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"PROJECT LEARNING POWER," A TITLE I ESEA PROJECT OF THORNTON FRACTIONAL AREA EDUCATIONAL COOPERATIVE, SUMMER, 1967.

BY- TIBBETT, JOHN H. FACKLAM, JAMES
THORNTON FRACTIONAL AREA EDUC. COOPERATIVE, ILL.

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AN ATTEMPT TO OFFER MORE THAN A REMEDIAL PROGRAM TO UNDERACHIEVERS, THIS PROJECT WAS A 6-WEEK SUMMER SESSION DEVOTED TO TEACHING BASIC READING AND MATHEMATICS CONCEPTS IN AN INDIVIDUALIZED LEARNING SETTING. EMPHASIS WAS ON CULTURE AND THE COMMUNITY, BUT PHYSICAL EDUCATION AND RECREATION WERE ALSO INCLUDED. UNDUE CONFLICT, COMPETITION, AND PRESSURE WERE AVOIDED IN DEALING WITH THE CHILDREN. THE INSTRUCTIONAL PROGRAM WAS DESIGNED BY TEAM TEACHERS, A CENTRAL PLANNING COMMITTEE, AND SUBJECT MATTER SPECIALISTS. PRIOR TO THE SUMMER SESSION THERE WAS A WORKSHOP SERIES IN MATHEMATICS AND READING, WHERE INNOVATIVE IDEAS WERE ENCOURAGED. ONE INNOVATION WAS THE EMPLOYMENT OF TEACHERS WHO COLLECTED MATERIALS AND CONDUCTED AN EVALUATION. DESCRIPTIONS OF THE PROGRAM'S PHILOSOPHY, CONTENT, EVALUATION, AND PROCEDURES ARE INCLUDED. (AF)

"PROJECT LEARNING POWER"

A Title I ESEA Project of Thornton

Fractional Area Educational Cooperative

SUMMER, 1967

Dr. John H. Tibbett, Consultant-Director

Superintendent James Facklam, Advisor from the Superintendent's Council to Title I

PROJECT LEARNING POWER

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INTRODUCTION

PROJECT LEARNING POWER was an attempt to offer more than a remedial program to underachievers. The project was a summer session devoted to teaching basic concepts in reading and mathematics in an individualized learning setting, with an emphasis on culture and the community, with consideration to physical education and recreation--but without undue conflict, competition, and pressure in dealing with children--and with the whole program designed by team teachers, a central planning committee, and aided by subject matter specialists.

The six weeks summer session was preceeded by a workshop series in mathematics and reading. Ideas which were innovative were encouraged. One innovation was an evaluation teacher who collected materials and conducted evaluative procedures. Mrs. Mildred Silkett, evaluation teacher for the project, performed this service.

The philosophy, content, evaluation, and procedures of the program are described in this booklet. After the basic data was collected, the Consultant-Director of the Title I program, Dr. John H. Tibbett, compiled and edited the items into this descriptive booklet.

PROJECT LEARNING POWER BEGINS

"Project Learning Power" is the cooperative learning program sponsored by the Thornton Fractional Area Educational cooperative and subsidized by the funding of the United States government through its Public Law 89-10, Title I.

The educational cooperative is formed by the school districts which correspond to High School District #215, Cook County, Illinois, and includes two high schools and six elementary school districts containing fifteen buildings or attendance centers. Eight private and parochial schools are located in the area. The cooperative office is located at Thornton Fractional High School North.

Early in the 1966-1967 school year, the cooperative appointed Dr. John H. Tibbett, Purdue University, Hammond Campus, as consultant-coordinator of federal programs. Dr. Tibbett served the Title I program in this capacity, and as director of the summer school program as well as mathematics consultant. Advisor from the superintendent's council to the program is Superintendent James Facklam of Lincoln School District 156, one of the districts participating in the cooperative.

Preparation for the summer school program began before the second semester. A series of workshops for teachers

was planned, a planning committee of the head teachers for the summer program was organized, criteria for the selection of summer school participants was formulated, and the philosophy and general outline of the summer school learning experience was established. The program development and staff planning initiated early in the spring continued throughout the program until its completion.

The basic elements of the continuous planning, evaluation, and revision until the actual beginning of the summer school experience in June, 1967, included staff planning through the Planning Committee in cooperation with the Director, the writing of the philosophy and the goals for the proposed program, and the organized workshops for teachers.

All of these planning and preparation features continued through the start of the summer program, and the staff planning went on as the summer program developed. During the summer program, an evaluation teacher was added to the planning structure. The evaluation teacher collected data through many sources. These findings are to be useful in refining the programs for succeeding years.

The topics of the two workshop series were reading and mathematics. The emphasis of each of the two workshop series were "How educationally deprived children can be taught reading and mathematics" and "How educationally deprived children can achieve success now when past school experiences have been, many times, unsuccessful".

The mathematics and reading workshops met on alternating Wednesdays for twelve weeks. All teachers who might be available for the Title I summer program were expected to attend the spring workshops, and the workshops were open to any other teachers who might gain professionally from the experience. The particular goal of the reading workshop was to consider how to teach reading in a happy educational climate. The mathematics workshop personnel surveyed modern mathematics at the primary, intermediate, junior high school and senior high school levels. There was an experimental and demonstrative quality to the workshop sessions when children participated so that the teachers could observe responses and patterns of learning. From the teacher participants in the workshop sessions, the district administrators selected the summer staff.

The selected workshop topics identified early in the planning were:

READING

1. The psychological well-being of the child who needs help in reading development as a new door to cultural development and self encouragement.

2. The specifics of the teacher's role in teaching reading concepts in order to encourage pupil success where limited, or where no success has been present.

3. The teaching process which specifically encourages self-appraisal, self-improvement, and a positive self-image.

4. The particular instructional media which can be applied to the teaching of reading and cultural enhancement in a way to give the learner a renewed lease on understanding and use of concepts.

5. To develop an outline of concepts for emphasis at each grade level in the educationally deprived children's summer session.

The specific objectives of the mathematics workshop programs were to stress the specific ideas to help teachers understand mathematics content appropriate to the students in the program, to introduce basic concepts to be taught and suggest various methods of teaching the concept, and to develop ways to motivate the pupil toward more mature thinking in mathematics.

A diary of the workshop activities would include these types of experiences:

"Dr. Seuss books were selected for the unrehearsed demonstration. Important elements in the learning to read process were rhyme in learning to read, pleasure as an incentive toward wanting to learn, and insights into the personality of the author."

"Children responded with a variety of expressions as they looked at a series of pictures. The purpose was vocabulary building."

"Dr. Ruth Brown of Valparaiso University told of her experiences with the program for bodily development as a basis in learning readiness. Besides the value of creeping, the importance of physical response to an oral instruction was expressed."

"Mrs. Worick, speaking from experience in a similar program last summer, presented convincing arguments for

teachers to re-evaluate their own attitudes of acceptance of deprived learners. Bringing joy to the learning situation was stressed."

"On a stage where people could see them, first grade children related conditions experienced before writing their stories about a lion in a can. Mrs. Mildred Burt had brought three pupils to help in a demonstration on creative writing. The demonstration assisted the members of the workshop to see that the introduction to creative writing is an essential part of the experience. The pupils were prepared for writing little purple mouse and little car stories. The pupils wrote while the teachers discussed; then the children read interesting newly written stories."

"Mrs. Mildred Silkett's four fourth grade pupils read creative stories showing divergent thinking about one topic."

"Three older girls brought by Miss Hanniwell read their original stories. By having contributions from primary, intermediate, and upper grade children, the level of accomplishment was recognized."

"The primary children in the mathematics demonstration showed remarkable thinking as they added by carrying and subtracted by regrouping from hundreds to tens and from tens to ones. Place value columns were used and symbols for the separate values were employed. A circle represented ones, a square stood for hundreds, and a rectangle pictured the tens. A cube would be used to show thousands."

"Intermediate pupils brought to the workshop by Mrs. Ann Ramsey concentrated on the modern method of division computation."

"Formula writing and interpretation was explained by Donna Thompson. 'A formula is a mathematical sentence,' she stated. Many kinds of mathematical sentences were shown. Algebraic equations were read and computed. Discovery learning was demonstrated as children evolved a process to find the total surface of a box when the dimensions are given. The solution process included questions by students and guidance by the teacher."

The number of teachers attending the workshops far exceeded the number to be employed in the summer program. The attendance record stayed between the 50 and 60 mark in spite of poor weather. In informal evaluation, the teachers expressed their feelings that the workshop sessions had been well planned and of actual benefit to the classroom program. In addition, the workshops provided the impetus needed for individual teachers to construct creative materials to be used in their own classrooms or in the summer programs. Many of the ideas discussed in the workshops would form the continuous direction which would culminate in the summer's instructional design.

The workshops stimulated the teachers of the participating school districts: in fact, several innovations would grow out of the workshop training period.

PROJECT LEARNING POWER

ADMINISTRATION

The central administrative feature of "Project Learning Power" was team administration. In precise definition, this term meant that all resources available for use in making the program strong, meaningful, and flexible would be called on for assistance.

