R E P O R T R E S U M E S

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ONE TO GET READY...A REPORT ON SOME OF THE WAYS THAT TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT IS PROVIDING SPECIAL PROGRAMS FOR CHILDREN IN MARYLAND'S LOW INCOME NEIGHBORHOODS.

MARYLAND STATE DEPT. OF EDUCATION, BALTIMORE

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DESCRIPTORS- *COMPENSATORY EDUCATION PROGRAMS, *PROGRAM DESCRIPTIONS, *FEDERAL PROGRAMS, EDUCATIONAL PLANNING, EDUCATIONAL FINANCE, INSTRUCTIONAL STAFF, TEACHER AIDES, HEALTH PROGRAMS, DROPOUT PREVENTION, LANGUAGE ARTS, OUTDOOR EDUCATION, FAMILY LIFE EDUCATION, PREGNANCY, MUSIC ACTIVITIES,

ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS IN 23 MARYLAND SCHOOL DISTRICTS ARE REVIEWED IN THIS REPORT. IN THE PERIOD FROM 1965 TO 1967 $29 MILLION WAS APPROPRIATED FOR TITLE I ACTIVITIES, WHICH WERE OFFERED TO 46,000 PUBLIC AND NONPUBLIC SCHOOL STUDENTS, INCLUDING 39,000 IN A SUMMER SCHOOL SESSION IN 1966. THE ACTIVITIES OF THE PROJECTS INCLUDED--(1) USE OF CONSULTANTS, TUTORS, AND AIDES, (2) PRESCHOOL CLASSES, (3) A PROGRAM FOR PREGNANT GIRLS, (4) HEALTH AND NUTRITION PROGRAMS, (5) LANGUAGE ARTS INSTRUCTION IN THE PRIMARY GRADES, (6) AN OUTDOOR EDUCATION PROGRAM, (7) DROPOUT PREVENTION PROGRAMS, (8) FAMILY LIFE INSTRUCTION, (9) USE OF CHILDREN'S AIDES AND PARENT HELPERS, (10) EMPLOYMENT OF ADDITIONAL REGULAR STAFF, AND (11) INSTRUMENTAL MUSIC CLASSES. IT IS FELT THAT TITLE I PROGRAMS WOULD BE MORE EFFECTIVE IF THERE WERE BETTER USE OF COMMUNITY RESOURCES, MORE INSERVICE TEACHER EDUCATION AND PARENT INVOLVEMENT, AND GREATER EMPHASIS ON THE LEARNING IN THE EARLY SCHOOL YEARS. (DK)

one to get ready . . . . . A report on some of the ways that Title I of the Elementary and Secondary Education Act is providing special school programs for children in Maryland's low income neighborhoods.

MARYLAND STATE DEPARTMENT OF EDUCATION
BALTIMORE

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I have seen Title I projects for underprivileged children in our State. These new school activities are indeed impressive; I was delighted to see children getting attention in small groups, and new classroom equipment in use. The enthusiasm of administrators, teachers, and aides for this important program is evident almost from the moment you enter a school.

As a deeply interested layman, I am encouraged to believe that the Title I program will accomplish what it has set out to do — to help provide for many an escape route from poverty.

Jerome Framptom, Jr., President
Maryland State Board of Education

oreword

As you examine the projects we are operating in Maryand under Title I of the Elementary and Secondary Educaon Act, two conclusions stand out.

One conclusion arises from the character of the projects emselves. They are comprehensive. And that is as it should e. The disadvantaged child who comes to school every orning without breakfast, or who needs eyeglasses or reedial attention, is certainly handicapped in the classroom. hysical, cultural, and motivational handicaps must be overome if the disadvantaged child is to succeed. At the same me, catch-up type classroom projects based on careful iagnosis of the needs of each child, must be a part of the rogram. I am happy to see that this broad attack on the earning problems of economically and culturally deprived outh in our State is characteristic of the projects we have pproved in all school systems in Maryland.

The second conclusion that one draws from a reading of his report concerns people. The administrators who guide hese projects and the teachers who teach in them emerge in he vast majority of cases, as imaginative and intelligent ndividuals. But more than that, they are revealed as warm uman beings, deeply conscious of the charge that has been id upon them to help erase poverty from a whole class of mericans through superior and individual education of he children.

A happy side-effect of the Title I program has been he light it has cast on the learning problems of the economially and culturally deprived child. Not only has it focused public attention across the State on the problem and sparked new research activity; it has also alerted the whole school community to its importance.

But we must involve more community resources for expert help in this good work, and more parents. We must prepare more teachers better for the truly massive job that still lies ahead of us. The toughest educational job we face is the one in the inner city school. This contest is only beginning.

If we bring to bear the full resources now available to us, including the enthusiasm of dedicated people, our program of learning for a better life is going to succeed. Education can help wipe out poverty. Title I-type programs alone cannot do the job, but without them, nothing can.

A number of people have been responsible for this publication. Projects were selected on the basis of innovative and unique approach as well as administrative and operational effectiveness. Decisions on program policy and the selection of projects for attention were shared by Thomas Pyles, Percy Williams, Amon Burgee, Jack Burns, and Francis Gates, all of the Division of Federal-State Programs. Writing and editing of "One To Get Ready" were also shared duties. Sharing were Mary Alice Marlar, free lance education writer, and Gus Crenson, information officer for this Department. Dr. David W. Zimmerman, Deputy Superintendent, made perceptive and constructive comments on the first draft.

JAMES A. SENSENBAUGH
State Superintendent of Schools

ntroduction

)ne To Get Ready . . .
l Report from Maryland On Title I Of ESEA
965 – 1967

From Garrett County to the Eastern Shore, from the usquehanna to Point Lookout, wherever Maryland's children o to school, exciting things are happening in the classroom. n the teeming Baltimore ghettos and in the quieter rural illages, creative new approaches to education are being ied — and are succeeding. Children who might once have een regarded as practically ineducable are making academic rogress, and teachers have found a new zeal in which all ings are possible, and the *impossible,* to paraphrase the old ying, only requires a different technique.

Maryland's classroom revolution was sparked by Title I f the Elementary and Secondary Education Act of 1965, by which the Congress of the United States has made available to local school systems throughout the Nation approximately $1 billion yearly to improve schooling for educationally deprived children. Maryland's allocation for the school year of 1965-66 was $15,249,238, and for 1966-67 was $14,197,635. Under Federal Law, the money is available only to those schools serving a substantial number of children from low-income families; it must be used for *special* projects to help these children overcome the handicaps of poverty and ignorance. As the program focused on *children,* rather than on schools, benefits had to be extended to all deprived children in the attendance area, including those who attend non-public schools.

These extra funds, over and above regular school appropriations, gave Maryland's educators an opportunity never before open to them — an opportunity to meet the most pressing educational needs of the children of the poor. Educators, too frequently, had ignored some of these needs. Almost every teacher has experienced the compassion — and the frustration — of attempting to bring education to the educationally deprived. Almost every school, however affluent, has its ill-clad, ill-fed pupils, its frightened first-graders who have never before seen a book or held a pencil or crayon in their hands, its children who are marked for failure from the day they enter school. These are the children who, a few years later, perhaps semi-literate at best, become school dropouts, leaving the frustrations and failure of the classroom for a lifetime of frustration and failure in a world where education is the key to self-reliance.

The answer, as Maryland's schoolmen had known, was *special* help for these very *special* children, an extra effort to help them surmount the formidable obstacles which economic and intellectual poverty placed in the path of learning. Finally, with Federal assistance under Title I, funds were available to bring hope and help to those who needed it most.

Maryland was quick to act. Although the first year's funds were not available until well into the 1965-66 school year, local school administrators quickly developed plans to meet the needs of disadvantaged students. The State Department of Education, under leadership of State Superintendent James A. Sensenbaugh, provided a corps of consultants and advisors to assist in planning and implementing the new programs. Community agencies, from welfare departments and community action groups to medical societies and civic clubs, were brought into the planning and pledged their support to the effort. Other groups able to offer guidance were also contacted. Parochial school administrators helped plan for participation of their disadvantaged children.

Of course, there were problems. Disadvantaged pupils must be identified and their real needs diagnosed. Specialized staffs were difficult to recruit. Everyone was sure that teacher

es could provide valuable help in the classroom, but few ew just how such aides should work, or what training was quired for the job. Federal forms created a fresh burden paperwork. Most important of all, schools found themselves barked upon an uncharted educational sea in which the miliar landmarks of desk and blackboard and books no ger marked the course, for the flexible guidelines of Title permitted, and encouraged, entry into areas of the child's only occasionally explored by the school.

Nevertheless, by the second semester of the school year, enty-three of Maryland's twenty-four school systems had ate-approved Title I projects in operation wherever poverty d created a concentration of deprived youngsters.

Reading specialists, master teachers, psychologists, cial workers, nurses, physicians, and dentists were engaged diagnosing causes and seeking cures for the learning diffi-lties of this special group of children. Aides were at work the classroom helping hard-pressed teachers give special tention to these children. New books, equipment and ucational materials designed to make the three R's come to were pouring into the schools. Moreover, a healthful irit of self-examination was causing teachers and adminis-tors to reassess their educational methods. Maryland's war poverty through education had begun!

During the last half of the 1965-1966 school year, some ,385 deprived children in Maryland's public and parochial hools received unprecedented educational services, includ-g health and nutritional aid, individual and small group lp in the classroom, after-school tutoring, music, physical ucation, and field trips to broaden their experience. School rary hours were extended, and school lights were turned for evening programs directed at parents, as well as pupils.

In the summer of 1966, 39,090 disadvantaged children the Free State attended summer school under the Title I ogram. Small class size, informal teaching methods, teacher des, and an enriched curriculum gave lagging children new ltural experiences and a chance to glimpse the true joys learning.

By the fall of 1966, a sense of excitement and challenge d permeated the State's Title I classrooms and was being t even in those schools which served no underprivileged ildren. A climate of creativity, innovation, and change, nerated by the new program was spreading throughout the ucational system.

