 458 children and 260 parents

For Further Information Contact Mrs. Evelyn F. Carlson
Chicago Schools
228 North La Salle Street

Chicago, Ill. 60601
Telephone 312 332-7800

Description A preschool program in four centers is designed to develop the verbal skills of 3-, 4-, and 5-year-old children and to involve their parents in all the stages of the educational process.

Six mobile units connected by a boardwalk make up each center. One unit, staffed by a professional home arts teacher and equipped with homemaking equipment, is used exclusively for parent education programs. There are also four classrooms and an area for the

social worker, the principal, and the counselor.

Preschool children attend half-day sessions the year-round. The curriculum for each of three age groups is adapted to the particular needs of the children. Whenever possible, literature, games, art, and music are incorporated into the preschool programs.

Parents are welcome at the centers at all times and are urged to make a positive contribution to their children's education.

Parents participate in child development programs which enable each parent to see his child in relation to members of his class as well as to members of his own family. They plan, cook, and serve hot meals. They attend their children's health examinations and assist on field trips.

Parents who have a skill or hobby conduct classes for other parents and thus assume a leadership role. A policeman taught typing at one center, while a father demonstrated his lamp-making hobby at another.

Parents themselves started a clothing drive—washing, ironing, and mending articles—in the parents' mobile. The clothes were then sold. Parents from different ethnic groups shop together and establish friendships as they look for bargains for their families.

Community representatives, who are hired from the neighborhoods where they work, keep in contact with the parents. They give them books to read and materials to read to their children. They also advise them about school problems and activities.

Parent Advisory Councils attempt to gain the interest and support of nonparticipating parents. Through weekly meetings, parents

help each other with household jobs such as ironing, shopping, and cleaning. Families assist one another in emergencies as a result of the meetings.

Special activities for the parents include instruction on the Negro heritage, group singing, and home economics.

Type of Project Reading Mothers for Four-Year-Olds

Place Phillips, Wis.

Starting Date January 1967

Cost \$7,701 in 1967-68 school year

Staff 14 mothers

Participants 61 four-year-olds

For Further Information Contact Stan O. Gabrielsen,
Superintendent
Central School District
Phillips, Wis. 54555

Telephone 715 339-2141

Description The "Reading Mothers' program serves the disadvantaged child two ways. It prepares preschool children for kindergarten by providing cultural experiences and educational materials not available in the home. It also gives the children's mothers an opportunity to participate in the schooling of their youngsters.

Fourteen mothers, who work in pairs with groups of 7 or 8 four-year-olds, meet three times a week for 1½-hour classes. Classes are held in homes, churches, the public library, and in the schools. The children participate

in a variety of activities. They hear recordings of stories and listen to stories read by the mothers. They learn to express themselves through creative art, dance, and games. They are taken on field trips to local places of interest, including the library, the post office, the fire station, and factories.

All children have their hearing and eyes checked at the beginning of the program. A speech therapist evaluates their speech. If a problem is present, the child enters a speech therapy program at the school.

The mothers are volunteers selected from among the parents of the children in the program. They are paid \$2 an hour and work 6 hours a week. The mothers learn along with their children. At the beginning of the semester, they visit the kindergarten that their children will attend and receive instruction from the kindergarten teacher. The program is coordinated with the kindergarten teachers' service, and the mothers continue to receive instruction once a month during the semester.

The program has been received enthusiastically by the parents and children. When it began in January 1967, school officials had trouble locating mothers willing to work in the program. However, as the word spread, volunteers appeared in ready supply. On a questionnaire sent out to all parents of participating children, the parents recorded 97 percent agreement that the program had contributed positively to their children's development—to their practical skills, memory, understanding, general knowledge, attitudes, and interest.

Kindergarten teachers report that the children who participated in the program have entered kindergarten without the strong fear

of school that characterized so many of these children previously. The children are at ease in a group situation and willing to participate vocally.

Type of Project *Spurring Parent Interest*
Wynne, Ark.

Starting Date *1966*

Cost *\$8,900 in 1967-68*

school year

Staff *2 full-time social*

workers and 100

teachers

Participants *Teachers and pupils in*

grades 1 through 12

and parents

For Further *Gene Catterton*

Information *Title I Coordinator*

Wynne Public Schools

Wynne, Ark. 72396

Telephone 501 BE

8-2558

Description During August, about 100 teachers spend 3 half days, as part of their inservice training, visiting parents of the educationally deprived children who attend Wynne's two elementary schools and two high schools. The visits spur parent interest in the school and its activities.

During the 1967 summer, teachers in teams of 2 and 3 visited some 250 to 300 parents. The visits were eye openers for both the teachers and the parents.

A teacher team discovered one of the pupils living in a two-room house with 13 people. His father is crippled and earns only \$1,200 a year. The child shares a room with five brothers, walks a half mile daily to the school bus, and has to carry water from a well a mile from his home. Despite all these handi-

caps, the boy was earning B's and C's at school. Until the visit, the teachers could not understand why the boy could not do better in class.

Social workers provide followups to the teacher visits. If the children are in need of clothing, medical or dental care or counseling, the social workers see that the needs are met.

In the fall, a parent participation day is held. The parents come to school and the children stay home. The parents are asked to pick up their children's report cards.

The result is extremely high parent participation from poverty areas. Gene Catterton, Title I coordinator, said that many of the hardest-to-reach parents are the most enthusiastic about the program.