The focal point of the team administration process was the consultant-director of the program, Dr. John Tibbett. It was believed that cooperative planning could be implemented in these phases of the program:

1. Planning a Unique Program

   a. Early in 1967, a joint planning meeting of all of the faculty members of the cooperating school districts took place. The role of the federal government in education was explained; specific programs and requirements were outlined, and teachers had the opportunity to meet in small groups, exchange ideas for positive improvement of the educational program.

   b. Specific proposals from teachers included special experiences in music, reading laboratory, library use, natural science and outdoor education, physical fitness, creative resource materials, guidance, tutoring, special activities classified as "cultural enrichment", human relations, critical thinking, self awareness, vocational education understanding, specialized vocational experiences, pre-school and kindergarten experiences.

   c. The teachers interested in reading and mathematics participated in workshops. Time was allowed for an exchange of ideas in order to identify areas of instruction felt to be weak or strong.

d. The teachers who were to be the head teachers at the attendance centers would form a central planning committee. This committee would, with the director and with the approval of the superintendents' cooperative committee, design the course of the summer's program, after considering all the suggestions from the general faculty and from the workshop teachers.

e. The workshops would be led by teachers from the districts, would utilize advisory personnel from nearby universities, and would show specific areas of concern.

2. Developing Professional Responsibility

a. All teachers in the cooperative districts would be able to suggest pupils who might benefit in the program.

b. The central planning committee and the director would develop criteria for evaluating the pupil and his ability to profit by participating in the program.

c. An original set of tests would be developed around the specific needs in the instructional program as identified by the workshop teachers, the central planning committee, and the director.

d. An evaluation teacher would keep a record of activities, suggestions, and comments from students, teachers, and parents so that the program could be constantly evaluated and revisions made for the future.

3. Using Special Resources

a. Physical. All pupils would be given a physical examination by a health team: medical doctor, dentist, nurse.

b. Social and psychological. The program would attempt to develop a positive sense of "self" through the interests of a social worker, a "culture" teacher, and graduate students who would be teacher aides and give individual attention.

c. Specialists would assist teachers in the areas of mathematics and reading.

d. Community members would contribute skills and special talents.

4. Evaluating the Program

Specialists, teachers, parents, and students should all participate in the evaluation of the program.

Following these specific guidelines for the administration of the Title I program, one of the first administrative procedures was the selection of the pupils who would participate in the special summer program. The attached Code Chart and form for referral was distributed to each teacher in the cooperating school districts. As a result of the Title I Survey, a tentative class list for the summer school was formed.

The next step was the identification of the particular needs of each pupil tentatively scheduled for participation in the summer program. This was determined by several factors: The evaluation of the child's classroom teacher, the results of previous testing, the information gathered as a result of the child's performance on the original power tests in mathematics and reading, and by the child's own desire to participate in the program. The fourth criteria was important because an important part of the philosophy was that the child must have the opportunity for success in the program.

The selection of teachers revolved around the needs of the program. Team teaching in terms of cooperative planning for the selected small group of pupils formed the basic format. Each team would be composed of one reading teacher and one mathematics teacher. Team planning would take into consideration the primary needs of the small group or the individual child. The culture teacher would bring the child in touch with music, art, and special activities of enrichment. The culture teacher would attempt to be a member of the planning team in that, whenever possible, activities would enhance the basic classroom program.

The administrative design for class grouping included inter-aging and inter-grading. This was closely adherred to allowing for individual differences of an academic and psychological nature.

Weekly staff meetings kept the administrator in touch with the entire staff on a formal basis, and short visitations established informal contacts.

FORM A

CODE CHART

Code	Achievement
11	Poor performance on standardized tests
12	Classroom performance significantly below grade level in reading for one or more years
12a	Classroom performance significantly below grade level in mathematics
	Ability
21	Poor performance on standardized tests of intellectual ability
22	Low level in verbal functioning
23	Low level in non-verbal functioning
	Attitude
31	Negative self image
32	Negative attitude toward school and education
33	Low occupational and educational aspiration level
34	Expectation of school failure
	Behavior
41	High absentee rate
42	High drop out rate
43	Disciplinary problems
44	Short attention span
	Learning Difficulties
51	Poor health
52	Malnutrition
53	Emotional and social instability
54	Lack of clothing

Handicapped

61 Mentally retarded

62 Hard of hearing

63 Speech impaired

65 Visually handicapped

66 Seriously emotionally disturbed

FORM B

(Place Code Numbers in column opposite child's name)

SCHOOL DISTRICT:

Name of child	Age	Gr.	Achievement	Attitude	Behavior	Learning Diff.	Handicapped

FORM C

Title I Survey

Identification of Children in Need:
By Academic Skills
LOW INCOME CHILDREN

Test Used _____
Children with Mathematics
_____years below grade level.

NAME AGE SCHOOL MATHEMATICS GRADE LEVEL

Identification of Children in Need:
by Academic Skills
LOW INCOME CHILDREN

Test Used _____
Children Reading
_____years below grade level

NAME AGE SCHOOL READING GRADE LEVEL

Identification of Children in Need:
by Academic Skills
MATHEMATICS

Test Used _____
_____years below
grade level

NAME AGE SCHOOL MATHEMATICS GRADE LEVEL

Identification of Children in Need:
by Academic Skills
READING

Test Used _____
_____years below
grade level

NAME AGE SCHOOL READING GRADE LEVEL

FORM D

HEAD TEACHERS' STATE OF FUNDING CHECK LIST

Administration

1. Pupils assigned team ____
2. Cumulative folder on each pupil ____
3. Teachers given pupil list ____
4. Assigned pupil listings reported to aid office ____
5. Supplies for each teacher ordered ____
6. Room assignments made and reported to teachers and their pupils ____
7. Index completed and returned to aid office ____
8. Memo to all teachers on your faculty as to your planning progress ____
9. Memo to building principal and superintendent of schools on your planning progress ____
10. Arrangements for custodial scheduling ____
11. Notify all staff of payroll schedule ____
12. Notify stafff of attendance center administrative expectancies ____

Staff Instruction Planning

1. Mathematics ____
2. Individualized Instruction ____
3. Independent Study ____
4. Reading Skills ____
5. Teacher Team ____
6. Cultural Enrichment ____
7. Record Keeping for Evaluation ____
8. Guidance Referrals with Mr. Washburn, T.F. North ____
9. Medical and dental followup planning with social worker ____
10. Have contacts via written or oral communication at least once every 2 weeks ____

ELEMENTARY SECONDARY EDUCATION ACT

TITLE I

THORNTON FRACTIONAL AREA EDUCATIONAL COOPERATIVE

RECORD OF DENTAL FINDINGS

Name of Child _____ Date _____

School _____ Room _____ Grade _____

Key of Markings
Carious Teeth 0
Missing Teeth 1
Filled Teeth +

	Upper Right						Upper Left						
	E	D	C	B	A	A	B	C	D	E			
8 7 6	5	4	3	2	1	1	2	3	4	5	6	7	8
7 6	5	4	3	2	1	1	2	3	4	5	6	7	8
	E	D	C		A	A	B	C	D	E			
	Lower Right						Lower Left						

Prophylaxis Needed _____

Evidence of Professional Care Received _____

Oral Hygiene
Good
Fair
Poor

_____

Dental Care Needed _____

Urgent _____

Remarks or recommendations _____

_____

_____

_____ D.D.S.

FORM E

ELEMENTARY-SECONDARY EDUCATION ACT

Title I

Thornton Fractional Area Educational Cooperative

Physical Examination DATE _____

WEIGHT _____

Examining Physician _____ HEIGHT _____

NAME _____

ADDRESS _____

SEX _____ DATE OF BIRTH: M _____ D _____ YR. _____

EARS	Normal _____	Abnormal _____
HAIR	Normal _____	Abnormal _____
HEART	Normal _____	Abnormal _____
LUNGS	Normal _____	Abnormal _____
POSTURE	Normal _____	Abnormal _____
REFLEX	Normal _____	Abnormal _____
SKIN	Normal _____	Abnormal _____
VISION	Normal _____	Abnormal _____
BLOOD PRESSURE	Normal _____ Systolic	Abnormal _____ Diastolic

REMARKS AND MEDICAL RECOMMENDATIONS: _____

_____

_____

_____

FORM F

PROJECT LEARNING POWER

THE INSTRUCTIONAL PROGRAM

The Summer Instructional Program consisted of an original testing program and re-testing, a reading program which had developed through the reading workshop experience for teachers and which continued in development by the help of Dr. Ivan Samuels, Purdue University, Calumet Campus, a creative mathematics program, a cultural program using community volunteers, a controlled study in motor skills - neurological exercises, a physical education program which involved inter-village cooperation, the use of original materials as well as commercial materials designed for individual use and flexibility of instruction.

A feature of the instructional planning was the team-teaching in planning. Each reading and mathematics teacher formed a planning team to assist each small group of children to the greatest extent by emphasizing a few major concepts in each learning area. Thus, the approach was not remedial in nature because it was not intended that the child learn all that he had not been able to learn in the past, but the approach was creative.

The creative approach to learning sought to establish a comfortable climate for learning, attempted to involve the child in activities for personal growth, and sought to change attitudes toward an institutional experience as well as assist the child in grasping reading and mathematics

insights. The process of evaluation, it was agreed, would continue throughout the program with emphasis on feelings of children as well as growth in subject matter content.

There was a time when curriculum was described through the course of study in any particular school district. The course of study dictated exactly what the teacher was expected to teach throughout the school year in any particular subject. The course of study could have been written by a curriculum committee in a particular school district, by an administrator, or by a textbook publisher. Taking a step beyond this idea of curriculum as a course of study, educators and academicians adopted the idea that a curriculum could be composed of a set of experiences planned and oriented by the teacher to suit a particular group of children in a classroom.