Building on the first several months' experience, they proached the new school year with confidence that they d developed sound workable programs to meet the special eds of disadvantaged children. School administrators modi-d and refined their Title I projects.

As the 1967 school year drew to a close, Maryland ucators agreed that good progress had been made under the Federal program. While recognizing that the obstacles to learning imposed by poverty will not yield easily and must be fought on many fronts far removed from the school-room, teachers and administrators were inspired by the accomplishments made by the new approaches introduced under Title I.

One of the long-range goals of Federal assistance is that it should serve as "seed money" to stimulate creative change and improvement throughout the educational system. Indications are that it is reaching this very goal in Maryland. In Prince George's County, for example, the Title I program is regarded as so successful that its elements are being rapidly incorporated into the regular school curriculum. The county budget for the 1967-1968 school year makes provisions for 100 classroom aides, for expansion of the parent education program, for increase in pupil field trips, for more supervisory and helping teachers, and for summer camp experience for deprived children. Wherever programs for the disadvantaged have been established, teachers in the non-participating class-rooms are examining and revising their own teaching tech-niques, asking for the assistance of aides, and giving fresh attention to the problems of low-achievers. After-school tutoring centers are springing up, and volunteer helpers are being recruited.

In the pages that follow, the Maryland State Department of Education presents highlights of a number of Title I projects in operation in the State during the 1966-1967 school year. Several of these were selected for their unique-ness — they are highly innovative, one-of-a-kind projects which show remarkable promise in meeting the needs of the participating children. Others may be regarded as representa-tive of comprehensive programs in operation throughout the State, but illustrative of a variety of approaches to com-mon problems.

In presenting this report, we feel that all who care about education in the State of Maryland will be interested in learn-ing how Federal assistance under Title I of the Elementary and Secondary Education Act is being used to bring new hope and help to educationally deprived children. Further-more, we hope that elementary and secondary school teachers and administrators in Maryland — and other States — will profit by this brief look at programs for the disadvantaged and that they will find here concrete suggestions for refining their own educational programs. We hope as well that it will inspire educators to visit other school systems, to observe, in person, methods which are reaching pupils previously thought to be unreachable, and to share with their colleagues their experiences in this classroom revolution, which — we sincerely feel — is adding a great new dimension to Ameri-can education.

Teachers, Tutors, and Aides

. . . ALLEGANY COUNTY

Allegany County's Title I program comes through as a series of vignettes featuring capable people who understand their roles and the importance of the work in which they are engaged.

If you travel from east to west through Allegany, the first such Title I picture you might encounter is the classroom of Mrs. Jean Kimble, remedial reading teacher at the Flintstone School. A bright, warm, exciting classroom, its colorfully decorated walls reflect her art training.

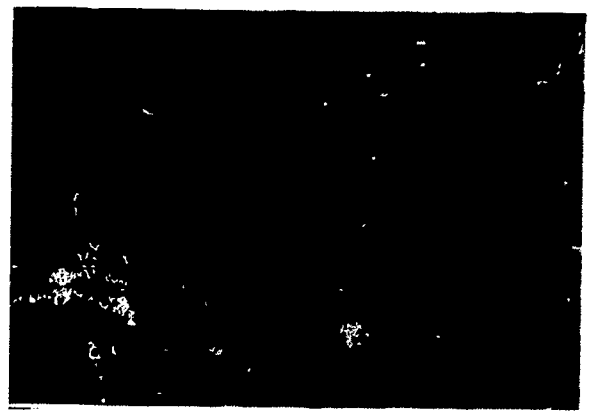
The youngsters in this class all know how to set up and operate the audio-visual aids they use. Mrs. Kimble believes that mastery of the machine is part and parcel of the sensation of success that builds up the motivation to learn. It is student motivation, made possible by the individual attention students receive in classes of this type, she believes, that makes learning easier and faster in the remedial classroom. Most sixth graders she teaches can operate a kind of automated flash card system (known to all remedial teachers as a tachistoscope), a slide projector, tapes, and other mechanical equipment in the classroom. But the classroom materials that seem to interest and motivate the children more are not the mechanical aids at all; they are the imaginatively conceived home-made reading games that Mrs. Kimble uses.

One is a list of words strung vertically on the wall, taken from a list of 220 basic words, the easiest words — like "had", and "his", and "if" — on the bottom. Beside the list is a realistic palm tree beneath which lurks a crocodile, "Old

Bright and well stocked — and well used — is the Title I and II library in the Columbia Street School in Cumberland. Parents made drapes for library windows. Parent volunteers regularly catalog and shelve books.

Meany." Monkeys on strings hang from the tree. As a student reads the words from the bottom he pulls a string that permits his monkey to rise. He must correctly read about a dozen words to get his monkey out of range of the Old Meany's teeth. Mrs. Kimble is careful to permit to play the game only students she believes will succeed. It's a serious business for them, though they greatly enjoy fooling the crocodile. A game table at which four students can "play" includes a number of other Kimble creations.

The remedial reading classroom at Flintstone, as the program itself, could



A lively physical education program at the Center Street School, Cumberland, is part of the contribution of a Title I physical education instructor.

hardly be described as formal. But Fridays are particularly free of form. A Friday may be taken up with talk with parents, with special individual instruction, or with anything else that strikes the remedial teacher as most worthwhile. There is too, a monthly meeting of teachers, remedial teachers, and teacher aides to insure best coordination of the total Title I effort for disadvantaged youngsters.

You might describe remedial reading as the heart of the Title I program in Allegany County, but it is not the whole of it. Students also receive instruction in other areas in which needs have been identified, such as art, general cultural enrichment (including field trips), music, and physical education under Title I. Class size has been reduced in some areas, teacher aides are employed, and lunch is provided for some children in the program. To complete this balanced Title I

roject, some children also receive psy-hiatric and dental services. (The dental

Audiovisual aids were a welcome Title I ddition to the Flintstone School's remedial eading program . . .

ociety has voluntarily established a com-nittee to review dentists' charges under he program.)

Dental services pose a particularly knotty problem for administration in this argely rural county. Parents sign a con-ent slip, but then the school most often rranges dental appointments for the chil-ren and provides transportation, a not nsignificant assignment considering the istances that must be traveled. Two chil-ren so far have had to be hospitalized or complete removal of infected teeth nd for fitting with dentures. Usually, hough, the treatment for a child includes nly cleaning, fluoride treatment, and illings. Over a thousand dental visits were arranged for students, mostly in he early grades, by Allegany school fficials during the 1966-67 school year.

This kaleidoscopic view of Allegany's Title I program might take you next to the Columbia Street School in Cumberland, new the year President Grover Cleveland was elected to his first term. Miss Catherine Thomas, informal and gregarious principal of the school, focuses on her Title I teacher aides, Mrs. Bonnie Williams and Mrs. Herman Koegel. "Before Title I, I was the teacher's aide around here," Miss Thomas says. Now she has more time to lead and to help diagnose the needs of pupils and to assist in establishing priorities for meeting those needs.

The healthy thing about the aide program at Columbia Street School is the way the aides have been integrated into the faculty. Teachers were enthusiastic from the start — most of them now would like more such help. Teacher aides

have playground and lunchroom duty, but also operate secretarial machines, go on field trips, participate in PTA meetings, and help children with remedial work. John, a Korean lad, came to Columbia Street last year. He didn't understand a word of English. Mrs. Williams tutored him in language and this year he will move up with his class. "Most often," says Miss Thomas, "we must hold such a child back for a year so that he may learn the language." A Spanish-speaking child made similar progress last year, thanks to the labor of a teacher aide.

Relations between aides and teachers, thanks to the leadership of Miss Thomas, are based on an understanding of their common responsibility. One of the aides said to a visitor, "Sometimes I feel so sorry for the teachers. They have so much to do!"

The 3,000-book school library at the Columbia Street School is the result of a blend of Title I and Title II ESEA funds. Title I funds were used to redecorate an unused room and to buy furniture, shelves, filmstrips, and records. Title II funds provided books. Parents, whose interest in their children's school work has grown dramatically since the Title I program started, made drapes for the library windows. Parent volunteers regularly catalog and shelve books.

"I hated reading and books until I started here," said one fifth grader to Mrs. Ann McGill, remedial reading

teacher at Cumberland's Pennsylvania Avenue School. The defeat that some students associate with books Mrs. McGill tries to remedy with skillfully used audio-visual materials. She tapes the reading of each child at the beginning of the school year. Each tape begins "My name is . . . . . ." The tape recorder, she says, is an incentive in itself. At the end of the year, the children transcribe the same passage. The whole class hears both tapes. Usually, a child can take pride in his improvement. A comparison of the number of inches of tape used up in the two readings is a good measure of increased reading speed.

Here, funds from Title I and Title II of the Elementary and Secondary Education Act support a 3,500-book library, mostly high interest, low reading level, and a full-time librarian, Mrs. Dorothy Dove. A 25-member PTA library committee plays a lively role in support of the library, and Mrs. Dove encourages intensive student use of the facility through a school library club.

. . . but the thing that strikes a visitor's eye is the interesting, brightly decorated, and informal classroom.

Evaluation of Title I by teachers and aides in Allegany County bring out some interesting comments:

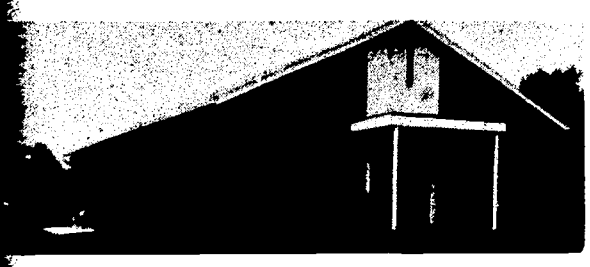
- The happiness and look of pleasure on one little girl's face, as she was placed in the higher group of reading in her class, showed the true meaning of the project as far as I am concerned.
- From an aide: It is challenging to try to devise ways to stimulate interest in apathetic students.
- Unsure of himself in . . . reading, spelling, and writing, (Jimmy) was disinterested and confused. But gradually, because he knew his reading was improving his general manner became better . . . He just beams when he reports that his remedial reading teacher has complimented him on his progress.
- Todd had a speech problem and at first would not speak in front of the class. Through using the tape recorder and hearing his own voice, he is aware now that by talking slowly and louder than before, his problem is minimized.
- (Title I) has provided materials the school could never have bought otherwise — books and equipment.
- The children are gaining confidence. They have a good feeling of their progress. They are developing respect for themselves. They are showing improvement in their ability to work with others.