Henry Akins, a principal, reports 100 percent parent participation for some classes. School Superintendent M. D. Forrest said the participation in his school in 1966 ran well over 70 percent. In 1967 it was even higher.

Success of the program is attributed to the fact that teachers visit the parents in their homes just before school opens in the fall. Immediately after, the teachers hold group discussions about each visit to make sure they realize the needs of each child.

"We believe one contributing factor to dropouts is the lack of rapport between the home and school," Forrest wrote in his original application for Title I funds. "These visits in the home . . . let the parents know someone is interested in their children." One parent also stated he appreciated the visit very much and that it was a fine experience for teachers to come to his home to talk about his children when the cause of the visit was not a discipline problem.

EXTENDED USE OF SCHOOL FACILITIES

Type of Project Community School Program

Place Monroe, Mich.

Starting Date September 1966

Cost \$135,721 from Title I plus local funds for 1967-68

Staff Director, Community School Agent, a librarian, 3 teachers, a secretary, and several part-time teachers for adult education during the school year; 14 teachers, a psychologist, 5 staff workers, and a coordinator for the summer program

Participants About 700 students, including 90 from nonpublic schools

For Further Information Contact Raymond Morrow
E. S. E. A. Director
Lincoln School
Monroe, Mich. 48161
Telephone 313 241-0330

Description Two schools in a commercial-industrial-residential area of Monroe serve neighborhood residents of all ages in day and evening, summer and winter programs.

Participants include students from the Eastern Michigan University, volunteers from city civic groups, and area residents in a proj-

ect built on the cooperation of the entire community.

About 600 students take part in the Monday afternoon and evening classes at Lincoln and Orchard Schools during the school year. They study art, charm, leather crafts, sewing, jewelry, photography, typing, and home economics. They sing in choral groups and put on plays.

Many of the same students are tutored individually or in small groups Thursday after school. About 30 of the 40 volunteer tutors are nuns from a teaching seminary. There are 180 students involved in this program.

A teen club offering activities such as roller skating, dancing, and volley ball meets once a week at one of the schools.

Adult education classes in typing, modern math, slimnastics, and sewing are held one or two evenings a week. Neighborhood residents often volunteer to teach a special course for a several-week period. There were 188 adults enrolled in the 1968 spring semester.

About 48 mothers attend a morning program each week while their 4-year-olds listen to stories in a preschool class. The story hour was initially run by the Monroe Chapter of the American Association of University Women; later the inner-city parents assumed responsibility for it themselves.

About 14 seniors and 30 juniors from Eastern Michigan University are paid as teacher assistants for a semester. They help the teachers, observe the classes, and are given credit toward college degrees.

About 188 students take part in a student cross-age tutoring program. Fifth-, sixth-, and seventh-graders help students 3 years younger

learn how to read. Each student-tutor teaches for 3 half-hour sessions during the week.

Other programs include two remedial reading portable classrooms, field trips for students of all ages, and a seminar on the nongraded school for the faculty of Lincoln and Orchard Schools.

Field trips are taken to the Toledo Zoo, the early American village and museum at Dearborn, plays, and concerts in Toledo and Detroit. Fourth grade students are offered a special art class every Saturday at the Toledo Museum of Art. These programs are carried on during the entire school year.

About 288 youngsters, attending either morning or afternoon sessions, take part in the summer program. An hour is devoted to remedial reading, to arts and crafts, and to physical education. A hot lunch is provided.

Since the community school program began, vandalism has been largely eliminated from the area and school attendance has risen by about 20 percent.

Type of Project Evening Study Centers

Place Sedalia, Mo

Starting Date October 1966

Cost \$10,964 in 1967-68 school year

Staff 9 teachers

Participants About 400 public and 40 nonpublic school students

For Further Information Contact Harry E. Browder
Director of Federal Programs

Sedalia Public Schools
Smith-Cotton High
School
Sedalia, Mo. 65301
Telephone 816 826-1115

Description Four schools in low-income areas in the city offer supervised study centers and recreational activities two or three nights a week to their students.

Fourth- through seventh-grade students study for 1 hour under a qualified teacher. They then may participate in one of several smaller classes in art, crafts, square dancing, or drill teams, which are offered as incentives to encourage them to attend the study hall.

Remedial reading and math instruction are given to groups of six and eight students when necessary.

Students and parents alike are encouraged to use a reference library set up in each study center. A movie is shown every month to youngsters who read four books from the library and write a book report on them. The schools subscribe to newspapers and magazines to attract the parents.

Because of a lack of space, one school set up both the library and study center in the school cafeteria. The four schools are open from 6:30 until 8:30 p.m.

An open house is held in each school during the year. Parents are invited to see an exhibition of square dancing and a display of arts and crafts. The drill teams also put on a performance.

Each school also produces a half-hour show on a local radio station. In 1967-68, one school broadcast a program on America's musical heritage while another dramatized

The Legend of Sleepy Hollow. The show is taped in advance, but the students hear it on the air from the radio station where they are given a full tour.

An increasing number of parochial school students attended the study centers in 1967-68. They were so enthusiastic that three parochial school teachers volunteered to help.

The centers are open to all who wish to participate. Nine children from one family, ranging in age from 8 to 17, came regularly to one center in 1966. Their progress in school was excellent.