The basic idea of the experience approach is to develop thought -provoking ideas which would emanate from the experiences provided in the classroom. Each group would participate in a prescribed set of experiences during the school year. This approach to curriculum development offers many advantages over the course of study approach. However, we still have one more step to move forward in order to keep us up-to-date in our educational enterprise.

The educational community now looks upon curriculum as a set of insights which the child achieves as a result of participating in a study program cooperatively planned

around a set of curriculum guides within a particular school district.

The insight approach to curriculum is the one which was desired for use in the Title I program in the Thornton Fractional Cooperative. The program was a first step in the development of ongoing implementation of curriculum designed to promote insights which are academic, psychological, and cultural. It is expected that the student will generate enough motivation and energy to move through the set of academic ideas at a pace that is a challenge to his own self-development. The psychological aspects of the curriculum have their roots in a process which is most likely to provide young learners with the opportunities necessary to maintain and enhance their psychological development.

It is expected that children will develop a new understanding of the culture found in the world around them. It can be expected that as the child gains new insights and improves the psychological self, he will be able to make a greater contribution to the culture, and he will be able to gain more satisfaction from others who are participating in cultural pursuits. So we are going to look at curriculum describ. ig the insights which the learner gains, tests, and creatively assimilates as a direct result of the educational experience.

Multiple organization for the classroom was planned by the teachers involved in the direct instruction of the children. Multiple organization for the classroom is thoughtfully

planned to include work for the individual child which is different from any other work being done by any other child in that particular classroom. The classroom organization also includes the basic effort by the teacher to provide interaction among children working in small groups. These small groups may or may not be academically homogeous. These small groups are expected to help the classroom teacher to generate functional leadership from within the students with which she works in the daily curriculum plan.

The instructional material available in the classroom, whether it is teacher-made or commercially published, is thought of as a basic resource set of media which the student uses in his own learning plan. In general, textbooks and abstract materials are used as resources for testing out new ideas which have been generated in classroom activities. It is not necessary that the children in a classroom be following the same page in the same textbook at the same time. However, it is necessary that teachers plan together and with the administrators to follow the springboard of ideas known as a curriculum guide.

A Curriculum-Team Approach

Team teaching was really a cooperative enterprise. Lessons were planned together by the teachers in that team. Pupil achievement was freely discussed by the team so that curriculum modifications could be made to the advantage of the pupils, and evaluation of pupil progress was done on a

case-conference basis, or rather, on a team-conference basis, again to the advantage of the student.

The learning experiences developed by the team are limited only by the imagination of the members of the teaching team and the students involved. Teaching in a team was fun for the teachers and the students alike. Flexible scheduling and varying grouping procedures gave the teachers and the students the opportunity to put their best foot forward. Small group work and individualized instruction, as well as independent study, were expected organizational developments made possible by the team approach to teaching.

Teachers sat down together and discussed the first days of school. The teaching-learning plan for the first week and for each succeeding week was done cooperatively and with the enjoyment of working with another person who was as interested as the first person in the cultural and academic development of the children involved in the program.

The Classroom Organization

Team teaching in the classroom provided each teacher and each child with the maximum use of the teaching talent available. The classroom organization provided for the shifting of the thirty youngsters assigned to each team so that each youngster met a flexible organization each day. The youngster grew to expect a part of each day to be spent in independent study; a part of the day in individualized

instruction, on some occasions small group meetings, and at fewer meetings, large group activities. There was some time during the day when the thirty children met to plan and evaluate the activities of the group. The large group team of children and the team teachers met to set the direction for learning activities. Since the three major aspects of the program were mathematics, reading, and cultural development, the students learned to think about the two academic areas, sometimes uniquely and sometimes as interacting with the cultural area or with the academic area.

The teachers used the classroom furniture in the moveable manner as it was intended. Instead of the classroom being organized in rows of seats or desks, the teacher taught the student how to work in individualized study stations placed around the room. Small group study stations also gave the children ample opportunity to discuss their practice operations, their projects, and their particular study interests during the day. The moveable seats or desks were placed around the outside of the room, leaving space for the small group study and project tables in the center of the room. The individual desks were sometimes placed facing the wall so that the pupil could have privacy and little distractions as small groups worked in the room. Some students brought study rugs and sat on the floor to read, cut and paste. Mathematics projects such as creating computer games in bases other than ten, developing

murals about mathematicians, properties, and sets, charts about mathematical properties were being constructed at the same time in some of the classrooms.

Teachers adherred to the policy established before the beginning of the program: undue pressure would not be placed on the pupil. As it was planned, the team teaching class management approach was a "soft sell" study approach. For example, one might have found during a reading period, one student making a vocabulary list, another reading from a pocket book, and still another, writing a story. In spite of the "soft sell" approach, brain wave quiet and the teacher's voice prevailed during these periods. At times, one teacher worked with the total group of thirty, while the other teacher on the team worked with one individual or a very small group taken from the total group. Team planning gave the teachers more freedom and gave the pupils a greater degree of independence and individualized instruction.

I. The Original Testing Program

The testing program consisted of a reading test series and a mathematics series. The tests were designed to give the pupil optimum test conditions so that the best possible performance could be obtained. For this reason, there was no time limit imposed during the testing period, and the pupil was free to ask the teacher for help in interpreting the instructions. The tests and retests were graded by one

individual. A limitation was that some of the pupils were tested through the intermediate tests during the first testing period, but by the advanced tests during the retesting period. However, enough continuity of testing was established to indicate trends in all areas and at all levels.

The reading test series consisted of three tests: Primary, Intermediate, and Advanced. Teachers and students contributed ideas and/or materials for the tests. Dr. John Tibbett, Purdue University, and Consultant-Director of the Title I program, coordinated the material. The Mathematics Test Series included four test levels: Primary, Intermediate, Junior-High, and High School. Dr. John Tibbett devised the mathematics tests.

PRIMARY READING TEST:

A. Test Design

The Primary Reading Test had these basic concepts in its construction:

1. Notice of details
2. Attention to punctuation symbols as reading clues (period, quotation marks)
3. Identification of the main idea
4. Grasp of word relationships and meanings through context clues and experience (same, opposite meaning, definition from context, sight vocabulary)
5. Translation of reading meaning into one's own experience through creative and personalized expression (paraphrase, explanation, drawing)

6. Structure of words; sight and sound

The points of emphasis with which the pupils had greatest success on the first test were notice of details, identification of the main idea, and structure of words, sight and sound.

The areas needing more attention were those important reading proficiencies which children gain by experience and participation in a rich curricular program and classroom atmosphere. These are skills which have increasing importance as the child proceeds through the educational system. The skills are identified by the tests as:

1. Grasp of word relationship and meaning through context clues and experience
2. Translation of reading meaning into one's own experience through creative and personallized expression
3. Attention to punctuation symbols as reading clues.

B. Test Results Reviewed

Opportunities to draw conclusions were given in the stories, "Nan and the Toy Store", "Mr. Turtle and Mr. Buzzer", and "Betty and Tom". For example, the turtle's "shell" and "House" were not often recognized as synonyms, and some difficulty was experienced in drawing where Betty went to change her dress after Tom got mud on it. In "Clay's Dad's Garage", the most difficult response was writing why the pupil thought that Clay's father was a hard worker.

Quotation marks were identified as being "at the end of a sentence" just as frequently as "when someone speaks". Choosing two like words from a series of three also posed difficulties.

It was hoped that the areas of reading study in which the pupils were most proficient would continue to be areas of emphasis in the summer reading program. But the small groups of children with which the teacher worked would provide the intimacy and rapport necessary to discuss, to reason with, and to accept each child's ideas, and it was anticipated that in this type of environment, the child would be encouraged to verbalize more readily. Experience stories and individualized creative activity with emphasis on art, music, and socio-drama were hoped for.

C. Retest Results

The pupils were given a test identical to the one taken by the pupils before the summer session began.

Areas of improvement were in matching words of similar meaning, in expression of ideas by drawing an answer, and in telling one's own reason "why".

In general, the scores showed improvement. Pupils with lowest scores on the first test seemed to make more improvement. For example, a child's test with a first score of "24" might have a retest score of "40", while a child's test scoring "50" the first time might have a retest score of "57". The test had 59 responses.

PRIMARY MATHEMATICS TEST

A. Test Design

The Primary Mathematics Test, with 172 responses, emphasized both modern mathematics and the traditional approach of computation. Perception of one's surroundings, similar and different relationships, were measured. The test included work in these areas:

1. Sets
   - A. Numbers and sets
   - B. Uniting sets
2. Measurement
   - A. Writing dollars and cents
   - B. Household and utility measurement
   - C. Time
3. Geometry
   - A. Space relationships
   - B. Size, shape, and weight: recognition and relationships
   - C. Location of ordered pairs
4. Visual perception
   - A. Farm and city (perception of surroundings)
   - B. Geometry
   - C. Measurement
5. Computation
   - A. Addition
     1. 1 place
     2. 2 place
     3. Column

B. Subtraction

1. 1 place

2. 2 place

3. Borrowing

C. Multiplication

1. 1 place

2. 2 place

D. Division

1. 1 place

2. 2 place

E. Story Problems

1. Reasoning

2. Computation

3. Reading

B. Test Results

The tests showed weaknesses in the following areas: sets, measurement, geometry, visual perception, multiplication, division, and story problems. Greatest strengths were addition and subtraction. A surprising weakness was "telling time", and the child's interpretation of a farm. Animals and barns were often missing from the farm picture, and time before or after the hour was found difficult to write.