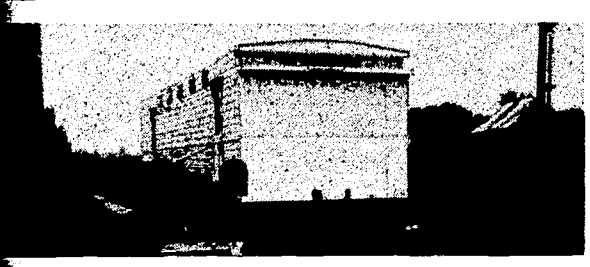
No Room! No Room!

. . . ANNE ARUNDEL COUNTY

The success of a program can often be traced to an enthusiastic, creative, and dedicated leader. Such a leader is Mrs. Elaine Huggins and such a program is the pre-school program in Anne Arundel County. No room! No room! was the verbal barrier that was expected to stop this resourceful lady in her tracks. Demonstrably, all available classroom space was already in use when she opened her campaign for Title I pre-school classes. She mobilized a team of volunteers to scour the county for facilities in which to conduct these classes. And she won.

Of the 13 centers now in use, one is located in a rented church building, one is housed in a portable trailer, one is in a closed-down school building, one is in a partitioned portion of a school multi-purpose room, and one center is housed in a telephone exchange building which is no longer used for that purpose. The shape of the building or its former use had little to do with the activities which were developed for the pupils who occupy it. After the painting and remodeling to make each center comply with Anne Arundel County's sanitary and safety codes, very careful attention was given





Lack of classroom space didn't stop the Title I re-school program in Anne Arundel County. Here are a few of the imaginatively adapted uildings used there — a former school, former telephone exchange building, a church, trailer. These make-do facilities accommo-ated 185 children a day last school year.

o supplies and equipment needed to nake life and learning enjoyable and neaningful.

And the program is sound.

Some indication of its effectiveness nay be noted from the list of strengths which were compiled by a group of visitors representing the U.S. Office of Education, when that office was studying 100 school systems out of which it would select 30 for Project Follow-Through awards. The OE report said:

1. Provision is made for developing staff competencies and extending their horizons through a variety of activities. These include demonstrations, discussions, observations, visits to other centers and time to reflect upon their readiness to undertake an exciting and challenging new venture.

2. Cooperation among the various agencies is excellent. One has to visit the centers and agencies and talk with their staff to understand the genuine enthusiasm and interest which has been generated for the program.

3. Parent involvement is indicated in several ways. Copies of letters from parents expressed thanks or raised questions concerning participation in different activities. Many are already employed as aides.

4. The evaluation design provides for quantitative as well as qualitative data on a pre- and post-basis and encompasses all areas of child growth.

5. Administrative responsibility is entrusted to a person with extensive training and experience in early childhood education (Mrs. Huggins). She is respected and admired because of her compassion and dedication to early childhood education.

Education for a New Life

. . . BALTIMORE CITY SCHOOL FOR PREGNANT GIRLS

A poster announces a poetry contest. A blackboard bears the reminder, "Student Council meets Tuesday at 3:30." The school paper reports assembly programs and club activities, recognizes outstanding performance by students, and provides a forum for student opinions. In every way possible, Baltimore's day school for pregnant girls attempts to provide a near-normal continuation of academic life for troubled adolescents who are striving, in a difficult and often humiliating situation, to prepare themselves for adult responsibilities.

Opened in September 1966, through Federal aid provided by Title I, the school served some 435 girls from all the city's schools in its first year. Approximately 1,000 pregnant girls were referred to the school by community agencies, social workers, and friends.

In this pioneer effort, Baltimore is attempting to meet realistically some of the unique problems — social and personal — associated with the rising incidence of teen-age pregnancy.

As Mrs. Vivian Washington, the principal of the new school puts it, "An

adolescent girl who becomes pregnant is a girl in trouble, a girl who needs help. She lacks a sense of value and has a poor self-concept. As a girl learns to see herself as having dignity and worth, as she sees herself making academic progress, she will find it easier to make life readjustments."

In the supportive environment of the new school, housed in the ancient Edgar Allan Poe School building in downtown Baltimore, these girls — many of them rejected by parents, almost all confused and disheartened, their lives changed and their schooling interrupted — find more than a refuge; they find hope and opportunity as well.

The Edgar Allan Poe School building is not a maternity home. Neither does it attempt to solve all the complex problems facing the pregnant schoolgirl, although it works closely with social service, health, and medical organizations and is the focal point for integrating all needed services. In essence, however, it is a school, tutorial in nature, which aims to prevent the disruption or termination of schooling for young girls who are about to become mothers. As such, it has problems of administration and curriculum which would cause the "regular" school administrator to throw up his hands in despair.

Imagine, if you will, a school enrolling approximately 275 pupils in grades seven through twelve, with a few in grade six, following any of the several curricula offered in the Baltimore schools. Imagine a history teacher who must teach eight different courses at varying levels — from World History to Economics. Imagine a school in which approximately half the enrollees, at any one time, are absent on "maternity leave" — either temporarily interrupting their studies or continuing them at home. Imagine, finally, a school which must accept its enrollees on the basis of "expected date of delivery" — for if all were absent at the same time, there would be no school! Somehow, the staff of Edgar Allan Poe School has managed to cope with these problems and create a well-run school, in which approximately two-thirds of their pupils succeed in passing their courses and maintaining their grade level.

Each student accepted in the school is required to be registered for prenatal care with a physician or medical facility and with a social agency giving help to her and her parents and to the prospective father and his parents. In the initial interview, Mrs. Washington emphasizes to both girl and parents their mutual responsibilities. Parents are encouraged to give their child support and understanding, and be available by telephone in case of emergency. The girl herself is entering an adult situation and carrying responsibility for another human life; while in the school as in later life, she must be prepared to assume certain adult responsibilities. "We respect each pupil here as a person of worth and merit," Mrs. Washington says, "and we expect them to respect themselves." The staff has found that their students live up to this expectation and are anxious to grow into responsible adults.

Classes begin at 9:30 in the morning and end at 3:30 in the afternoon — a late schedule adopted for several reasons. For one, this avoids some of the embarrassment which might attend bus travel in company with pupils from other schools. Furthermore, many of the girls must come some distance and, as Mrs. Washington, a warm and compassionate woman, views it, "no expectant mother should have to get up and about too early in the morning." An effort is also made to schedule classes in such a way that repeated trips up and down stairs in the three-story building are avoided.

A girl may attend classes at school as long as she is physically able, usually until just before her baby is born unless there are medical complications. She returns after the six-weeks postpartum examination and continues until the quarter or semester break provides a suitable and convenient time for transferring back to her regular school. If she has failed to maintain a passing average, she may stay at Edgar Allan Poe longer so that she can make up the work and avoid failure. Most pupils are enrolled for two or three months. Each girl con-

tinues her own program, working individually or as part of a small group. Both academic and business courses are offered, and there is one ungraded special education class. One course, the "Laboratory for Effective Living," is required for all students. The course includes sex education, prenatal care, child care and development, family relationships, and home management.

A psychiatrist from Johns Hopkins Hospital conducts regular group therapy sessions for the younger girls. An obstetrician from University Hospital holds seminars with the senior high girls twice monthly. Information concerning the use of Family Day Care Service and Homemaker Service is made available. The full-time counselor has, of course, more than a full-time job.

A nurse is on duty at all times but has not had to cope with any serious emergencies. However, as rehabilitation of the old building neared the painting stage, in the spring of 1967, special consideration had to be given to the health and well-being of the pupils. Long-closed windows were pried open so that the building could be well-ventilated following weekend painting of the walls. Juice and milk are available in morning and afternoon to supplement bag lunches brought by the students; a lunch program will be established next year.

Girls are excused from classes to keep prenatal medical appointments while social workers are encouraged to hold their appointments with the girls in the school. To coordinate the efforts of all professions dealing with the students' problems, an advisory committee to the school has been established. It comprises representatives of all the medical and social agencies and related community groups. Its seventeen members meet monthly to discuss common problems.

At the Baltimore school for pregnant girls, a dedicated and understanding staff helps each girl recognize her own value and potential, encourages her to continue her education, and gives her help and direction when it is most needed. Personally and by letter, girls who have left the school express their appreciation: . . . "such nice, understanding, wonderful people you are" . . . . . "I know what a great advanced step this is for young girls who have made this mistake." . . . . . "I have wanted to see you but I think of what Mrs. Washington said: 'You are starting a new life. Don't come back.'

Health is a Cooperative Enterprise

. . . BALTIMORE COUNTY

Yes, there are teacher aides in Baltimore County's summer Title I program for pre-schoolers, and they employ them intelligently. And yes, they have an orientation program for teachers — and for aides too. There are imaginatively

The school nurse, Mrs. Daisy Gwynn, is the important link between parents and health agencies in the Baltimore County health program at the Turner Station school. She ministers to small scratches, but getting parents to take action on the more serious health problems of their children is a more critcial part of her job.

conceived field trips, art and music and play activities, and a physical education program. No opportunity is overlooked to involve parents of the pupils and such

community agencies as the Lions' Clubs, the PTA, the Children's Aid Society, the Dairy Council, the Community Action Agency, and others. Mid-morning milk and cookies are part of the project too. And the children are learning to improve their speaking and listening skills.

The truth of the matter is, the seven hundred children in twenty-six elementary schools in Baltimore County who participated in the six-week Title I preschool summer program enjoyed pretty much the same program that is being offered in well-structured programs of this type all over the country.

With a difference.