Type of Project *Dormitory Accommodations*

Kona, Hawaii

February 1968

\$11,777, February-August 1968

Retired couple, house-

mother, VISTA tutors

15 children, 10 boys and

5 girls, in grades 3

through 10

Clarence Masumotoya

Director, Federal

Programs

P.O. Box 2360

Honolulu, Hawaii 96804

Telephone 507711--

Local 582

For Further Information Contact

Description An abandoned school has been converted into dormitory facilities to bridge the transportation gap for children of residents of an isolated fishing village.

Youngsters used to have to rise before 5 a.m. to make the 20-mile trip over rough roads to Hookena School. Many fell asleep

during their classes, while others preferred to stay home on the beach. Now they make the trip only once—on Monday morning when one of their fathers brings the village's catch of fish to town. After school, the boys and girls report to the remodeled Alae facility which is their home until Friday afternoon. They return to their parents every weekend.

A prerequisite for moving into Alae is a thorough physical examination, tuberculin tests, and dental treatment for each child. As a followup, height and weight charts are being maintained to trace students' physical development under a daily diet of three nourishing meals. These children, among the most deprived in the area, have been living primarily on fish, rice, cookies, and soda pop.

The former Alae School has a library which has been converted into a study hall. Classrooms have become dormitory rooms for boys, and an adjoining cottage houses the five girls. A kitchen and dining room offer homemaking experience and a spacious playground is used for recreation. Fruit and vegetables from a garden on the grounds make good nutrition economical. A housemother and a retired couple see to the care of the children, while VISTA volunteers serve as tutors.

Milolii parents are encouraged to visit their children frequently. They were consulted throughout the planning stages of the project and have representation on the advisory committee which supervises its operation.

It's still too early to evaluate progress, but Laurence J. Capellas, project coordinator for Hawaii's Department of Education, is looking for gains in health and social outlook as well as in the classroom.

SUMMER

Type of Project	Summer Day Camp and Travel Program
Place	Detroit, Mich.
Starting Date	Summer 1966
Cost	\$155,386 in 1967-68 school year
Staff	60 teachers, 40 college and high school aides, a coordinator and 2 field directors
Participants	520 students, including 104 from nonpublic schools
For Further Information Contact	Dr. Louis D. Monacel Assistant Superintendent Detroit Public Schools 5057 Woodward Avenue Detroit, Mich. 48202 Telephone 313 833-7900
Description	"Operation Go" is a 7-week program designed to enlarge the experience and stimulate the interest of trouble-makers and potential dropouts in inner-city schools. Students selected from 20 schools take two trips a week. They go to major league baseball games, visit museums, take overnight camping trips, and travel as far as Niagara Falls, N.Y., during the summer. A team of three teachers, assisted by a college student and an inner-city high school student, direct the program at each school. Working with a \$600 travel budget and other funds, they are free to develop the schedule

cords would have excluded them from participation in most camps. Students with moderate to severe learning disabilities were included in the criteria for eligibility. The camp was divided into two 4-week sessions with 125 children attending each session.

The daily schedule of instruction and activity included remedial reading, mathematics, language arts, swimming, music, nature study, health and hygiene, physical education and athletics, dramatics, and arts and crafts.

Classes were held during six 60-minute periods with each child enrolled in six daily activities. Participation in at least one remedial class and in swimming instruction was required.

Each child was assigned, according to grade, to one of six camp groups. The classes, taught by certified elementary teachers, averaged about five pupils per class.

College students were hired as teacher aides. They assisted the camp staff in all phases of the program. They also served as group leaders and accompanied the children on the buses provided daily for transportation to and from the camp.

Physical examinations were given to participating children by a pediatrician and camp nurse, and referrals for treatment were made when necessary. Health and activity records were kept for each child. These were furnished to school principals at the close of the program.

Free lunches and snacks were furnished daily.

Attendance at the two camp sessions was nearly 80 percent with 81 children having perfect attendance records.

Type of Project	Summer Camp
Place	Sciticut Neck, Fairhaven, Mass.
Starting Date	June 1966
Cost	\$46,333 in summer 1967
Staff	1 camp director, 1 assistant director, 1 nurse, 1 pediatric consultant, 22 teachers, 9 teacher aides, 1 swimming instructor, 1 guidance counselor, 1 athletic director, 1 music teacher
Participants	250 public and non-public school pupils, grades 3-7
For Further Information Contact	Howard S. Tripp Coordinator of Federal and State Aided Programs New Bedford School District New Bedford, Mass. 02700 Telephone 617 997-4511
Description	Disadvantaged children from the inner city went down to the sea in buses to attend this voluntary summer day camp of fun and formal classes. The children, pupils in 14 public and 6 nonpublic schools in nearby New Bedford, were all residents of areas with a high concentration of low-income families. An attempt was made to integrate many youngsters whose social deviation and poor health re-

best suited to the 26 youngsters in their school.

The fifth- through eighth-grade students meet 4-6 hours a day, 5 days a week at the school. Activities such as crafts, group discussion, and games are held during the day.

Whenever possible, students write papers, make maps, and discuss topics related to the trips they are planning. For example, a trip on a river boat will lead to a discussion of the various meanings of the word "deck" and to a short science lesson on why boats float.

Although the program is primarily aimed at building a closer relationship between the students and the teachers and at changing the students' attitude towards school, regular academic instruction is included.

Because of the importance of the teachers in the success of the program, the staff of the federally-funded Great Cities Project began selecting the teams in January. Men and women with a wide range of talents, who can play the guitar as well as explain a scientific phenomenon or teach sewing as well as camp out, are chosen.