C. Retest Results

In general, there was an improvement in primary mathematics understanding. Greatest improvement was in

measurement, geometry, visual perception, and story problems. The areas of difficulty should be re-evaluated for these children throughout the school year, and re-taught, if necessary.

INTERMEDIATE READING TEST

A. Test Design

The Intermediate Reading Test, of 87 responses, repeated the last section of the Primary Reading Test, and increased in difficulty, section by section. The areas of emphasis in the test were:

1. Main idea and outline construction
2. Word structure and phonics
3. Identification of details
4. Paraphrase, draw conclusions, and give an explanation
5. Follow directions
6. Word meaning
7. Use of punctuation as a reading clue
8. Identification and use of describing words

B. Test Results

Of the testing ideas incorporated into the Intermediate Reading Test, all, excepting identification and detail, needed work. Particularly weak were main idea and outline, paraphrase and draw conclusions, write an explanation, word meaning, and identification of describing words.

It was desired, at this level, that reading be extended into language arts and other subjects as the basic study technique. Reading speed, word recognition, comprehension, use of context clues, and study technique are to be blended at the intermediate level.

C. Retest Results

In general, there were improvements in test performance particularly in outline construction, describing words, and in drawing conclusions. However, these areas need to be re-emphasized during the school year for these pupils.

All teachers and pupils need to work together to develop techniques of teaching and learning how to follow directions. The tests quickly identified pupils who go ahead without reading or understanding directions. Many points were lost by pupils who did not read directions and did entire test sections incorrectly. For example, one set of directions preceeding a matching section told the student to write the letter of the correct answer. Even though the word "letter" was underlined, many pupils entered numbers in the answer spaces. Accordingly, all answers were incorrect.

INTERMEDIATE MATHEMATICS

A. Test Design

The Intermediate Mathematics Test included these significant study areas:

1. Sets
    A. Symbols
    B. Operations

2. Properties of numbers
3. Geometry
    A. Points on a plane
    B. Shapes
    C. Diagonals
    D. Geometric concepts
4. Computation
    A. Whole numbers
        1. Addition
        2. Subtraction
        3. Multiplication
        4. Division
    B. Rational numbers
        1. Addition
        2. Subtraction
        3. Multiplication
        4. Division
        5. Decimals
    C. Story problems
5. Visual Perception

B. Test Results

Weaknesses identified by the tests were in sets, properties, and geometry--all known as "modern mathematics". All rational numbers needed review, and multiplication and division of whole numbers needed practice. There were 133 responses.

C. Retest Results

Sets and geometry concepts showed improvement. Work needs to continue in these areas, and more emphasis should be placed on understanding principles and examples of number properties, and computation using rational numbers, and multiplication and division of whole numbers.

ADVANCED READING TEST

A. Test Design

This test included several selections of sections from the intermediate test, and deepened in difficulty, requiring more study skills and abstract thinking. Six major areas were:

1. Structure and sound
2. Word meaning: antonym, homonym, synonym
3. Following directions
4. Finding specific details; context clues
5. Identifying main ideas; outlines
6. Analyzing, drawing inference, drawing conclusions

B. Test Results

All sections of the Advanced Reading Test revealed a need for emphasis in finding specific details, following directions, identifying main ideas and outlines, and analyzing material and drawing conclusions. There were 87 responses.

C. Retest Results

Improvement was evident in following directions, analyzing, drawing conclusions, finding the main idea, and making outlines. It was also evident, however, that

personal attention should be given to some pupils so that the improvemen e consistent and lasting.

JUNIOR HIGH MATHEMATICS

A. Test Design

The Junior High School Mathematics Test advanced to areas previously considered to be high school work. These are finding the Cartesian Product, understanding the Pythagorean theorem, and Base arithmetic. The general outline is:

1. Sets
2. Number properties
3. Geometry
4. Computation
   - A. Bases other than ten
   - B. Whole numbers
   - C. Rationals
   - D. Story problems

B. Test Results

All areas identified in the outline needed work except for addition. Some pupils had no idea about sets, number properties, the Cartesian product, the Pythagorean theorem, and Base arithmetic. Entire pages of the test were left incomplete.

C. Retest Results

A definite improvement was noted in the majority of the cases. First, in all except one or two of the tests, the pupils attempted to make all responses. Important gains

were made in the above listed areas although these pupils may need to have some re-teaching and re-emphasis of the material throughout the school year. Second, test scores ran considerably above the first test scores.

HIGH SCHOOL MATHEMATICS TEST

A. Test Design

The high school mathematics test was designed following this outline:

1. Sets
   - A. Properties
   - B. Operations
   - C. Circle sets
2. Computation
   - A. Whole numbers
   - B. Base arithmetic
   - C. Modulo arithmetic
   - D. Integers
   - E. Rational numbers
3. Geometry
   - A. Description
   - B. Construction
   - C. Shapes
   - D. Properties

B. Test and Retest Results

More responses were attempted in the retest than in the first test. Although some of the pupils had taken the

Junior High School Test as the first test, and results cannot be compared definitely, because of proportionate scores, it can be stated that general improvement has been made, particularly in sets and geometry.

GENERAL STATEMENT

The test outlines and results may be used in several ways. First, all districts should cooperate in planning experiences to motivate interest and strengthen the study habits of the individual learner. Second, the strengths and weaknesses revealed in the testing contribute to an outline from which a clear, basic design may emerge for future Title I summer programs. Third, as additional data is gathered, and as new techniques for learning are used and evaluated, the Title I program may contribute to the on-going programs of the cooperative school districts.

II. The Reading and Mathematics Program

Flexible grouping and team teaching planning were central to the success of the reading and mathematics instruction which formed the basic program. The Children were grouped in learning levels which were flexible interging and inter-grading groups. This type of grouping was used, as opposed to chronological age or grade-by-grade, in order to extend the individual's opportunity to learn at his own rate. Further facilitating individualized instruction was the small class size which was maintained in the Title I program.

Teachers were organized into teaching teams of two. One teacher gave leadership in the instruction of mathematics; the other in the teaching of reading. Each team met together daily to plan the learning experiences. These basic teams then extended to cooperation and inclusion of special physical education, library, and cultural programs. The teams enlarge to cover additional groupings until the entire school may be incorporated as a single team giving the child or children the benefit of many teaching skills.

The Reading Consultant, Dr. Ivan Samuels, found that because of this type of organization and cooperation, he worked on some tasks with both groups of teachers. For example, both mathematics and reading teachers were contacted in the initial contact. Many mathematics teachers were involved in the development of new insights into the matter of remedial reading as they were sometimes able to help the reading teacher locate disabilities in reading which the reading teachers had missed. In team planning, many new approaches were used. Teachers were told that the recreational aspect of the program, especially swimming, could help develop confidence in the reader. There are many things in the sport of swimming about which the swimmer must be certain. Certainty is essential for effective reading and mathematics performance. Utter self confidence is needed for diving and swimming in deep water. The student needs this quality of self-confidence to tackle

effectively that new word or passage in reading, or that new problem in mathematics. Elimination of some physical handicap may eventually enable the reader to perform more successfully. The team approach among the staff in preparing the recreational program was a good example, and in many respects carried over into the mathematics and reading program with success. A major task accomplished was to discover new and creative materials for students. This was done to give the student an entirely new psychological approach to learning: somewhat of a new beginning and a more acceptable feeling about one's "self".

The reading consultant's role was one of supplying assistance in any situation which the teacher felt such aid was necessary. The reading consultant worked with small groups of children or with the individual child if requested by the teacher. Another major task was to preview very quickly the nature of the instructional materials available to the teachers, and to check for the appropriateness in terms of the child's respective reading level, regardless of the actual grade placement. In regard to books, an interchange between schools, and under the supervision of the librarian, brought much more material into the reach of the child. The reading consultant also indicated how these materials could be used most profitably by the classroom teacher.

Another major task was to emphasize the meaningful use of the tape recorder as a source of motivation, self

identification, and a chance for the students to hear themselves read, and listen to their own interpretations of the material which they had read.

There was a considerable use of a variety of instructional materials in the program. The programs in reading and mathematics were not textbook oriented. This approach, added to individualized materials, seemed to stimulate the pupils to try once more to eliminate the failures of the past, and to try again. Programmed material seemed of considerable interest to most students. The introduction of high interest-low vocabulary materials worked effectively at the higher grade levels. The use of drama in the program contributed to the elimination of anxiety and fear, two great monsters in way of successful reading and mathematics performance.

The writing of creative stories was a tremendous incentive. In addition to reading the stories in the classroom and drawing pictures to accompany the stories, all of which were then placed in books, the Daily Calumet published several of the stories on the front page, as well as the companion drawings. The two stories which follow were from the collection printed in the Calumet:

"There was a dragonfly named Harry. Poor Harry was crosseyed. One day as he was flying around, he flew into a tree.

"The wise old owl, Hoot yelled, 'Get your eyes checked, stupid. You woke me up.'

"Of course, this hurt Harry's feelings so he had his eyes checked. He needed glasses but wouldn't wear any.

"One day Harry saw the prettiest girl dragonfly he had ever seen. He asked her to marry him, but she said, 'How can I marry a crosseyed dragonfly?'

"Harry went home and cried about it. He always cried about something like this.

"But one day someone invented contact lens. Harry decided to ask Hoot for a pair.

"Of course, Hoot charged him two fat mice. Harry went to the mice market and bought him two fat mice.

The Hoot said, 'Tell me for what you want them?' (He was speaking of the lens.)

"So I can marry the pretty dragonfly at the end of Cherry Lane", said Harry.

"'All right, here,' said Hoot.