And the difference is health — more specifically, planning and administering the health program. Baltimore County had a good foundation on which to build this part of its summer Title I program because it already has a long history of close cooperation and mutual respect between people in the Department of Education and the Department of Health. On top of that, the hugely successful OEO-funded Head Start program at Turner Station in the southeastern corner of the county during the regular school year provided useful experience in planning the health elements in the summer project.

The school health program in Baltimore County is actually a joint undertaking of the county's departments of health and education. The summer health program, like all others, was planned by the School Health Committee, made up of interested members of both departments. Thus, the Department of Health was involved at the earliest planning stages. Another group, the School Health Coordinating Committee, is also concerned with school health programs. Its membership includes three people each from the county medical and dental societies, the PTA, and the departments of health and education.

First objective of the summer program was "to assess the status of each child's health and arrange for corrective and/or remedial treatment when necessary." To accomplish that objective, the Department of Education arranged, by formal contract with the Health Department, for health assessment of each child. School nurses were responsible for referring parents to family doctors, clinics, or other community agencies for any medical attention needed. Title I funds were used for these services only after other resource possibilities had been exhausted. Just $1,500 was budgeted for remedial care and appliances not available from usual sources.

The nurse was the important link in the health chain. And one of her important assignments was the dogged follow-up of dilatory parents. Often, though, it was enough to alert parents to the child's needs and to tell them which agency can help. An important side benefit of the health program was the early establishment of school medical records for participating youngsters.

Children in the summer program were screened for vision, hearing, and tuberculosis. They also received urinalysis and blood count tests. In the past, these tests have turned up children with anemia and internal infections as well as tuberculosis and vision and hearing defects. Sometimes, a child suffers from nothing worse than dirt. More than one school nurse has felt the obligation to administer soap and hot water therapy.

One interesting aspect of Baltimore County's program was the way speech therapists were employed. Problems in

articulation among culturally deprived children are often traceable to lack of experience. The children simply haven't heard many of the sounds and words they must use to communicate in the classroom. Their problem is as real as those whose difficulty is based on a physical deficiency. Certified speech therapists, therefore, began at this early stage in the child's life to identify, assess, and remedy articulatory problems. Five speech therapists worked with the children during the summer program, more than double the number that would serve these children during the regular school year.

Techniques gained in the year-long Head Start program at Turner Station, where a speech therapist was able to concentrate on limited numbers of students whose speech problems were cultural rather than physical, were, of course, useful in planning the summer Title I program.

Physical education was also considered to be an extension of the health program. Physical education teachers diagnosed pupil visual and motor coordination and worked with individuals and small groups in remedial exercises.

Possibly the most prevalent need of children in the summer pre-school program, here as everywhere, was attention to their teeth. And in this instance, the pressing problem was one of time. You can't do a whole lot for the dental health of a child in a program only six weeks long if you waste time.

In this case, a letter went to each home in the first week inviting parents to take the pupil to the dentist of their choice for examination, X-ray, and such necessary additional dental work as cleaning, fillings, and extractions. The lower part of the letter was addressed to dentists, who were requested to send their bills — the usual and customary fee — to the Health Department for payment. The local dental association was kept advised on developments so that word might be passed along to participating dentists.

And finally, the method for selecting participants for the summer program bears mention on account of its simplicity and equity. Within the target area children were selected on the basis of their apparent lack of readiness for formal learning as indicated by scores on reading readiness and teacher observation during the test process at both public and parochial schools.

A Language Arts Program for Primary Pupils

. . . CECIL COUNTY

In Cecil County, a first-grader, still in the reading-readiness stage, is receiving, with the help of an individual filmstrip projector, one-to-one assistance from a teacher's aide; his challenge is not to read but merely to differentiate between pictures — to learn to observe and interpret

Trained Cecil County teacher aides work with small groups, and sometimes with most of the class, but emphasis is on direct extra help to individual pupils, with audiovisual aids playing a strong role.

forms that are meaningful to him. In a broad hallway, three enthusiastic tots cluster around a sympathetic, middle-aged woman — another teacher's aide — who gives them extra help in a more advanced lesson in reading and speaking, with the aid of brightly colored films flashed on the darkened wall. In another room, a group of fascinated youngsters tell their very own stories to a tape recorder and listen, in giggling enchantment, as their voices are played back. These are children who are unaccustomed to verbalizing ideas, whose articulation is faulty, who have had little opportunity to develop either speaking or listening skills. The teacher's aide encourages them, asks all the appropriate questions, comments favorably on their stories — no matter how outrageous — and each has a chance to shine.

Cecil County has set out to produce a significant improvement in the communications skills of 826 educationally deprived youngsters in the first three grades. A principal tool is the extensive use of teacher aides, with emphasis on direct, extra help to individual pupils. Twenty-four such aides are at work in the classrooms. Nevertheless, the total program is strongly pupil-centered, focused on improving curriculum for the disadvantaged, adopting more appropriate new teaching techniques, and understanding of the deprived child. Appropriate pacing and realistic expectations are maintained through continuous in-service training in the language arts.

Consultants, counselors, and helping and resource teachers provide professional support and assistance. New equipment and educational materials are skillfully used. Audiovisuals, three-dimensional materials, and other new tools of instruction compel entranced attention from the easily distracted. Small group or individual instruction encourages verbalization, reinforces learning and self-confidence, and provides the personal adult support so often denied deprived children. Field trips are carefully integrated into the program to provide meaningful experiences and genuine learning.

After an intensive, nine-day training program, aides are assigned by school principals on the basis of class size and number of deprived pupils. In Bay View Elementary School, for example, three of the four aides are assisting three first-grade teachers, whose average class load is thirty pupils. The fourth assists as needed in second and third grade classes.

Two helping teachers work with teachers in the program, helping them implement curriculum changes and improve teaching methods. Reading consultants from the University of Delaware meet with the teachers individually and in groups, demonstrating techniques and materials, and discussing classroom problems. In addition, these experts work with pupils, testing them and suggesting actions aimed at developing a satisfactory program for each child. A curriculum consultant serves as a resource person and meets regularly with in-service groups.

Three elementary school counselors work with the participating pupils, make home visits, and devise psychologically sound methods of involving parents in the academic progress of their children. The counselor's primary function is to assure that records transmitted from one grade to another contain the wealth of knowledge being acquired about these children.

A creative and exceptionally well organized approach to cultural enrichment is being followed by this county. Recognizing the need for poor children to have experience which will broaden their understanding of the world about them, school authorities have acquired, with Title I funds, a tour bus especially equipped as a mobile classroom and used

Listening . . .

n both the elementary and secondary chools. The enrichment program is coordinated by a full-time resource teacher, who has devised a schedule of field trips uitable for each age group and prepared nstructional materials for use by teachers and aides before, during, and following he trip . . . no danger here that a child may repeat the same trip year after year. No danger, either, that a field trip can be nything less than a creative learning experience! "The materials provided me for our last field trip," says one teacher, 'would have taken me three weeks to research."

Project Director William Burkhardt points out that sequential testing will be used for more thorough assessment of pupil progress under the new program. In the meantime, principals and teachers, in their own less formal evaluations, point with pride to the improvements being made by their pupils in speaking, listening, reading, and writing — the basic tools of academic progress.

A Full School Year of "Head Start"

. . . DORCHESTER COUNTY

In one room a rhythm band under the direction of a "music aide" bangs happily — and, rhythmically — on triangles, tambourines, and other instruments. When the group has finished, half the band's members pick up their chairs and return to their own, room, next door, in "parade formation," singing and keeping time with their feet. In other rooms, tots are finger-painting, or making imaginative pictures with basic shapes cut from construction paper, or playing number games, or any of the hundreds of things which five-year-olds love to do — and by which they learn. Several visiting mothers — and one father — watch with interest. These are some of the disadvantaged children of Dorchester County — 275 of whom are "learning through play activity" in a highly successful kindergarten program. During the 1966-1967 school year, they went to school five hours a day, five days a week, for eight months. In addition to participating in creative programs designed to prepare them for first grade, they receive a full range of health, nutrition, and welfare services as needs dictate.

When Title I funds became available, Dorchester County decided that its five-year-olds — nearly half of whom come from impoverished homes — should have the best pre-school program it was possible to design. The difficulties of turning this dream into a reality would have daunted less courageous folk: the county had never operated such a program before; there were no facilities to house a kindergarten; trained pre-school teachers were not to be found. Nevertheless, a few

Looking . . .

Eating . . .

Painting . . . and Playing . . . are just a few of the activities for pre-schoolers enrolled in the Title I project in Cambridge

months later, on February 15, fourteen pre-school classes opened their doors adjacent to three elementary schools serving low-income areas. They were housed in inexpensive, attractive "portable" classrooms, which, according to Thomas Flowers, the project director, were "put up in three weeks in the middle of a snowstorm." They were manned by fourteen teachers and twenty-one aides, each armed with some background in pre-school instruction, an intensive nine-day training course, and an avalanche of helpful instructional guidelines prepared by county supervisors and consultants; moreover, they had the support of two experienced principals and a nurse, as well as continuous in-service training and a determination to make Dorchester's kindergarten an imaginative and effective program. The following October, a full-time psychologist was added to the staff.

Evaluation of the program includes two measuring devices, a *Behavior Inventory* and a *General Information and Skills Inventory,* completed early in the program and at its end. For the children who participated in the four-month 1966 program, these revealed remarkable social, emotional, physical, and educational growth. Furthermore, by June, two-thirds of the children tested average, above average, or superior on reading-readiness tests. First grade teachers of these pupils report their classes are six to eight months ahead of the previous year in reading progress.

Dorchester has adopted educational principles propounded by the most eminent pre-school authorities. Materials provided to teachers give detailed instructions and suggestions for music, art, social studies, and science experiences for the pre-school child, game skills, posture improvement, language arts development, etc. Every facet of the program was covered in the pre-service workshop and is further explored in a continuous training effort. Mrs. Judith Grobler, a clinical psychologist, consults with principals, teachers, aides, and parents, advising all on program content and on problems of individual pupils. Arrangements are made to assure that physical or emotional impairments are treated through established health agencies.