The teams meet with the Great Cities Project staff during the winter and spring as they select their students and plan their schedules.

The trips usually begin with an excursion for fun to an entertainment park or picnic ground. More serious visits follow with weekend or overnight trips coming at the end of the summer.

At one school, the girls learned how to sew and make party dresses. During the course they went to a good restaurant to give them a chance to wear their clothes. Several others took a 24-hour trip by charter bus to Niagara Falls. A teacher in another obtained free

board and room for his students for a week-end in northern Michigan.

As the summer progresses, students take a greater part in planning the trips. For instance, they determine routes to be followed and prepare the picnic meals themselves.

The program ends with a week of evaluation. Team members discuss the project as a whole and the progress of the individual students. Student information is then passed on to their homeroom teacher at the beginning of the regular school year.

Throughout the summer the teaching team analyzes and discusses the project, meeting together an additional 2 hours a day after the students return home.

As a result of "Operation Go," the dropout rate has diminished.

Type of Project

Summer Camp

North Bend, Wash.

Starting Date

June 1967

\$7,718 for 23 days in summer 1967

Staff

13 men and women including 10 teachers, 10 junior leaders

Participants

100 boys and girls, grades 7-10; 125 boys and girls, grades 3-6; including 45 from non-public schools

For Further Information Contact

John J. Fotheringham
Coordinator of Federal Programs
Highline School District
P.O. Box 66100
Seattle, Wash. 98166
Telephone 206 244-6100

Description On camping grounds bought by the Highline School District many years ago, educationally disadvantaged youngsters enjoy 23 days in an atmosphere many of them did not know existed.

"The program has proved to be a unique and effective method of establishing relationships between students and the educational process," says Carl Jensen, superintendent of schools. "Through the stimulation of outdoor recreation it has become possible to reach the heretofore unreachable."

The boys and girls participated in a recreational, educational, and social camping program in the Cascade Mountains.

Teachers, carefully selected for their ability to "get through to students," helped to shape outdoor living experiences. Each teacher was assigned to a group of 10 children.

The youngsters participated in such activities as fishing, campouts, cookouts, softball, volleyball, soccer, and basketball. Table tennis and horseshoes were added for the older group. There were also campfires, swimming, hiking, a field trip to the Seattle watershed where they viewed a power plant, a masonry dam, and a high-lead logging operation.

Each group of 10 youngsters and their counselor-teacher planned their activities separately. In many instances a group would go off on a hike or fishing alone. Sometimes the group would stay out in the woods for days.

The youngsters found themselves face to face with a new concept of social awareness. New relationships, participation, and social

skills blossomed from the withdrawn. Anti-social energy turned into group cooperative effort in the competition between living groups.

The program did much to bring the youngsters and the teacher closer together. For some boys and girls it was their first real chance to relate to an adult on a basis other than instructive or corrective.

"Some of these relationships have continued," said Jensen. "All have had an effect on more effective mutual understanding."

Type of Project Summer Outdoor Education Camp

Place Marshfield, Wisc.

Starting Date Summer 1966

Cost \$13,000 in 1967

Staff 8 instructors

Participants 82 public school children; 92 nonpublic school children

For Further Information Contact
Arnold Bluenke
Assistant Superintendent
1010 East Fourth Street
Marshfield, Wisc. 54449
Telephone 715 387-1101

Description Students who have never had the opportunity to live in the outdoors are given this experience for the first time at Marshfield's School Forest. At this 320-acre camp, 12 miles from the city, students are gaining an understanding of conservation and appreciation of natural resources that the country has to offer. This

experience also provides valuable lessons in working and living with others.

Members of the physical education, biology, and science departments of Marshfield High School and other school systems make up the staff. Members of the conservation, art, and physical education departments of the Wisconsin State University, Stevens Point, assist with inservice programming and training.

The camp curriculum is divided into four major areas: (1) nature study; (2) social development; (3) health and safety; and (4) outdoor skills and recreation.

Campers learn first hand how to live with other people. The dormitory and mealtime chores teach responsibility and cooperation. Good table manners are developed, and general politeness stimulated at mealtime. Daily cleanliness and personal hygiene are stressed and encouraged.

On nature hikes, students observe ecological concepts and other phenomena of nature. They observe soil conservation and take early morning bird watching hikes. They study insects, plants, and animals.

During each session, trips were made to the Wild Rose State Fish Hatchery, Sand Hill Game Demonstration Area, Griffith State Nursery, Babcock Fire Station, Hancock Experimental Farm Station, State Poynette Conservation Area, and a paper mill.

Each summer, the campers plant several hundred potted coniferous trees. Older students learn to help prune trees and build trails. Boys and girls pitch tents, gather wood, build fires, and prepare meals in the out-of-doors. In arts and crafts, students incorporate nature lore with the craft of print-

making by collecting leaves to be printed on the covers of the nature booklet that each camper prepares.

The recreation program includes archery, boat safety, spin casting, gun safety, and woodworking. In the 1967 summer, boys in grades 8-11 made their own dugout canoe.

Each session culminates in a Paul Bunyan Day, when the campers are divided into two teams, elect captains, compete in boat races and log sawing competitions, and take part in a nature scavenger hunt for team points.

Children who cause discipline problems in schools usually cease to be hostile at the camp. The camp experience contributes to better adjustment and cooperation with their peers prior to returning to their classrooms in the fall, according to school officials.