"So Harry put the lens in his big eyes and went to his home at the end of Telsey Lane. He fixed his hair, bought flowers, put on his courting clothes and started off for Cherry Lane.

"He asked her to marry him. She was happy, too. So they got married and lived happily ever after, except for Harry's mother-in-law."

The above story was written and illustrated by Donna Cavendar in Pat Schmidt's class at Wilson School. The following story, "A Boy and a Duck", was written by Jimmy Madden of Schrum School.

"Once upon a time there lived a boy named Hans, and his pet duck, Gertrude. They lived in the City of Stockholm, Sweden.

"Hans' father did not like Gertrude because the duck would shed his feathers in the house and because he was a monstrous pest.

"Hans had had Gertrude for nearly four years and Gertrude was getting old now. Hans could remember when Gertrude was a baby duckling.

"One day when Hans came home from school, Hans' father said to him, 'Son, I'm afraid we will have to kill Gertrude.'

"'But, but father, I love Gertrude. I don't want to see my Gertrude go. I love him.'

"Hans' father was a very nice man, but he did not like Gertrude.

"The next night Hans' father said to him, 'Either I kill Gertrude and have him for supper or we let Gertrude go into the wildlife.'

"Hans looked at his father and tears started rolling down his cheeks.

"'Which shall it be?' said his father angrily.

"'I - I do not know, father. I will make my decision.'

"Moments later the decision was made.

"'Let him into the wildlife.'

"And his father did.

"Hans thought about the times he had had with Gertrude. He wanted to run away from home, but he couldn't.

"He had no one to live with except his father. He wished his mother was still alive now that Gertrude was gone, but she was killed in an airplane crash in the Atlantic Ocean. So there ends the story of the Boy and the Duck."

Only a few of the teachers adherred to the hard line of rigid discipline. Most of the teachers kept the learning situation very flexible although not chaotic. This again encouraged students, who realized that they had freedom to move about in the classroom and ask for help, toward regular attendance, and to work harder than some of them had done during the regular school year.

Students helping students at the appropriate time was another excellent phase of the program. Some students could deal with correction or help from a member of the peer group more readily than with correction from the adult. The

punitive atmosphere sometimes connected with the teaching of reading and mathematics was absent. Students could afford to make mistakes, and then have enough time to correct themselves. This helped eventually to control the hesitancy in reading or mathematics that the pupils displayed earlier in the program.

In addition to teacher diagnosis and help by the consultant, the tests devised helped to pinpoint practical areas of reading-language arts disability. The Survey of Reading Disabilities helped teachers to experiment with various methods to effect change and eliminate some of the major problems.

Bulletin boards were used to emphasize certain concepts in mathematics, and the mathematics teachers had made many games and objects for illustration. Students had the opportunity to construct various geometric shapes, and they made posters of math concepts.

The flannel board was useful in mathematics and reading. In mathematics, concepts and illustrations of these concepts were used; in reading, one teacher made good use of the flannelgraph as an aid for students in telling their stories.

An interesting display of Illinois occupied a central place in one classroom. The class tried to determine the location of various points on a road map after the teacher gave them its code location. Such an exercise was a good

correlation of social studies (map reading), reading (map names), and mathematics (points on a grid).

Graduate students from the Hammond Campus, Purdue University, were involved as teacher aides and as curriculum observers. The following sample curriculum report was written by Dan Pastoor, graduate student aide in evaluation, and described some of the curriculum activities observed on one day in the program:

"On Friday, July 21, I completed the primary evaluation at Reavis School and also contacted absentees on the other levels.

"In spite of the testing program which was being conducted, I administered the evaluation forms to the students of Lincoln School on July 24-25. As was the case at Reavis, teachers and students seemed to be enjoying the summer session.

"As we had visited Reavis School at an earlier date, their program was more familiar to us than at Lincoln. The instruction at Lincoln appeared to be in a more traditional manner, whereas the Reavis teachers did more group work.

"A good aspect of team teaching occurred at Lincoln on Tuesday when all the intermediate and junior high students assembled in the gym, where an art teacher gave instruction to the entire group.

"Both schools had television sets set up in certain rooms. At Reavis, it was used daily at the primary level.

"An innovation in which the students showed great interest and enthusiasm was a scrabble game designed to better acquaint the students with the vocabulary of mathematics. The students constructed their own games which consisted of a chart of many letters and individual letters which were printed on paper and then cut into little blocks. The object was to see how many math words could be made in a given amount of time. The teacher gave points for each correct word and the student kept his own score.

"Both schools made good use of bulletin boards, especially for math. To a lesser degree, they were also used for the reading classes."

The reading consultant made the following recommendations which would serve to strengthen the reading program in another program:

1. For what a video tape recorder costs ($8,000), it would be worthwhile for the Title I program to provide for the expense of this item. The student would not only hear himself (sound), but would have a chance to see himself (visual) read. This equipment could easily be moved from one school to another, and would be of great value to the schools after the program.
2. The weekly meetings of consultants and head teachers was highly necessary and successful. One meeting of teachers alone about the middle of the period, lasting for a day, may be very meaningful.

3. Consultants and possibly some head teachers should be provided for by Title I funds to follow up with some of the summer students within the regular classroom during the school year."

Commercial Teaching Devices Used:

1. Reading pacer: a machine that throws words and phrases on a screen at a pre-adjusted rate to increase reading rate.
2. Number disks: These are fake coins to teach number concepts.
3. Cyclo-teacher: a teaching machine for programmed materials
4. Filmstrip projectors and Movie Projectors.
5. Tape recorders and record players.
6. Reading laboratories
7. Flash cards.

PUBLICATIONS USED:

1. S.R.A. Pilot Library. This is a set of graded books.
2. Polyhedron Models for the Classroom. Magnus Wenninger. National Council of Teachers of Mathematics, Washington, D.C.
3. Paper Folding for the Mathematics Class. Donavan A. Johnson, National Council of Teachers of Mathematics, Washington, D.C.
4. The Macmillan Reading Spectrum. Vocabulary development. Macmillan Company, New York
5. Programmed Reading. Programmed workbooks. McGraw-Hill, New York.

6. Programmed Reading Series. Programmed readers and workbooks. Behavioral Research Laboratories, Box 577, Palo Alto, California.
7. Summertime. Scholastic Magazines, New York.

III. CULTURAL ENRICHMENT EXPERIENCES

The team operation was well suited to help the students to become aware of the cultural developments in society. At times, all of the students in the team met together for the showing of films, taking field trips into the community, seeing an art demonstration, or simply discussing cultural enrichment activities. Creative dramatics activities evolved as a part of the instructional program, and these were shared with other team groups.

Weekly listening activities involving instrumentation and various forms of music formed a nice change of pace with the mathematics and reading experience. Teachers, students, and community members contributed their talents to the culture program. The cultural program had actually grown from "Every Child Has a Gift Week" in the spring. It was then that many community members had contributed their talents in each of the school districts. During the summer program, these community members were then again contacted and they appeared in schools other than those in their own school district.

The cultural programs were noteworthy and parents were definitely involved and given a chance to see the many

phases of the program. The program had a newness to it, which is very vital to a project of this kind. There was every chance in the highly creative atmosphere that existed for students to feel from the very outset that they could afford to be self-confident and begin again.

Flexibility was the keynote, sharing was the rule, and cultural enrichment was the goal.

IV. PHYSICAL EDUCATION AND MOTOR SKILLS

Two physical education programs were in effect during the Title I summer school program. The first program, under the direction of a capable leader, was based in recreation theory, and was composed of competitive games and recreational activities. The second program was in motor skills development.

During the six weeks Title I program, a controlled study was carried out in motor skills development. Dr. Ruth Brown, Valparaiso University, Indiana, was the director of the study and the motor skills development program.

The hypothetical questions raised were:

1. Will children gain more confidence if they have a meaningful understanding of their dominance patterns?
2. Will children who have developed good motor patterns of coordination through the study do better academically than they would otherwise?

3. Should specific exercises which emphasize motor coordination be included in physical education programs?

Three schools, Reavis, Schrum, and Hale, participated in the study. Although children were worked with at other schools, the time spent and the periods were uneven, so they were not included in the study.

Before the summer session began, Dr. Brown conducted a workshop for the physical education teachers in the program, and the periods in motor skills development were conducted under her supervision.

Children from the primary, intermediate, and advanced groups were represented in the study. Movies and slides were taken during the program and are available for viewing.

Study Process

1. The children were chosen from three levels: primary, intermediate, and advanced groups.
2. The children were normal in intelligence, but low in achievement.
3. The children had no noticeable physical defects.
4. The children participated in a planned series of motor skills exercises for the six weeks period.
5. The planned motor skills exercises were conducted by Dr. Ruth Brown and physical education teachers whom she had trained.
6. The children were given reading tests and motor skills tests devised by Dr. Brown.

7. The children took the original Title I Reading and mathematics pre-and-post tests devised for the program.
8. Children, parents, and teachers participated in the total Title I program evaluation.

Data Findings

	Reading 1	Reading 2	Diff.	Motor 1	Motor 2	Diff.
Primary						
C	117-3.8	159-4.8	+1.0	336-10.5	42.3-13.2	+2.7
E	69-3.3	225-10.7	+7.4	215-10.5	39.9-19	+8.7
Intermediate						
C	824-27.2	762-25.4	-1.8	480-16	576-19	+3.0
E	769-24	865-27	+3.0	552-17.3	780-24.1	+6.8
Advanced						
C	779-35	709-34	-1.0	399-19	537-25.5	+6.5
E	832-39.6	867-41	.4	432-20.6	567-26	+5.4

Specific Findings

Motor:

1. All groups indicated an improvement in right and left awareness, ability to watch and respond to a movement without mirroring and small muscle coordination.
2. The primary and intermediate experimental groups indicated a greater amount of increase in these motor areas than did the control groups - approximately 3 times as great.
3. The upper level control and experimental groups showed similar increase in motor areas.