The children receive a hearty daily lunch, in addition to a mid-morning snack. At lunch time, each child carries his tray from the school cafeteria to his own place, but teachers and aides see to it that extra helpings are available for those hungry tots who obviously need more nourishment.

Perhaps one of the most remarkable side effects of the pre-school program is the degree of racial desegregation which has occurred spontaneously. The three centers adjoin schools serving primarily Negro communities; however, registration was open to all and transportation was provided. White children constituted about seventeen percent of the enrollment in 1966-67. The staff, of course, is fully integrated.

The program has had great success in gaining parental involvement. A parent or guardian must register each child. Thereafter, they are bombarded with notes from school — the results of health and dental examinations, notices of field trips planned, invitations to visit the classroom, requests for conferences with teacher, psychologist, and principal where special problems exist. Monthly PACE (Parent/Administrators Conference Evening) meetings are held and are well attended. Mrs. Viola Comegys, principal of the St. Clair center in Cambridge which serves 142 children, reports her monthly PACE meetings draw about 65 parents. Of 275 Parent Evaluation Forms sent to homes, 166 were returned at the end of the first year's program and all reported improvement in the children and enthusiasm for the program. One mother gave her impressions in rough, penciled printing: "it have help my child to act better toward his sister also help him to speak better. It have help my child in many ways. I just don't know how it could be improved because it seem to me

Except for the small blackboard, there is a family room-like atmosphere in the carpeted remedial truction room at the Route 40 school in Garrett County. To preserve the carpet, youngsters k off their shoes before entering.

Bedmaking is a real chore when the pillow is almost as big as you are.

perfect I really did enjoy every bit it."

School Outdoors

. . . GARRETT COUNTY

Providence provides the backdrop for ne of Garrett County's Title I projects - outdoor education. It would indeed be olly to pass up the opportunity to com- ine the bountiful natural resources of laryland's westernmost county and the ducational resources in Title I.

Year 'round outdoor education facili- es — over a hundred acres of them — re located near one of the county's two igh schools — Northern High. Two new eated bunk houses, each designed to ccommodate twenty youngsters, but frequently adapted to handle half as many more, and a large assembly hall and crafts center, make up the building facilities. There is an apiary and a big outdoor amphitheatre with rough wooden benches. Outdoor dining pavillions are under construction, as are storage buildings. Clearing work is also under way to make space for athletic fields. Students help in this work.

The enterprise has a pioneer atmosphere about it. One enthusiastic teacher said, "The possibilities here are so immense, and the people so willing, that this could be a showplace in less than ten years."

For an elementary school youngster, a weekend (during the school year) or a week (in the summertime) at the Garrett County Outdoor Education Center means cookouts and ball games and marshmallow roasts and hikes and campfire singing and fishing and swimming. But it is also stream and forest ecology, geology, and conservation. It is soil testing and nature trails. And it is getting along with other people and learning good health habits, like regular showering and teeth brushing, and for the smaller ones, learning how to make a bed.

Mrs. Hildred Mulvey, a staff member who is principal of the Red House School during the regular school year, says the poverty of some children shows through in habits they bring to the outdoor center. Some have never in their lives slept between sheets. Some have never before used a toothbrush.

The presence in the program of classroom teachers like Mrs. Mulvey, Mrs. Pauline Tharp, elementary math teacher, Justin Riggs, junior high science teacher, and Leroy Bolding, high school biology teacher, and others, helps relate the summer program to regular classroom work. These professional people, too, are in a good position to judge the value of the program in terms of improved school attitudes and classroom progress of individual children. Director of the camp is Charles Strauss, who is director of outdoor education for the county and was himself a classroom teacher for many years. Mr. Strauss is, indeed, the inspiration behind the whole program.

The overall Garrett County Title I program, like those developed by other Maryland counties, is a comprehensive supplement to the regular school curriculum. The Maryland State Department of Education encourages that rich diversity of approaches that respond to differences in the individual needs of students. The Garrett program includes remedial work for these needy children in reading and mathematics, dramatic presentations by students of Frostburg State College, school nurses, kindergarten classes, health care, school lunches, special teachers, clothing for needy youngsters, and special training for staff people.

Elsewhere in Garrett County one may encounter Title I in the reading room of the Yoder School, where quiet, black-

onneted little Mennonite girls may be een using tape recorders and viewers aid for with Federal money. Here, a inority of independent-minded farmers ere at first concerned about Federal ontrols accompanying Federal funds. hey seem to have been won over by esults.

A careful headcount precedes the first vening meal in camp — hot dogs, beans, potato hips, and milk.

The Route 40 School in Garrett witnesses an unusual daily ritual. Before tudents in this Appalachian farm country nter the carpeted tutorial room, decorated and furnished with Title I funds, hey dutifully remove their shoes, a procedure not uncommon in homes where armers come muddy-footed from the ields.

The Route 40 Elementary School is ortunate to have two good former teachrs available for part-time assignment as utors. They are Mrs. Rose Lee Folk, math tutor, and Mrs. Harriett B. Griffith, remedial reading instructor. Mrs. Folk says the twice-a-week remedial math program is not a watered-down version of the regular program in which the students have experienced nothing but failure, but an entirely different one that stresses practical applications in mathematics — making change, telling time, measuring distances, and the like. Still, she says, classroom teachers see a distinct improvement in the performance of the children in the remedial program. The remedial class has also unmasked some perfectly capable students who had not been stimulated and had not applied themselves in regular classes. One hard-working youngster who really needed the special help said to Mrs. Folk recently, with a touch of pride, "I didn't think I'd *ever* learn to tell time!

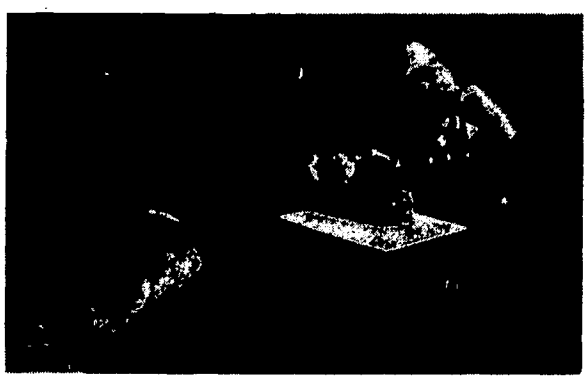
Up The Up Staircase

. . . HARFORD COUNTY

Revolutionary changes in the instructional program — particularly in the language arts — are taking place in Harford County. Determined to mobilize all school and community resources to build the holding power of its schools, the county has focused its Title I effort on improvement of reading and related verbal skills in grades one through nine. In addition, as Slater Bryant, director of Federal programs points out, the program mounts a broadly-based attack on all the factors

Students at North Harford Junior and Senior High read newspapers in class to stimulate their reading interest and to promote discussion that is meaningful in their own lives. Teachers work with small groups.

which lead to academic failure and dropout — negative self-concept, cultural impoverishment, absenteeism, emotional and social instability, physical impairment, and inadequate nutrition. Nearly 1,700 children were identified as educationally deprived in the nine schools participating in the project.



Dropout prevention begins in the elementary grades.

Keystone of the Harford County program is improvement in language arts instruction. Dr. Joseph Gutkoska, a reading specialist appointed as full-time consultant to the Title I program, has developed a program for reading improvement which includes diagnosis of assets and liabilities for reading and therapy directed specifically to individual need. A multisensory approach — visual, auditory, kinesthetic — is used to reinforce learning.

In Havre de Grace Elementary School, where many children come to school early and stay late because of working parents, the library is now open from 8:00 a.m., to 4:15 p.m., and was visited before and after school hours by more than 10,000 children in 1966-1967. In a new learning center converted from storage space adjoining the library, children view educational filmstrips on individual projectors or, grouped around a listening center, receive phonetics which are drill-taped by the system's new reading specialist.

Small groups of children who need special instruction assemble after school three days a week to learn speech sounds recorded on tape. Each child's program is tailored to his own needs. As he masters one drill and writes down the symbols representing those sounds, he moves on to the next. Each student learns early how to use the recording machine.

At North Harford Junior-Senior High, 40 seventh and eighth graders with the most serious learning problems have been placed in two classes employing the "language experience" approach. The aim is to provide basic spelling, English, reading, and social studies skills and to improve motivation and self-confidence. Each group meets half of the day with an instructor who utilizes such instruments as the local newspaper or vocational planning to stimulate discussion having a meaningful relation to the life experience of these unhappy children — all potential dropouts. During this time, they receive other special help. In a nearby room, a remedial reading teacher works with a small group. In another, a teacher's aide helps two young boys apply basic arithmetic to the life situation by using local marketing ads. A counselor works with them and their families. The result? These children, who have spent most of their school years sitting in silent apathy and indifference, are at last learning to talk and are acquiring at least the fundamental tools for self-reliance. They join their regular classmates for math, physical education, and science.

Teachers assigned as corrective reading teachers receive an intensive 30-hour in-service course and thereafter meet with Dr. Gutkoska three hours every other week for five months. Two hundred classroom teachers at their own request, took part in a 12-hour reading program. The reading specialist and reading teachers work with aides to help them develop specific skills needed for reinforcement

work with children. Phonetic skill cards were developed for teacher use, and a phonics program was taped for use by teacher aides. Informal testing materials were prepared to enable teachers to diagnose strengths and weaknesses of pupils and record their progress. Dr. Gutkoska tested pupils with serious problems and proposed methods of remediation.

In-service training for professional staff also concentrates on understanding the disadvantaged child and bridging the cultural gap between home and school. Psychiatrists, psychologists, and educational specialists present a series of lectures to staffs of the participating schools. Principals hold follow-up faculty meetings to relate the topics of discussion to their own school communities; discussion guidelines are provided.

Innovation is the order of the day. A system of "junior" classes has been initiated in the first three grades at Havre de Grace Elementary School, and a junior fourth grade is planned; the "language experience" approach described above was used at the junior high level for the first time; listening centers were installed in four schools; a learning center, employing a complete range of equipment and materials and the services of an audiovisual specialist, was established in one elementary school; a program was developed for involving the parents of deprived children in the educational process; a six-week summer session provided a teacher and an aide for each 15 pupils to permit intensive remedial and tutorial work; hot lunches, shoes and clothing, medical and dental services have been provided for needy children.