Type of Project Summer Day Camp

Place Windsor, Vt.

Starting Date Summer 1967

Cost \$10,680 in 1967

Staff 5 teachers, 5 college and 5 high school student assistants

Participants 50 students

For Further Information Contact
Wilfred E. Roy
Title I Director
Windsor Schools
Main Street

Windsor, Vt. 05089

Telephone 802 674-2144

Description A four-room country school at the foot of Mt. Ascutney is the site

for a summer day camp for slow or withdrawn students from the first through eighth grades.

Five teachers—in crafts, photography, art, nature study, and physical education—work with the campers at the Albert Bridge School. The focus in all activities is on nonverbal, visual communication aimed at stimulating the youngsters' imagination and giving them confidence in themselves.

In the photography course, for instance, students create nonverbal stories through a sequence of pictures. Shots are taken from the "worm's eye" and the "eagle's eye" point of view to encourage the students to think about objects from different perspectives.

Dramatics are introduced into physical education. There is less emphasis on organized games such as volleyball and more on individual creative movement in active play.

Art shows, photography exhibits, and craft displays are held for the parents of the children. Cane chairs made in the summer craft class were exhibited in a local store.

The day's 4-hour schedule is flexible and campers are encouraged to spend more time in areas of special interest to them. Apart from the directed activities, youngsters take hikes up Mt. Ascutney, cook out, and fish in a nearby trout stream. Groups may also camp out overnight, on occasion.

Several trips are planned every summer. In 1967, groups visited the Shelbourne Museum, went to movies in Hanover, N.H., and took an overnight camping trip in Maine.

An evaluation period is held at the end of the 5-week program.

Type of Project

Summer Outdoor Education School

Place

Topeka, Kans.

Starting Date

Summer 1967

Cost

In 1968: \$9,500 from Title I and about \$10,000 from Title III, ESEA

Staff

A supervisor, 7 teachers, an evaluator, a counselor, and 3 aides

Participants

About 400 public school students, including 120 through Title I funds

For Further Information Contact

*Don B. Hawks
Title I Director
Seaman School District
1124 West Lyman Road
Topeka, Kans. 66608
Telephone 913 232-8294*

Description Shawnee County students study wild life, camping, fishing, and boating in an 8-week program designed to teach them how to make better use of available natural resources.

A remedial reading course is offered. Recreational facilities are made available through the cooperation of other city organizations.

Kindergarten through ninth grade students meet 4 days a week for courses in camping, boating, fishing, wildlife, animals, and soil conservation. On the fifth day, teachers hold

planning and evaluation meetings or meet with small groups of children in need of special instruction.

Each student goes about five times a summer to the school system's outdoor education camp, a 120-acre property on a reservoir 14 miles from the city. They canoe, fish, hike, picnic, and camp overnight.

Staff from the Audubon Society leads bird walks, and members of the local soil conservation office take students to sites where they are working on soil conservation projects.

Other field trips are taken to local stores and industries, the Agricultural Hall of Fame in Kansas City, and city police and fire departments. Students visit art galleries, theaters, and concerts sponsored by colleges and universities in the area. Many inspect a restored Mississippi steamboat nearby.

Students with reading problems receive instruction in small groups 50 minutes a day, 5 days a week. Instruction is scheduled to permit the youngsters to participate in the outdoor education program at the same time.

Sports, active games, and hikes are included in a physical education program. Elementary school students receive training in track and take part in track meets and other competitive sports in preparation for junior and senior high school activities. Students spend about an hour a day in sports.

The local YWCA offers ballet and modern dance classes to the summer school youngsters as well as other members of the community.

When the summer school ends, students are able to continue camping studies and activities through a special program at the YMCA.

Type of Project

Summer Program for
Blackfeet Indian
Children

Place

Glacier County, Mont.

Starting Date

Summer 1967

Cost

In 1967: \$45,000 from
Title I plus assistance
from the Bureau of
Indian Affairs

Staff

About 15 teachers, 4
aides, 1 nurse; and part-
time—an accountant, a
secretary, and an ad-
ministrators

Participants

At least 100 students

**For Further
Information
Contact**

Thomas L. McKeown,
Superintendent
Browning Public Schools
Browning, Mont. 59417
Telephone 406 338-5025

Description Students living on the Blackfeet Indian Reservation attend an 8-week summer program including academic instruction, arts, crafts, and field trips.

Boys and girls from kindergarten through the twelfth grade meet for 7 hours a day at three schools in Browning.

Title I students from a fourth school outside the city are brought by bus to the program.

The instructors include 10 teachers paid through Title I and several Indian craftsmen from the Bureau of Indian Affairs.

An extensive arts and crafts program sup-

plements the regular academic classes. Indians from the reservation teach leather work, lapidary work, ceramics, weaving, and beading. Courses in chalk and charcoal drawing and oil painting also are available.

A music teacher instructs students in the clarinet, trumpet, and drums individually or in small groups.

The day is divided into hour-long classes, but there are no bells and the schedule is flexible. A student in the middle of a project at the end of the hour stays in the classroom until he has finished.

When necessary, a psychologist, social worker, or a reading specialist is called in from a Title III laboratory servicing 10 counties.

The Bureau of Indian Affairs finances short field trips for the smaller children to Glacier National Park, power plants, and local dairies. Many youngsters who live in the high open plains east of the Continental Divide had never been off the reservation when they joined the program.