Reading:

1. Only the experimental groups indicated an overall increase on the reading tests. Two control groups showed a small decrease in scores.
2. The primary experimental groups indicated the greatest improvement in motor and reading; the intermediate experimental group indicated the next greatest improvement, and the upper experimental group, the least improvement.

Both:

1. The difference between the average changes on the two tests for the primary experimental group was 1.3, the difference between average changes for the intermediate experimental group was 3.8 with the greater increase being made in the motor. The upper level experimental groups showed a difference of 5 with the greater change in the motor.

General:

1. It would appear that the short range motor program positively effected the children in the following order--primary, intermediate, and advanced. This seems to be logical as there was no time in the program to really train a relationship between the more difficult motor activities and higher level cognitive processes.
2. It appears that a short term program can bring achievement changes on test material which is perceptual in nature.

3. It appears that motor achievement tests, such as were given, would be most able to predict perceptual paper and pencil test scores in the primary grades.
4. Motor training was interrupted for one week in two schools so their final test results were not included in this report. However, the motor program in these schools was administered with less discipline and control than was true in the other schools, so a general look was taken at their data. All experimental groups indicated a small increase in motor, but none showed an increase in reading--all showed a decrease. It would appear that motor increases are not enough--the manner in which the program is conducted would appear to have great effect. The program must be conducted in such a way that direction and discipline accompany motor work--playing is not enough.

Groups Compared with the Program's Pre and Post Tests

1. In general, the children in the program appeared to have lost or gained ground as a team group in reading or mathematics.
2. The total achievement of a group seems to depend upon the effort and quality of instruction given by the teacher.
3. Machines or other kinds of instructional media, or the presence or absence of the physical education program,

did not contribute significantly to the child's achievements on the program's pre and post tests.

4. The physical education experimental group improved in motor skills, but did not necessarily show greater achievement in academic subjects (as an indication by the pre and post tests) as a result of the exercises.

5. The best combination for learning appears to be a <u>good teacher</u> (indicated in #4, "General", above) supplied with good materials. Of course, this implies that the classes are small enough to permit the teacher to give close attention to individual pupils and their work.

6. Self confidence and self image are important factors in the child's learning situation.

7. Slow learners and under-achievers in the usual school classroom may be spurred to new heights of accomplishment by a change in educational climate, accompanied by the leadership of an excellent teacher in small classes.

Name _____ School _____

Handedness	Left	Right
writing		
fingers		
arms		
hands		
clasp		
clap		
Legs		
kneel (one first down)		
push		
Jump from here to there		
Eye		
Cone		
Pencil		
Total		
right		

Change of Hands	Yes	No
	____	____
Fist-ring	____	____
Fist-edge palm	____	____
Total	____	
Eyes Closed	Yes	No
left thumb-right ear	____	____
Behind head-right 1st finger to left ear	____	____
Right 1st finger to left	____	____
right foot	____	____
left foot	____	____

Body Imagery

1. _____

2. _____

3. _____

V. SPECIAL SERVICES

A. Librarian

A librarian serviced the program by helping in the reading phase, by telling stories and giving book selection guidance, and by exchanging books between libraries so that a larger selection of books was available for the program.

B. Social Worker

The theme of the program was to help the underachiever to have a better self image; therefore, it was believed that the social worker could make an important contribution to the program.

The social worker did many routine jobs such as checking attendance, and contacting parents about particular problems.

In addition, the social worker followed through on several particular cases. One interesting case, which illustrates the direction of the program, is the social worker's contact with "Maryke Reindeer". The case is presented here:

7-13-67. Went to Wentworth. Spoke with Head Teacher, Pat Schmidt. She has been very interested in a 12 year old girl who is in her reading class. Consented to speak with this girl. This girl, twelve years of age, is 5 ft. 2 in. and weighs 168 lbs. Because of her large frame, her clothing is not of 12 year old type. The parents are both Indonesian. There has been a baby boy born to this family about two weeks ago. At present, the family consists of 7 children, 5 girls and 2 boys. Our girl is second in this family. Both Mrs. Schmidt and I felt that if we were able to help the girl reduce her weight a bit, she might be able to gain a little more self-confidence. In discussing the entire

problem with the girl, it was found that much starchy food is being eaten--this is probably due to the fact that starches go a long way, and the lack of understanding on the part of the mother to manage with her limited funds--meat, according to this girl, was never included in the family diet. In conference with the nurse, it was agreed to have the girl seen by Dr. Dmitroff, and a full diet given and lab tests are to be taken, if the doctor feels this is necessary. Worker will pick up girl at Wentworth on Friday, July 14, as the doctor's appointment has been set for 11."

"7-14-67. At 10:50, left Lincoln for Wentworth to pick up Maryke Reindeer so that we could keep our Dr. Dmitroff appointment at 11."

The entire case study appears below:

Maryke Reindeer was born in Indonesia, as was her brother and sister. The family went to Holland (where Mr. Reindeer had been born) and they lived there until about five years ago when they came to Calumet City. The father works as a dock hand at the Calumet Harbor.

The teachers were interested in Maryke as they felt that she seems to be "alone". No one, not even her parents, seemed to be interested in her welfare. As an example, Maryke was absent from Project Title I for three days. She just overslept; in fact, the whole family didn't hear the alarm, and so Mr. Reindeer did not go to work. The parents seem to be very permissive, but the teachers felt that here was a girl with potential if someone would take an interest in her.

I asked Maryke about her hobbies; she said she didn't have any, just liked science in school. When she was asked whether she liked to read, she answered, "Not really". She does not have a library card, and claims she lives too far from the library. I spoke with Maryke in great detail about her eating habits. Starches are an important part of the family diet. Sometimes the evening meal consists of all starches. Maryke realizes that she should lose weight, and she wants to lose 50 pounds.

I spoke with Mrs. Schmidt, and outlined a plan for Maryke:

1. Make an appointment with Dr. Dmitroff to check Maryke and outline a new way of eating for her.

2. Take Maryke to the Calumet City library and interest her in the library and the selection of books.

3. The parents must cut Maryke's hair--it is cut in a severe short bob. Because of this, I plan to take Maryke to the Beauty Shop for a body curl permanent wave--to give her a feeling of looking a little like SOMEONE.

I telephoned Mrs. Reindeer and discussed our entire plan. She was fully in accord with whatever we wished to do.

After Dr. Dmitroff examined Maryke--heart, blood pressure, weight, etc., he gave her a calorie chart and handed me a prescription for her.

I visited the pharmacist and secured pills that would act as an appetite depressant. I took Maryke home and discussed the entire matter with Maryke's mother.

On Wednesday (July 26), I took Maryke and Patty Zwejta to the Beauty Parlor for a haircut and permanent wave. (This was attention to her which was a new experience for her.) I then took both girls to my home for lunch, and in the early afternoon, returned them to their homes.

Maryke was taken to the library and introduced personally to the librarian to help foster a LIKE for reading books.

With what we hope will be a NEW LOOK--because of the gradual weight reduction and the new hair style--it was hoped that this girl of twelve would have a new feeling of SELF. The fact that someone was interested in her was something that had never happened to this girl. Nutrition and proper food consumption was taught to this girl as a part of her TITLE I summer program.

This entire case study shows that the Title I program took an interest in this girl where formerly no one really cared. We will be able to show that families culturally deprived can be helped. They need the assistance of those interested in helping them. "This I do believe could not have been possible without this project," stated the social worker. "In this program we were able to study and observe because of the small groups with which we worked."

C. Physical Education

The physical education program was described partially in the section, IV., Physical Education and Motor Skills. In addition to the program described there, the physical education program included swim sessions. This was a co-operative experiment which enlisted the cooperation of several villages and a park district program. In the State of Illinois, school districts are not contiguous with village limits and with park district limits. Therefore, the swim program involved park district-village police-school district cooperation in a federal program. This inter-agency cooperation was fostered by Mrs. Adeline McGahen, feature writer for Calumet's City's daily newspaper. Through her influence, arrangements were made and the swim sessions became possible.

PROJECT LEARNING POWER

EVALUATION

Project Learning Power's innovation in evaluation was ar evaluation teacher who collected data, prepared materials for reports, received reports from consultants and teachers, and talked with students about their feelings and what they had accomplished in the program. In other words, the evaluation teacher seemed to be the "clearing house" for all facets of the program.

Mrs. Mildred Silkett, a teacher in one of the school districts in the cooperative, was the evaluation teacher. She describes her function as evaluation teacher in this manner:

"Reports were written on each of the individual meetings of both reading and mathematics workshops for teachers. These were held during the spring months and comprised twelve meetings in preparation for the 1967 Title I summer school.

"The Thornton Fractional Area Educational Cooperative was represented at a workshop on evaluation held at Bloom Township High School. The purpose of this meeting was explanation of the 1967 evaluation report forms for the State of Illinois.

"The tests for objective data includes reading, mathematics, and neurological examinations. These were given as pre-tests and identically as post-tests. They were not originated by the evaluation teacher, but were composed or edited by Dr. John Tibbett, the Project Director, Dr. Ruth Brown, and Dr. Estelle Reed. Forms were duplicated, distributed and tabulated, coded, and recorded as to the general trends in weaknesses or proficiencies of the pupils whom the summer school was serving. The test correction was not done by the teachers or by the evaluation teacher, but by clerical help for this work.