Prevention of dropouts, Harford County believes, must begin when the child enters school and continue throughout his school years. Harford is mobilizing all its resources to that end; at the same time, it is creating a climate for constructive change and progress that cannot fail to improve education for all its children.

Learning Life Skills in a Home Environment

. . . KENT COUNTY

The attractive prefabricated home erected on the grounds of tiny Millington Elementary School, (average daily attendance 148), is the pride and joy of the whole student body which followed the progress of construction with interest and anticipation during the spring of 1966. But to the 28 members of Millington's Special Education class, it is a warm, vital place in which they have a proprietary interest, a real home which they helped to plan and which constitutes a laboratory for learning the practical skills of everyday living.

The Millington Home Unit is an imaginatively conceived project designed to meet the special needs of the "educable"

Special education classes in a home atmosphere for youngsters 8 to 14 in Kent County include personal hygiene, entertaining parents, and kitchen chores, as well as classroom study. Other culturally deprived students use the Title I pre-fab house for special home-oriented studies.

children from Millington and other nearby schools. These children, along with some 70 pupils identified as culturally deprived, are enrolled in the Special Education class taught by Mrs. Frances Barrett, project director.

The three-bedroom unit was erected, furnished, and operated for a full semester under the 1965-1966 Title I program at a cost of $22,512. Now in its second year, the total project — the State's smallest money-wise — is funded at only $5,426, a figure which includes the salary of a teacher aide, health services (primarily a follow-up on the previous year's intensive effort to diagnose and obtain treatment for physical and psychological obstacles to learning), field trips, some instructional materials, as well as the cost of maintaining the new structure.

Mrs. Barrett's ungraded class, ranging in age from 8 to 14, participated in every phase of planning, watched the new home's completion step by step, and helped to select the furnishings and up-to-date equipment which make it attractive and livable. Mathematics, language arts, social studies and other classroom studies found a practical application even during this phase. Upon completion, the project was "reported" by members of the group to a Parent-Teachers meeting — a public feat carried off with great success despite initial fears by some experts of embarrassing failure and ego-damage. The culminating social event of the season was a breakfast served to parents and other guests, preceded by detailed planning sessions and concomitant lessons in marketing, banking, arithmetic, nutrition, service, and, of course, grooming, manners, and social behavior.

The home unit is now in use almost every hour; on many evenings, it is used for adult classes and parent conferences. The special education group does its preparatory work in the regular classroom, moving to the home unit to make practical application of academic work. For example, the group, boys and girls alike, made simple, colorful draperies for their home, and each panel bears the name of its maker, proudly affixed to an inside corner. The project involved measurement of windows, computation of yardage requirements and cost, selection and purchase of materials, and cutting and sewing of the curtains under the tutelage of parent volunteers.

One of the three bedrooms provides a setting for a study unit in Bed and Bedroom Care and serves double duty as a sickroom for ailing children who cannot be sent home. Another bedroom is the cosmetology laboratory, equipped with hair dryer and other facilities; local beauticians, both white and Negro, give demonstrations of proper hair care and styling, and, through practice in small groups, pupils have gained proficiency and a new interest in grooming. The third bedroom serves as a health room but is also in use much of the time as a classroom for the younger members of the special education group; ready accessibility of bathroom facilities simplifies the teaching of hygiene and dental care.

One must not assume, however, that use of Millington's home unit is restricted to the group of handicapped children. Its use is about evenly divided between this and other classes, in which the culturally deprived number about 55 percent. The unit has made it possible to add banking, dental care, stool training — even physical examinations and bedroom care — as units of study for children to whom these middle-class commonplaces are unknown. Children who have never before owned a toothbrush come to the home unit daily to brush their teeth — toothbrushes are supplied! A growing number are asking for the privilege of taking baths or showers — they are never *asked* to do so! The facility enables teachers to plan units of study within the regular curriculum which pupils may employ for themselves in a practical home situation.

For many of Millington's deprived children, the opportunity to be part of such an environment is a culturally enriching experience in itself. Kent County administrators believe that the home unit, coupled with good learning experiences and good teaching techniques, can do much to improve the self-image of these needy children, to raise their aspirations, and to provide an understanding of what

ociety expects of them. Teachers and parents are enthusiastic about the changes already observable in the pupils. As for the children — who wouldn't like to go to school in his very own, spick-and-span "home away from home"?

Children's Aides and Parent Helpers

. . . PRINCE GEORGE'S COUNTY

In Prince George's County, a "children's aide," in her screened corner at the back of the classroom, encourages four or five children to recount the story of "Little Red Riding Hood" from colorful pictures used to stimulate discussion and comment. A group of third graders, science book open on the table, become acquainted with a real live frog, hold it, feel it, squeal with delicious terror as it eludes their grasp, and recount the whole life cycle of the poly-wog-turned-frog as described in the science book. In other rooms, aides work with small groups using flash cards or manipulative materials or just plain drill to reinforce the children's understanding of instruction already introduced by the classroom teacher. Or, they sit with small groups and stimulate discussion, read stories, practice number work, and encourage verbalization through the use of puppets.

Prince George's "helping teacher" in peration Moving Ahead is showing children's ides how to use the puppet in a language t and . . .

. . . how they can make and use their own teaching aids.

Prince George's County education officials recognized the importance of combating educational deprivation in the earliest grades before it had blighted the lives of children and created an irreversible sense of failure and frustration. They therefore elected to concentrate Title I efforts on grades one through three with "Operation Moving Ahead," a comprehensive program built around language arts development and extensive use of teacher aides and with new materials too. In heavily populated and fast-growing Prince George's County, the program serves some 2,500 primary pupils in sixteen public and four non-public schools.

Perhaps the most unusual aspects of Operation Moving Ahead are its well structured use of classroom aides and the remarkable effectiveness of its corps of parent helpers.

Ninety "children's aides" are helping lagging primary pupils in the eligible public schools, while non-public schools participating in Operation Moving Ahead have recruited volunteer aides. Their efforts, and the teachers' are directed by six Helping Teachers, each one a master of educational diagnosis with the responsibility for two or three of the participating schools. The classroom work is buttressed by a program of parent education employing nineteen parent helpers, who

Parent helpers in Prince George's help familiarize parents with body-building foods and . . .

have been uniquely successful in establishing school-parent communication, and by four social workers who work in close liaison with the parent helpers, teachers, and personnel involved in the extensive health and nutrition programs.

It is no accident that Prince George's has designated its classroom assistants as "children's aides," for the title is meant to convey the role which this system has assigned to the new staff members: the children's aide is a community resident who is in a training program designed and executed by the Title I Helping Teachers to give pupils extra help and attention in accordance with needs diagnosed by the classroom teacher. Working under the direct supervision of the teacher and responding to pupil needs recognized by the teacher, the aide has, nevertheless, a well-defined status; a direct role in the the educational process as a "helper of teachers."

Children's aides were carefully selected. Prince George's found, as did other counties, that there was no problem in recruiting well-qualified aides with a genuine interest in children. A ten-day workshop was conducted at the beginning of the year for principals, head teachers, classroom teachers, and aides. Here, aides were oriented to the problems of disadvantaged children and given basic information on primary grade teaching and in the techniques and tools to be used in the new program. Undergirding all work with aides was the idea that the teacher was responsible for diagnosing and prescribing the program for each child. Such subjects as Cursive Writing, Manuscript Writing, Manipulative Aids for Spelling and Writing, Storytelling and Poetry, Phonics Instruction, Group Management, Testing, and Speech and Listening and Planning were included in the training program, as well as complete instruction and practice in the use of audiovisual equipment and special instructional materials. A continuous program of in-service meetings includes teacher conferences, demonstrations, observations, small group discussions, and workshops with consultants to develop the skills of both professionals and aides.

Each aide has her own "little schoolroom," either a screened corner in the classroom or, where storage space can be converted, a place entirely separate. Each has been provided with a "listening station," a tape recorder, and a language kit, as well as a wide variety of other materials. In addition, she is encouraged to design and modify her own educational materials in accordance with pupil needs.

. . . show them how to help their families by making clothing at home.

The creativity and imagination displayed by aides has delighted both teachers and children, and the continuing in-service training program enables them to share their discoveries with their colleagues.

The indispensable helping teacher, working with both teacher and aide, helps plan procedures, techniques, and materials to be used. Supporting the activities of perhaps twenty aides in only two or three schools, the helping teacher is able to observe their activities regularly and to provide continuous expert help.

Teachers previously lukewarm or in opposition to the idea of classroom assistants are now enthusiastic about the aide program. "How did I ever work without the aide," "She's like an extension of myself — we have ESP!" "She can do so much with the children that I never had time to do!" "We teachers have grown as a result of the program — we've had to improve our planning and take a closer look at our own techniques!"

Thirteen Parent Helpers were first employed in Operation Moving Ahead in the spring of 1966 as instruments of a program to "help parents see themselves as active agents in overcoming educational deprivation." (Originally dubbed "Parent Education Leaders," they themselves changed their title after the first week of home visits.) Experienced homemakers, they ranged in age from 29 to 51 years. Several had completed high school, one was a registered nurse, and

one had a year of graduate work in sociology. They worked fifteen hours per week for the six weeks of the summer program. So successful were the efforts of these outgoing, practical-minded women that the program was continued during the school year, with 19 Parent Helpers building communication between home and school to help deprived children "move ahead."

Specific objectives are to help parents:

- feel more "at home" in the school
- increase their understanding of what, how, and toward what end the school is teaching their children
- learn how parents can help their children learn, what motivates children to learn
- gain more understanding of how children grow and develop, what factors affect this development, what to expect as normal behavior
- increase their skills in home management
- learn how to work together as adults
- learn about community resources and how to use them
- assume roles of leadership in the group and community
- increase their confidence in themselves as parents and in their ability to deal with the problems of family life.