A team of three teachers specializing in science and conservation take groups of 12 older students for week-long camping trips in the mountains. They study soil erosion and the geology of the mountains and make exhibits of the trees, flowers, and ferns they see.

Recreational reading and library science courses are offered to the older students to stimulate an interest in reading. Most of the students have little family life and rarely read at home.

A kindergarten is offered for those youngsters who are not eligible for Head Start.

Type of Project

Preschool and Remedial
Summer Program

Place

Rock Hill, Mo.

Starting Date

Summer 1966

Cost

\$5,000 a summer

Staff

18 teachers, 13 assistants,
3 kitchen staff, and a
social worker

Participants

250 children

**For Further
Information
Contact**

Edwin H. Eggers
Director of Title I
Webster Groves Schools
Schall School
9420 Manchester Street
St. Louis, Mo. 63119
Telephone 314 961-1233

Description A summer program including academic classes, individual tutoring, and field trips is offered to students having academic and emotional problems. About 150 first through sixth-graders study 6 hours a day at the Schall School. And 100 youngsters attend nursery school every morning in a related project.

Four teams, each with three teachers and two assistants, direct the schedules of the elementary school students. Each team arranges class or tutorial work and plans trips according to the needs of the 40 students in the group.

Field trips to baseball games, museums, and movies are offered as incentives to encourage the students, who generally lack motivation to participate. Frequently a group is

not told in advance about a trip and a student arrives late only to learn the bus has left without him. As a result students come to school on time.

There are classes in arts and crafts, and students may swim 1 day a week.

A library with tapes and records is used for study and recreational purposes. Breakfast is given to youngsters who do not eat properly at home and a hot lunch is provided for all.

The teachers on each team meet with the students for three Saturday morning sessions in May. They evaluate the youngsters' interests and weaknesses and frequently provide entertainment such as a magic show to persuade the students to come to the summer program.

The teachers then meet with the two assistants for a week of orientation and planning in June.

Reports made on the individual students at the end of the program are given to their regular teachers at the start of the school year.

In an effort to interest the parents, dinner meetings are held several times during the summer.

About 80 percent of the youngsters are Negro and most come from families with low incomes.

Type of Project	Preschool and Remedial Summer School
Place	Sharkey-Issaquena School District, Miss.
Starting Date	Summer 1967
Cost	\$66,800 for 1968
Staff	54 teachers, 16 aides, a nurse, 2 special super-

visors paid through
Title I; 3 principals
paid through local
funds

About 1,200 students

Participants

For Further Information Contact

Clyde E. Richardson,
Superintendent
Sharkey-Issaquena Line
School District
Rolling Fork, Miss.
39159
Telephone 601 873-4302

Description A summer school is offered to students with poor or failing marks in three agricultural towns in the Mississippi delta.

Thirty-two teachers teach reading and language arts to groups of 20 elementary school students. Eight teachers, each assisted by two aides, supervise nursery school and kindergarten programs.

The remaining teachers give instruction in regular high school subjects, enabling students to make up one class credit during the 6-week school.

Classes are held from 8:15 a.m. until 1:15 p.m. A morning snack, a hot lunch, and a half pint of milk at the end of the school day are given to all students.

High school students spend 4 hours on one course. In history, for instance, a morning's work might include a film, textbook reading, and work on an outlined map. Schedules are varied in order to maintain student interest. Students take tests and final examinations

and complete all requirements set by the school board for a regular course credit. Thus, a senior who fails a subject during the year may make up the course and receive his diploma at the end of the summer.

Three classes in grammar and literature, two in American history, two in general math, and two in a combined American government and economics course are now scheduled. Specific programs are determined by the needs of the students.

A materials curriculum center with audiovisual equipment, filmstrips, books, and classroom supplies is open for the teachers to use. The center makes daily delivery trips to the three schools in Rolling Fork, Cary, and Mayersville.

Seventh and eighth grade students attend remedial math, social studies, science, and English courses. They are helped with their reading skills and techniques as they cover subject material. Students with average or good grades are also encouraged to participate.

Elementary school youngsters are divided according to their reading level. They receive instruction in reading and verbal skills.

Transportation is provided to and from school for the students.

Type of Project	Summer Enrichment
Place	Arlington, Va.
Starting Date	Summer 1967
Cost	\$34,161 in 1967
Staff	1 counselor and 16 staff members

Participants 157 junior high school children

For Further Information Contact
Stan Book
1300 N. Quincy Street
Arlington, Va. 22201
Telephone 202 JA 7-7600

Description This 6-week summer program takes 157 of the most disadvantaged children through an exciting program of enrichment experiences.

It takes the children on tours of historic sites in Northern Virginia and Washington, D.C. The youngsters go to court to witness a trial, they swim twice a week at the "Y", they camp out on the Skyline Drive, visit their Congressmen, see a Major League ballgame, a movie, and a play, among other activities.

At the same time they are learning about their government, the history of their country, and how to get along with others. In every instance, an academic approach is used.

One of the more successful sequences of the 1967 summer was the consumer education program. It was found that these particular youngsters had a high concern—but little regard—for money. They had no understanding of planning or budgeting. Many had never bought their own clothing; a few had never had new clothing; several had never been in a department store.

Each student was given \$11 to spend on school clothes. A leading department store offered them a 20 percent discount on all purchases.

A consumer information program, however, preceded the shopping tour.

Models from the store's "Teen Board" presented a fashion show, featuring clothing appropriate for school wear. There were classes in color selection, styles, and figure types. Students were encouraged to take a good look at themselves and their wardrobes.