"Instruments for securing the individual goals of pupils and goals of teachers were made. They were duplicated, distributed, collected, tabulated, redistributed, recollected, and ratings of gains tabulated. The second time that pupils and teachers had the goal sheets, they indicated a rating of 1 to 5 gain on each goal previously written by themselves. Thus, the program contained the element of self-evaluation.

"This year's experience shows that forms must be written and distributed at the exact time they are appropriate, along with written and oral explanations as to how, when, why these are to be administered. In addition, great effort was necessarily expended to try to get the forms done and returned on time, since teachers' prime attention is centered upon changes in children. Goals, by their very nature, must be established early in the summer. Evaluation of progress toward these goals can only be determined late in the course.

"Graduate students, Mr. Kruis and Mr. Pastoor, helped get pupil and teacher ratings of goals at four schools.

"There were other tasks of the evaluation teacher. The many news articles were clipped and amasses from the Lansing Journal, the Daily Calumet, and the Hammond Times. Mrs. Adeline McGahen of the Daily Calumet gave the most comprehensive coverage. Reports of visits to classrooms, the focus of the Title I program, and the neurological (motor skills) study were given feature space from time to time.

"Evaluation forms from the State of Illinois Department of Education were studied periodically and filled in as progress permitted.

"Parents were asked to respond concerning their child's growth in the summer school. A rating scale instrument for this purpose was designed, duplicated, and distributed. Answers were collected and tabulated.

"At the close of summer school, the teachers wrote individual notes to parents concerning their child's progress and participation in the Title I summer school. Each classroom teacher and specialist wrote a letter to the Title I consultant-director to evaluate the summer school program.

"The position of evaluative teacher is an innovation. Its value has certainly been proven this time. The job was instituted because of the complexity of data gathering."

The academic observations which Reading Consultant, Dr. Ivan Samuels, made are:

"1. Much difficulty was found initially in the area of Word Recognition. The symptons indicated unmastered sight vocabulary. Some students indicated that slowness of word recognition was primarily the tendency toward word reversal. Phonetic analysis was a problem.

2. Some students were not reading too badly, but had some difficulty in the area of comprenension. Clever students were able to make some very meaningful substitutions: these students soon handled the problem in terms of finding another word on the same page that had the same meaning as the word they had used.

3. Speech difficulties allied with poor pronunciation was evident."

Another type of evaluation used in the summer program was the set of evaluative forms submitted by graduate students from the Purdue University Calumet Campus. A typical represenative report might be this one written by Peter Kruis:

"Report of evaluation of Title I goals:

Scope: This report concerns two schools, 10 teachers and 116 students

Nathan Hale: 4 teachers and 53 students
Schrum: 6 teachers and 63 students

Procedure: I took four students at a time from the regular classroom and interviewed them in a separate room. As a guide, a form was used that listed the student's goals. These were evaluated in terms of his own opinion of the degree of success attained: none, little, some, quite a bit, a lot. The following questions were typical of the ones which were asked students as a lead·

(1) How was summer school different from regular school?

(2) What was your favorite subject?
(3) How did gym with Dr. Brown help you?
(4) In what way did summer school help you the most?
(5) What were your favorite activities in reading?
(6) What were your favorite activities in arithmetic?
(7) How will summer school help make your work easier during the coming school year?
(8) Was there anything about summer school that displeased you?
(9) If you had a choice, would you go to summer school again?

The students seemed to enjoy the interviews and responded as frankly as they could. They seemed to have a wholesome attitude toward their goals and an articulation of them. Almost all comments were of a positive nature.

Besides assigning a number symbol to each student goal, I jotted some significant notations on the bottom of the evaluation form.

While the teachers evaluated their own goals for their students, I took charge of the classroom, providing group activity.

Evaluation of the technique: If I were to suggest a change in method of evaluation, I would suggest a questionnaire with multiple choice questions to suggest a manner in which each aspect of the curriculum may have helped the student. I would eliminate the student's listing his own goals. Generally these are vague to him and often represent what comes to his mind at the time.

Pictures: I took about a dozen pictures of activities and displays that were more or less typical and illustrative of what was being done in the classrooms. These will be given to Mrs. Silkett.

Teaching devices: Teachers were asked to submit copies of original duplicated material and teaching devices that were especially useful. These were hard to get. Teachers said that they didn't produce much of their own and had used some of those produced during the school year. Those that were submitted will be given to Mrs. Silkett.

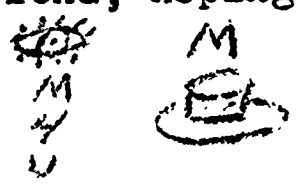
PUPIL HOPES AND WISHES
What would you like to gain by coming to summer school?

Name _____

1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

Dear One:

The magic is, that if you keep on trying, you will get your wishes. You should be having fun while you are trying. So--Here's your mysterious friend, hoping you will have fun working for your wishes.



P.S. Near the end of summer school you will write "Much", "Some", or "Not Any" after each of your wishes to tell your mysterious friend how much you think you have gained.

On the back of the paper you should write about other things you are gaining.

FORM G

TEACHER'S GOALS FOR THIS PUPIL: Pupil _____

Teacher _____

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

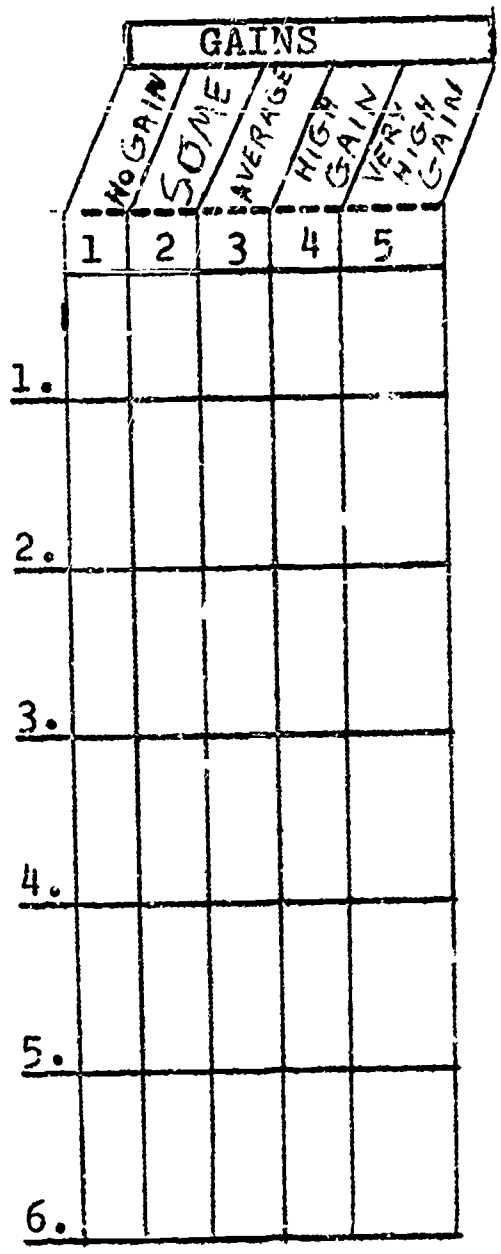
_____

5. _____

_____

6. _____

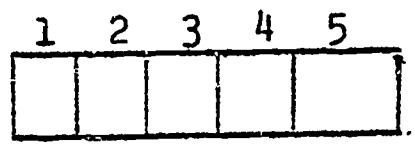
_____



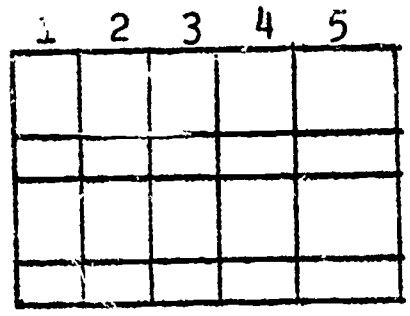
Near the end of summer school please judge the amount of gain toward each goal for this student. Note the use of the numbers 1-5 as suggested on the State Report Form.

Please use the space below or the back of this sheet to indicate other gains for this pupil. Other Team Teachers or Special Teachers make comments about gains.

Team Teacher's indications of gains for this pupil.



Special Teacher's indications of gains for this pupil.



Librarian
Soc. Worker
Cultural Teacher
Phys. Ed.

FORM H

Another source of evaluation was parental response. Parents used a checklist and had the opportunity to write comments. From a total of 400 checklists sent home with the children on July 26, there were 200 returned by July 28. Of the 200 returned, approximately seventy had written comments. The parents indicated on the lists a large number of "High gain" ratings, and a small proportion of "Low gain" ratings.

"____has taken a new interest in reading. I feel sure it is due to your special concern and attention."

"The thing we notice most was _____being happy in going to summer school. He enjoyed the trips very much and looked forward to them. We thank you for all the time and interest you gave our child."

"I feel that _____has very definitely improved in his speech. His words are more clearly pronounced and he doesn't hesitate to speak out. He thoroughly enjoyed the Field Trips and the swim at Memorial Park. I thank you very much."

"I can see a great improvement in _____. He shows a lot more interest in school. I believe _____needs a strict teacher and all his problems will be solved."

"This is the first time _____has ever said he liked school. He said summer school was fun and he liked his teacher."