The first four objectives are concerned with helping parents understand how and what their children are learning at home

and at school. Parent helpers work with individuals and groups in various ways to reach these objectives. One way is to schedule classroom visits for small groups of parents, followed by discussion with the parent helper, principal and/or teacher. Special emphasis is given to the multitude of ways in which learning can be reinforced at home and to the ways in which the home prepares the child for school.

A week of pre-service training was given the Parent Helpers to familiarize them with the purposes of the Moving Ahead Program; it included a discussion of the characteristics of the educationally deprived, problems of nutrition and home management, parents' role in the development of children's communication skills, techniques of making home visits, and preparation of materials to be used in individual or group work with parents. Weekly meetings are held with the supervisor of parent education, Dr. Margaret Conant, and the Moving Ahead director, Jack Lynch, with frequent consultation with a representative of the Mental Health Study Center.

Guidelines for the Parent Helpers are provided by Dr. Conant. But these enthusiastic and compassionate women have devised their own ways to work within those guidelines. Like the good salesman, the good Parent Helper has "got to know the territory." And these are women who understand the problems of parents, who know how to talk to them, and who have had amazing success in drawing them into the orbit of the school. Informal club groups have been formed which meet at the school or elsewhere to exchange recipes (one group contributed seventeen different ways to fix hamburger) or to help each other mend or restyle clothing. In one school, two Parent Helpers are putting out a monthly newsletter, featuring recipes, instructions on repairing screens, reports on the children's field trips, and other school news. One Parent Helper, keeping her car loaded with books and clothing collected from her friends, dispenses needed items to pupils. Another arranged for one of the mothers in her group to learn to read.

Baby-sitting is provided at the schools to enable mothers to visit the classroom.

Parents accompany class groups on field trips. They are made to understand that they can contribute something to school projects. They also learn that school people will listen to their problems and suggestions and that they can really influence policies and approaches to learning. Whatever the method used, the main objective is kept in sight: to help parents help their children move ahead.

George McKinney, Director of Federal Programs, and John Lynch, Coordinator of Operation Moving Ahead, emphasize the functional interrelationship of all who take part in the program — parent helpers, children's aides, and helping teachers — as they complement each others work and, in the process, modify the structure of the schools to better serve the educational needs of disadvantaged children.

Food and Health Come First

. . . ST. MARY'S COUNTY

In ten attendance areas serving children of poverty, St. Mary's County identified 1,498 children in grades 1 through 6 as educationally deprived. The program here, developed to meet the needs of these children, has as its ultimate goal the improvement of reading skills, and to this end has employed the services of helping teachers and teacher aides, has provided in-service training for the staff, and has equipped them with a vast array

Four hundred children ate lunch every day, and over a hundred had an extra breakfast under St. Mary's County's Title I project.

of new educational tools. The most noteworthy facet of the St. Mary's Title I effort, however, is the outstanding success of its health, nutrition, and social service program.

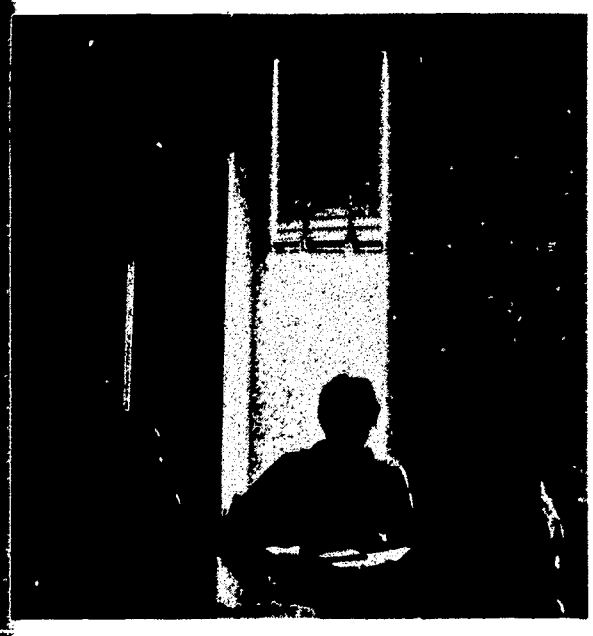
Some 400 children receive a hearty lunch without charge in the Title I schools. In addition, 119 children in two of the schools are receiving what St. Mary's prefers to call a "supplemental breakfast." Names do make a difference, and county administrators do not wish to relieve parents of their responsibility to provide breakfast at home. Nevertheless, a hungry child is a non-learning child. As Brent Thompson, principal of Park Hill Elementary School points out, "We had some little children who cried all morning in school; they were simply hungry." Mr. Thompson used to find milk and crackers for the most needy cases. Today, he can point to lively, alert tots who, before they began getting breakfast at school, were dull-eyed and apathetic.

A pilot program, the "supplemental breakfast," was in operation in 1966-1967 only at Park Hall and at Banneker schools. Bus schedules permitted the meal to be served at 9:00 a.m., before classes began. The breakfast was saved for the occasional latecomer. A typical meal included fruit, cereal, milk, pastry, and hard-boiled egg.

One method of evaluating the breakfast program is to compare the school attendance records of the participants. While other factors, including the total impact of new Title I activities, must be considered in interpreting the figures, there are, nevertheless, some striking improvements in attendance which seem directly related to the provision of free breakfast. One little girl, for example, who had missed 28 and 17 days in the previous two years has been absent only once since she has been receiving breakfast.

Whatever the difficulties in appraising effects of the new program statistically, there is no doubt in the minds of teachers, who observe the children daily, that it meets an important need. Children are more alert and better able to concentrate on classroom activities.

Other health problems were major causes of low academic achievement, St. Mary's felt, and a comprehensive program was developed to meet the children's needs in this area. Mary-Elisabeth Hoff, supervisor of special projects, and Ralph Butler, coordinator of Title I, are unstinting in their praise of local health officials and medical and dental societies, whose enthusiastic cooperation has made possible the prompt correction of physical deficiencies at low, or no, cost.



Speech therapy for small groups and . . .

. . . puppet shows for big groups were also part of the project.

Sixty-seven pairs of glasses have been provided since the inception of the program in early 1966; and because children will be children, five pairs have had to be repaired. Hearing and vision tests were given to all children in the participating schools, and complete medical examinations were arranged by the nurse when necessary. Five hundred sixty-five children, more than one out of three, were found to be in need of dental care. As in the case of medical examinations, parents were notified of the need, asked to make an appointment, and encouraged to pay only a small part of the cost. Nothing, however, is allowed to stand in the way of correction — one 10-year-old who needs permanent teeth removed and dentures fitted, will have his needs taken care of. Dentists and doctors not only give special rates but are giving extra time at public health clinics to make sure that the needs of the Title I children are met.

St. Mary's school administrators believe that nothing can be deemed impossible until it has been tried. With inspired optimism, and determination to get help for their emotionally disturbed children, they approached a nationally recognized figure, Dr. Allen Schmuller of Purdue University, a nationally known specialist, with the suggestion that he come to St. Mary's County to test the children. Consenting, and at a modest fee, Dr. Schmuller tested 107 of the 129 children referred, gave immediate reports to their parents, and consulted with parents where necessary. The remaining tests are probably completed by this time.

Two social workers visit the homes of children to help parents overcome problems which affect their children's education. They work closely with the nurse and classroom teachers to make sure the children's basic needs are understood and met. At the same time, they serve as the eyes and ears of other professionals working with the children. The speech therapist, for example, may ask them to determine whether seeming speech impairments are the result of family or neighborhood speech patterns ("the cruk hit the cree," for instance, turned out to be standard pronunciation in an isolated riverbank community). Wherever the home visitors go, they are well received. Parents are pleased, even proud, to learn that their children are receiving special attention and are anxious to cooperate in any way they can.

Less than one-fifth of St. Mary's 1966-1967 Title I funds was allocated to health, nutrition, and other supportive services,

but this sum is building a solid foundation for progress for the county's poor children.

Emphasis on Staff

. . . WICOMICO COUNTY

Maryland's most densely populated Eastern Shore county, Wicomico, selected four elementary schools as target areas for its program for disadvantaged pupils. The number of impoverished children in these schools ranges from 29 to 60 percent — the incidence of educational deprivation even higher. Providing enough skillful and competent staff to assure that every child had the special help and attention needed to progress was viewed as the most effective way to meet the pressing needs of deprived children. Wicomico, therefore, used almost 90 percent of its Title I allocation in 1966-1967 for the employment of additional staff, including 87 teacher aides, 4 physical education teachers, 3 librarians, 2 counselors, and 3 nurses. The project serves grades one through six, in which 1,128 of the 2,938 elementary pupils are judged to be disadvantaged.

In keeping with a philosophy that Title I services should not be under a separate educational program, but instead be well integrated into the total school program, Wicomico emphasizes the responsibility of principals and teachers in assignment, supervision, and training of classroom assistants. County-wide workshops for

teacher aides are aimed at building skills and an understanding of disadvantaged children. Reinforcing this, each principal has a monthly meeting with aides and teachers to discuss educational techniques for meeting the needs of these pupils. The principal has a deciding voice in the selection of aides for his school, and teachers are expected to evaluate aides' work monthly.

The work of the teacher aides is universally praised, and the enthusiasm of the aides themselves is boundless. Asked to observe ways in which aides were assisting in the classroom, the Delmar Elementary School principal came up with a list of 70 separate activities, ranging from "taking attendance" to "helping children to think through story problems in math," "motivating children to learn number facts through games, flash cards, etc.," even "learning to play the flute with the children and teaching easy songs to be played on the flute."

One teacher pointed out that his aide checks papers right after a test or assignment, giving pupils a chance for immediate reinforcement of learning and correction of wrong concepts. The aide's observations of pupil difficulties or misunderstandings are reported daily so that the next day's instruction can be more effectively planned. The greater opportunities for individual attention and individual diagnosis of children's needs by the teacher are the most important side elements of the program in Wicomico County.

Mrs. Roseann Doyle, a second grade teacher, says that her aide, Debbit Eskridge, a recent high school graduate, has worked patiently on reading reinforcement and has succeeded in bringing several non-achieving pupils up to a satisfactory level. Miss Eskridge herself takes special satisfaction in having helped one youngster overcome a common reading disability arising from inconsistent directional orientation — confusion between such words as "was" and "saw" or "no" and "on."