The advantages and disadvantages of various fabrics were discussed as well as the proper fit of clothing. The children learned the language of newspaper advertising, to understand the psychology of advertising, the terminology of buying, and to read the labels. Pre-planning of purchases, budgeting, installment buying, and service charges were also discussed. The course ended with a banquet and fashion show in which the youngsters modeled their new purchases.

As indicated by this project, the summer enrichment activities are geared to meet the specific needs of the youngsters. The overall program is extremely flexible. It is activity-centered with the various school subjects introduced as they prove relevant to a particular activity. Student goals are kept purposely simple and relatively easy to achieve in order that each child experience success in an environment in which he has previously experienced failure.

All of the youngsters in the program were considered economically, culturally, and academically disadvantaged. They had met with little or no academic or social success in the regular school program.

Teachers see a marked improvement in self-image during the summer. There is good attendance and high participation, particularly by students who had previously

been passive or hostile to school and teachers. One group of 11 boys considered "academic disasters" actually became cooperative and productive members of the program.

Type of Project Summer Program in the Arts
Cleveland, Ohio
Summer 1967
Starting Date Summer 1967
Cost \$290,000 from Title I;
\$35,000 from private foundations
Staff 80 teachers, 40 teacher assistants, practicing artists, regular classroom teachers
Participants 1,500 secondary school students, mostly from inner-city schools

For Further Information Contact
James R. Tanner,
Assistant Superintendent
Cleveland Board of Education
1380 East 6th Street
Cleveland, Ohio 44114
Telephone 216 579-0600

Description An 8-week cultural enrichment program with courses in the visual arts, the theater, dance, and television is offered to inner-city students interested in the arts.

Participants are chosen from 15 junior and 5 senior public high schools. The remaining openings are filled by students from higher

income suburban schools in an effort to increase understanding and communication among the young from different income groups.

Classes are designed to develop the interest as well as the artistic talents of youths who otherwise would have little exposure to the cultural activities in Cleveland. Students enroll on a part-time or full-time basis, and box lunches are provided.

The program includes trips to the Cleveland Museum of Art, the Museum of Natural History, the city's theaters and symphony. Art classes will be held in the city's parks as well as at the art centers.

About 60 members of the Cleveland Orchestra work on a one-to-one basis with the best music students in the metropolitan area the week before the seminar. The separate, privately financed program ends with a joint concert with students and orchestra members participating.

The students put on their own plays, dance productions, and art shows at the end of the summer. A show, written and produced by them, is being televised by Cleveland's educational television station.

The courses in television include script writing, production, and lighting. There are courses in the orchestra, band, and chorus. Soul music as well as classical music is discussed.

In the area of the visual arts and crafts, painting, drawing, sculpture, ceramics, photography, graphic arts, silk screen techniques, collage, textiles, and weaving are taught. Ballet, modern, and jazz dance are offered.

Most of the classes are held at the John

Jay High School, within walking distance of several of the city's museums and the symphony hall. Special facilities at other high schools and cultural centers are also used.

Guest artists, scheduled through the cooperation of the Greater Cleveland Summer Arts Festival, will perform every week for the entire student body.

"The arts present a unique opportunity for students of varying backgrounds to work and meet each other on common grounds," a program report states. "Each art form is a sharing of perceptions between people—which is the heart of communicating."

Type of Project *Language Arts***Place** *Barnum, Iowa***Starting Date** *Summer 1966***Cost** *\$12,000 in 1966; \$10,500 in 1967***Staff** *10 teachers***Participants** *122 pupils, grades K through 9, from one community school district, two parochial schools, and the Jerry Rabiner Boys' Ranch (a project of the Iowa Policeman's Association)*

For Further Information Contact*Louis Friestad, Jr.,
Superintendent
Northwest Webster
Community School
Barnum, Iowa 50518
Telephone 515 542-2222*

Description This project, designed to open new doors to reading for disadvantaged youngsters, operates 6 weeks each summer.

Children attend school from 9 a.m. to 1 p.m.—which gives them an opportunity for a hot lunch. Following the regular school program, teachers meet for an hour of planning, evaluation, and discussion. From 2 to 3 p.m. the staff handles special problems and discusses the highlights of the day, new ideas, and future plans.

Five "approaches" are used in each summer program. With each are included a variety of field trips to such places as the cities of Fort Dodge and Des Moines, the local library, the newspaper, local museums, meat-packing plant, and manufacturing and ice cream companies.

The most successful summer program revolved around:

The Local History Approach—This stressed informational and cultural aspects rather than reading techniques. The children, of necessity, turned to written materials in their research. Numerous articles were reported, either in written essays or recorded on tape. Many new words thus became part of each pupil's speaking and thinking vocabulary.

Using tapes for interviews, the children went into the community and talked with the older generation. Back in the classroom they talked and wrote about their experiences.

Each week they prepared a summer school paper and wrote articles for the local newspaper.

The program had a surprising side effect. It created better school relations with the general public in the district.

Four other approaches were:

The Work-Study Skills Approach—Combinations of materials, including dictionaries, library books, charts, and graphs were used to instruct third, fourth, and fifth-graders, all of whom had scored low on the work-study skills section of the Iowa Basic Skills Tests. An evaluation of achievement tests made in spring 1968 showed children who participated in this program had achieved their normal year's gain plus an additional 3 or 4 months.