A fourth-grade teacher aide worked for a week with six students who were having difficulty with division in the "new math." She prepared seat work for them, drilled them, and helped them on individual problems. By the end of the week, says their teacher, they were ready to rejoin the group.

Wanda Trescott, a former secretary, assists librarian Alice Briner at the Fruitland School and regards her work as "the most rewarding I have ever had." Since Mrs. Briner serves two schools, Miss Trescott customarily provides the story telling sessions for one second grade and for five first grade groups. The imaginative displays depicting story-book characters are the work of Miss Trescott, who uses techniques learned through in-service training. With the help of the librarian and her competent assistant, the children are learning how to use the library and select books, but, most important of all, are learning to love and treasure books as the companions of both youth and age.

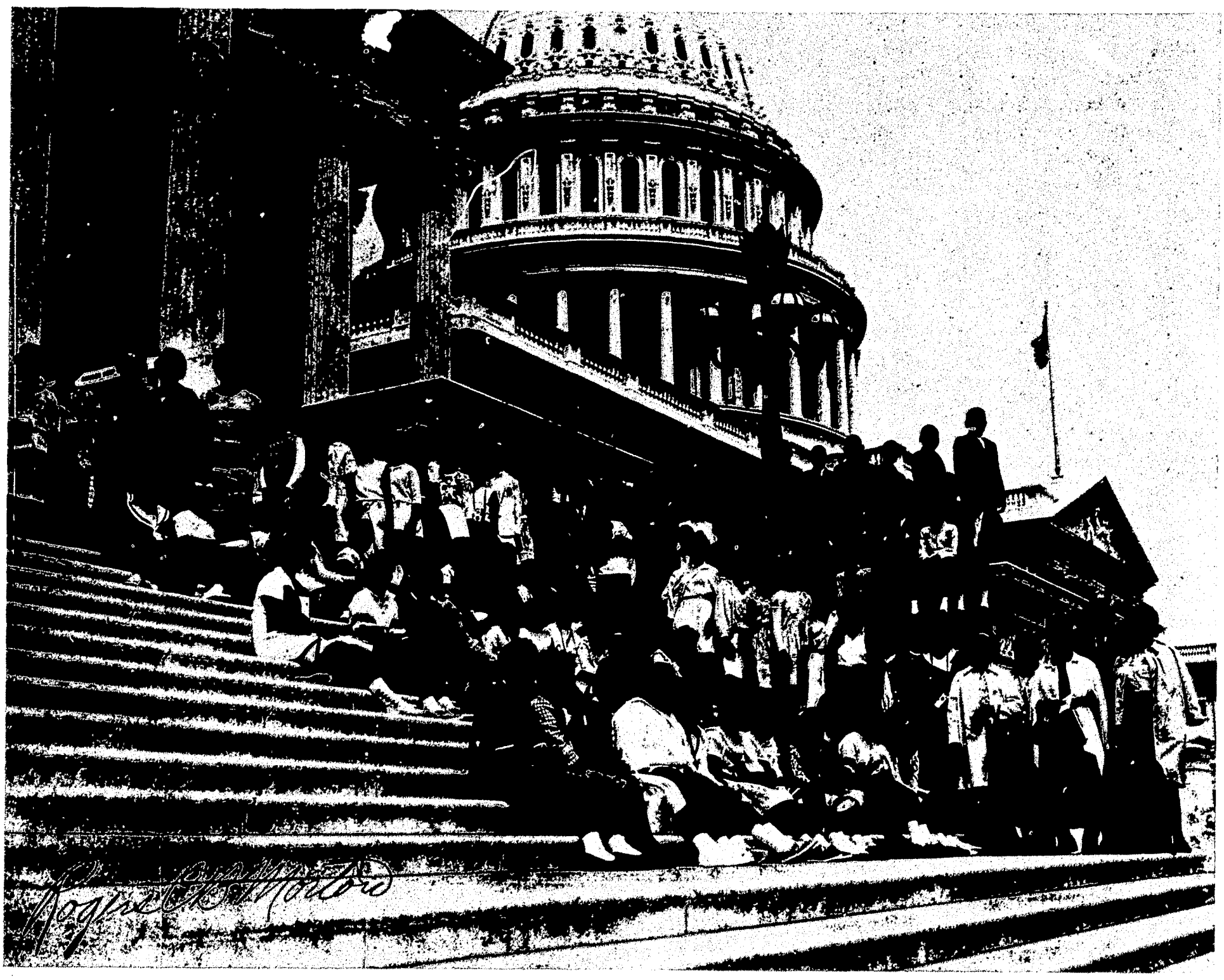
The physical education aspects which Title I has made possible in the four participating schools is directed at developing coordination and skill as well as desirable social attitudes and emotional stability. Special attention is given to slow-developers, and, of course, informal instruction in health and hygiene are included.

School people in Wicomico feel that the county's deprived children are now being given the personal attention and help they need to bring each child a chance for academic success. What is more, Harold Fulton, the county's coordinator of Federal programs, points out Wicomico's emphasis on staff has done much to ease the problems associated with school desegregation.

Building Self-Concept Through Instrumental Music

...WORCESTER COUNTY

From 4:00 to 5:30 in the afternoon, four days a week, 150 children in the fourth to sixth grades gather in the multi-purpose rooms of three schools in Worcester County for what they regard as the most exciting and joyous part of their



Having your picture taken on the steps of the Capitol is standard operating procedure for visitors to Washnigton, D. C., but these youngsters from Salisbury Elementary School had their congressman, Rogers C. B. Morton, to pose with them, and that's something else!

hool program. All are volunteer partici-nts in a unique music project designed build self-confidence, to improve atti-des toward education, and to lay the roundwork for full participation in high hool music activities.

From the boy in the back row who roudly "oompahs" on the big bass horn, the handsome lad in the trumpet sec-on who asks to be allowed to play the lead", and including even the lip-biting oungsters who are just learning to draw quivering bow over the violin or cello, here's sparkle in the eye and a foot-pping ryhthm in Worcester County oungsters today that would do credit to he "hundred and ten trombones" of the egendary Music Man himself.

Innovative both in concept and in use f high school musicians as assistant in-tructors and child-to-child tutors, the rogram has demonstrated its appeal to he children of Worcester. Daily attend-nce averages over 95 percent of the en-ollees, for the budding instrumentalists re loathe to miss a session. They are roud to be able to take their instruments ome for practice, and they — along with heir parents — are an enthusiastic audi-nce for the concert series arranged as a art of the program.

In selecting music as an incentive to academic progress, Project Director Strayer Hancock points out, Worcester County administrators feel they are building on one of the strengths of their low-income, educationally deprived children. Poverty is prevalent among the county's Negro community, which provides 40 percent of the total school enrollment. However, the deprivation of these poor does not apply, schoolmen feel, to music talent. In fact, says one, choral or other musical groups visiting rural Worcester are almost exclusively sponsored by Negro church and community organizations. Providing these children with a musical instrument and a chance to acquire a skill and to excell can give a sense of worth and ease transition from the predominantly Negro elementary schools to the high schools which are being desegregated.

Only three instrumental music teachers were available for the new after-school program — not enough, of course, to provide the individual and small-group instruction needed. Therefore, ten talented young musicians were recruited from high school bands to assist the teachers and serve as tutors. They have proved an unequaled success, working with skill and dedication and no doubt providing "role models" for the aspiring musicians as well. Several have found the experience so rewarding that they have elected to continue their studies with the intention of becoming teachers.

Parents share the children's pleasure in their new music skills, with concerts by the young performers being important events for all. Most parents are delighted, also, to go with the youngsters to the series of professional concerts, including bands and special presentations by the "Two Guitars" and a "Jazz Combo" — the latter a huge success, naturally. A woodwind quintet performing early in the year, was regarded as "a bit too long-hair," but all were looking forward to the possible appearance of the U.S. Army field band. Each of the three high school bands in the county has appeared at the three participating schools, with an informal exchange of music-talk following each performance. Instructors say the students look ahead enthusiastically to the day when they, too, can be part of the high school band.

Mrs. Jessie Fassett, principal of one of the schools having a Title I instrumental music center, feels that important changes are taking place among her pupils as a result of the program. She cites improvement in behavior, self-esteem, and poise, and increased interest in going to high school. Interestingly enough, she observed, the change is especially marked among the boys. On the other hand, a sixth-grade girl was close to tears on the day her horn had to have repairs.

ne last word...about improving projects

hese projects are intended to suggest ways in which thers may be expanded and improved, and to help ocal administrators emphasize key areas that are ometime touched only lightly. Implied, too, are hese additional points.

- We need to make full use of resources outside the school in planning our programs. Our universities might perhaps take more initiative in responding to community needs in this area, but other resources — state and county departments of health, mental hygiene, and welfare, private industry, and others — are available for tapping by educators. We can't do the job alone.

- We need to concentrate more on in-service training. Many teachers are still only dimly aware that disadvantaged children do not respond to the same stimulus as middle-class youngsters. And for every teacher, that distinction is meaningless unless specific understanding and teaching techniques are a part of her preparation for the classroom.

- We must bend every effort to further involve parents in these educational programs for children. We must earn their trust. A committed parent, for many children, is a necessary ingredient for success in school. A changed family attitude can work little miracles for adults as well as children. On a broader scale, we need to establish a continuing dialogue with all the individuals and agencies who have an interest in these programs.

- We need to further concentrate our Title I resources where the needs are greatest and to emphasize in our projects the earliest school years, those years during which these funds offer most hope for meaningful improvement.

- Our programs need to take account, first and last, of the specific needs of individual children. Progress towards other laudable goals will have to be advanced by other resources.

- We need to keep a constantly responsive attitude towards new ways to accomplish this task. If our hopes are realized, we will look back ten years from now and see today as the primitive period in the education of disadvantaged children.

MARYLAND STATE DEPARTMENT OF EDUCATION