The Mental Health Approach—Ten boys in the seventh and eighth grades, who showed observable signs of emotional and personality problems which could be directly related to reading disability, participated in this program. One hour daily was devoted to discussions concerning mental health. The rest of the time was spent on vocabulary enrichment, independent reading, study skills, and occupational study. Gains were outstanding; two boys made 1½ years gain in the 1-year period.

The Vocabulary Approach—This proved a very successful method of increasing vocabulary—both sight and auditory recognition—as well as developing phonetic understanding. With the use of a tape recorder and the flash recognition and language master, the children were exposed again and again to words. Sometimes the auditory aspects of the words were stressed; at other times, the visual aspects. For variety, dramatizations, creative writing, puppets, and field trips were utilized. It was surprising how well the children could ad-lib a complete story for their shadow puppets, at the same time involving words from the vocabulary list in their yarn.

The Junior High Approach—This program involved both old and new ideas. Memory pegs, speed readers, programmed material, language arts, vocabulary, and other methods were used. The result: Significant gains and improvements in English grammar and memory.

Type of Project

Cooperative Summer School

Place

Hugoton, Moscow, Satanta, and Sublette, Kans.

Starting Date

June 1967

Cost

\$32,000 for 6 weeks in 1967

Staff

12 classroom teachers, 1 speech therapist, 1 audiovisual specialist, 1 school nurse, 1 program coordinator

Participants

414 public school students

For Further Information Contact

Donald R. George
Title I Coordinator
Hugoton Elementary School
Hugoton, Kans. 67951
Telephone 316 LI 4-4765

Description Four school districts in three rural counties comprising an area of 1,600 square miles joined together to operate this project. Held daily in one school in each district, the program offered reading and

mathematics instruction, physical education, speech therapy, and cultural enrichment to deprived children in grades 1-8.

One hour sessions of individual and small group instruction in these subjects were staffed by teachers in each school. Also located in each school was a physical education instructor who directed classes in supervised recreation.

All teachers worked in schools where they regularly teach during the school year.

Field trips to museums, art galleries, and local historical sites were planned and accomplished by each school to supplement class instruction.

Each child voluntarily participated in one or all phases of the program.

Services of a speech therapist, an audiovisual specialist, a school health nurse, and a program coordinator were shared by all the schools.

The speech therapist traveled to each school daily on a prearranged schedule. Eight preschool children 3 to 5 years old and several high school students from disadvantaged backgrounds were included in the speech therapy program.

Services of the other joint staff members were available on request from the reading and mathematics teachers.

Video tape recorders, bought for each school with Title I funds, were used in all phases of instruction. Children in the reading classes saw themselves in a class drama which was put on tape. Children in the speech program watched themselves on tape after therapy sessions. Entertaining and educational television programs were taped for class viewing.

Prior to the summer program, all staff members met to coordinate the program and to exchange materials and ideas. They met again at the conclusion of the project for evaluation.

Direct outgrowths of the summer project included the initiation of a school-year physical education program in one of the schools, and the publication of a booklet on child health.

The booklet, researched and developed by the school health nurse during the summer program, is distributed to parents of deprived children and to a hospital in the area. It deals with health and psychological problems common in deprived children and methods on how parents can deal with them.

Type of Project	<i>Non-structured Secondary Summer School</i>
Place	<i>Bremerton, Wash.</i>
Starting Date	<i>June 1967</i>
Cost	<i>\$52,000 in 1967</i>
Participants	<i>176 potential dropouts from public high schools, 12 from non-public high schools, and 3 dropouts</i>
For Further Information Contact	<i>Don Atkinson Federal Projects Coordinator Bremerton School District 100-C Burwell & Montgomery Bremerton, Wash. 98310 Telephone 206 ES 7-3781</i>

Description An experiment in freedom and mutual trust was the central feature of this summer school program for high school dropouts and potential dropouts.

Before the 6-week summer school began, teachers and administrators attended a 1-week training program in which they were persuaded to eliminate nearly all compulsory activities and rules. Consequently, students were required to attend only a 5-minute administrative session each morning and a 40-minute guidance session three times a week.

Initially, both students and staff were apprehensive. The youngsters couldn't believe the teachers meant what they said. Then they began to find out. Since there was no dress requirement, students appeared in all sorts of attire. Since class attendance wasn't mandatory, many stood around and talked. Only faculty determination to give the experiment a chance prevented it from ending at this point.

Throughout the course, students picked their own classes, decided their own rate of study, and if they didn't want to do their work, they didn't. The curriculum included English, reading, mathematics, home economics, art, piano, and physical education. The latter two subjects became the most popular. Seven pianos were equipped with earphones so only the player could hear his practicing. Physical education, once unpopular, became more welcome when it was not compulsory and when the instructor stopped wearing his whistle—a symbol of authority.

Mistrust was still evident when several field trips were planned by students and teachers during the counseling sessions. But

camping overnight together and sharing a trip to Seattle helped to generate a new atmosphere.

In the end, students chose to have school proceed much as it did during the regular school year. But there was a difference. Many who normally spent time idly waiting for the end of each class became involved in school activities and were eager participants in group discussions. A new rapport developed between students and teachers, as individuals began to take responsibility for their own education.

When students moved from the summer program into the regular school year, no marked gains in achievement or attendance records were evident. But parents and teachers felt the attitude changes had been significant and were probably responsible for keeping all but two of the participants in school and luring the dropouts back.

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