"The Title I Summer Program receives my full approval. Of course, I am not the person attending these classes, also I find myself comparing schools, since my child attended a parochial school last year. I don't know if comparing the two is in good taste or not. When my child was bringing home papers from math class this past summer, I felt he was getting nothing from this until the teacher explained the work to me. After her explanation I found the work was taught in a much better way and looked like what I would expect a first grade child with average ability to be doing. When comparing the work with the work he did in parochial school I felt I would have to raise a computer and not a child to keep up at a normal pace with the other children. I feel now like I'm sending my child to school to learn reading, writing, and arithmetic, and not sending him off to some rat race to see who can fly around the moon or be some famous doctor the fastest. Sure I want my child to have a good education and I'll further his education <u>if</u> and <u>only</u> if he has the ability to go on. I'll guide him toward anything he wants to be and not to what I want or would want him to be. This program makes me feel like I just explained. Where - as before I thought he was going to school,

but not a grammar school. My son has noticed the difference in schools and I have noticed the difference in him. This program has made him feel like he's above the water with the others, and not sitting at the bottom of the pool wondering how long he could hold his breath. My husband and I thank you for letting our son take part in this wonderful program. We also think that you made _____'s summer a little more enjoyable than just going to school. Thank you."

"When _____comes home from school he is not tense and nervous. Could read words I thought he wouldn't know for a while yet."

"...She, herself feels she has gained, especially in math."

"____is enjoying math. She did not like this subject during the school year. _____really loves summer school. Since I work from 3 till 11:30, she has been doing a wonderful job of getting herself off in the morning. She hasn't missed but one day--the alarm didn't go off. She has had a busy and very happy summer."

There were some questioning comments from parents, and some suggestions about the summer program. Some said that the reading program was the best, but someone else said that his child had not accomplished much in reading. Parents

seemed to want the child to bring home papers to show what he was doing, and to have grades at the end of the summer school. Others suggested more parent meeting throughout the summer school, and at the beginning of the school to explain the program in greater detail. However, these comments were few in comparison to the great number who had noticed a change in the attitude of the child. Many felt that progress had been made in mathematics and in reading. It can be said without hesitation that in the minds of the parents of the participating children, the summer school was successful.

The chart of Parent Appraisals of Observed Gains provides a gratifying surprise. The parents indicate 77% of the items chosen for appraisal represent "above average" gains for these below average achievers. That some 25% of the total are appraised "High gain" represents a great contrast with the records of these pupils in a regular school term--much to the surprise of all concerned!

The small classes were appreciated by parents, by pupils, and by teachers. Miss Murphy and Miss Storek, teachers, submitted the following evaluation:

"Usually, the lower ranges of mental age in a classroom present an extremely difficult problem for the teacher to handle. Since teaching in most schools is usually geared toward average ability, the children who were in our program have benefitted little from the time they have spent in regular school and thus are discouraged by their school

..

progress. But because very definite provisions were made for the treatment of individual differences, I feel that the Title I program accomplished much:

"1. The summer program provided opportunities for each child to grow and develop along lines suited to his particular abilities.

2. It helped children develop their personal security by adding to their self-respect, achievement, and recognition.

3. It helped the children understand the world in which they live, through a series of field trips to neighborhood resources.

4. It showed the children examples of the leadership abilities of people within the community who participated in the program.

5. It showed how the rigid facilities of a school building could allow changes in activities and become a place of freedom for the child.

6. Because there were no specific requirements of subject content on the teacher, the children could be taught a few things intensively and creatively rather than many things superficially."

Or this evaluation: "The program was better this year because it included both reading and arithmetic...It would have been helpful if a block of time had been set aside each week or day for these (cultural and gym) activities...Since many of the children seem to have speech problems, we feel it would be wise to include a speech therapist in the program next year." (Suzanne Long, Bertha Chipokas)

Or: "Next year, if the program is adopted, the same basic principles should be used only improved to make a smoother running program." (Mrs. Barbara Slane)

And: "The groups were small and after learning they could trust their teacher, frank discussions took place. They learned to share their fears and worries and in doing so began to communicate by drawing, writing stories, poems and dramatization...Phonics were developed into games. Animals and insects were personified and incorporated into stories...Self-esteem, self-confidence and the importance of the individual developed as they discovered no one was going to laugh at them...They eagerly greeted the librarian with her stories, the motor phys. ed. program and the swimming program. They thought the arts and crafts program too short and wanted more..." (Helen Vizenau)

"I believe that children should be carefully screened before the summer school...I feel that the 'head teacher' could do a much better job if not expected to have a class." (Elizabeth Perzo)

"It is my opinion that the poor students without many of the skills would do better with a mixed program: remedial and cultural. They definitely should have both. The others could proceed with a light review and a touch up on bad spots. I find the team teaching idea excellent, but not between levels for the short summer course." (R. C. Pond)

There were very few absences and drop-outs. Children and parents were asked about continued attendance throughout the summer school by their regular school principals. The continued attendance obligation was a condition to be

agreed upon before each child was selected for the Title I program. There appears to have been parental responsibility in the area of atterdance.

Two children indicated that their speech defects have improved (stuttering), and pupils, parents, and teachers have independently agreed that remarkable gains (during the summer school) are observed in such items as self confidence, positive attitude toward learnirg, liking school, and participating in classroom activities. Sixty per cent of the children indicate that they like the summer school experience well enough that they would choose to come again another summer if given the chance. It must be remembered hat these children have been labeled as least likely to like school because of a pattern of lack of success.

Evaluations and suggestions have come from teachers, students, specialists, graduate students, community members and parents. The press has been helpful and positive in its reporting. Some of the suggestions have had to do with budgetary problems. Those suggestions which are simply a matter of process and procedure will be readily incorporated into next year's program if the planning committee believes the suggestion may have merit. Others need to be considered carefully in regard to the availability of funding. One weakness is, of course, that a summer program is always a start and no program exists for consistent followup on the children who participated in the summer program.

COMPILATION OF DATE FOR STATE REPORT

Forms used for obtaining information required by the State of Illinois Educational System.

Dear Parents of Title I Summer School Pupil:

This is the last week of our Title I summer school program. Thank you for sharing your child with us! We are doing many interesting things together.

Will you please be kind enough to tell us what you notice about your child and his program in the summer school? Please check the correct blanks and feel free to jot a note to us on the back side of the paper. Write us about the items checked or other things you notice. We will welcome any suggestions you have for us.

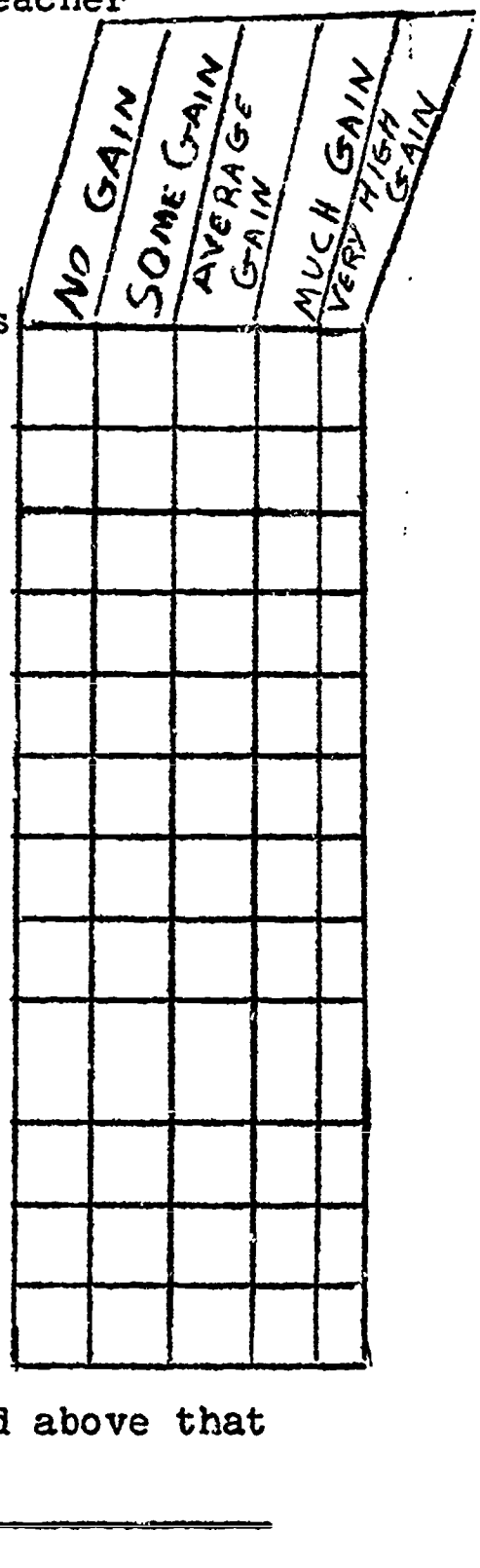
Please return this paper this week before the close of the Title I summer school.

_____
Your Child's Teacher

_____
Pupil's Name

_____
School

Do you notice that in summer school your child is



1. being strengthened in reading?_____
2. being strengthened in mathematics?_____
3. enjoying the cultural program?_____
4. benefitting from small classes?_____
5. liking to go to school? _____
6. getting along with children and teacher?___
7. enjoying the "swim sessions"?_____
8. interested in reading library books?_____
9. doing some things that are unusual and interesting?_____
10. being cared for physically?_____
11. happy and learning?_____
12. building some new good habits?_____

Please write the numbers of the items listed above that are new developments this summer.

_____

FORM I

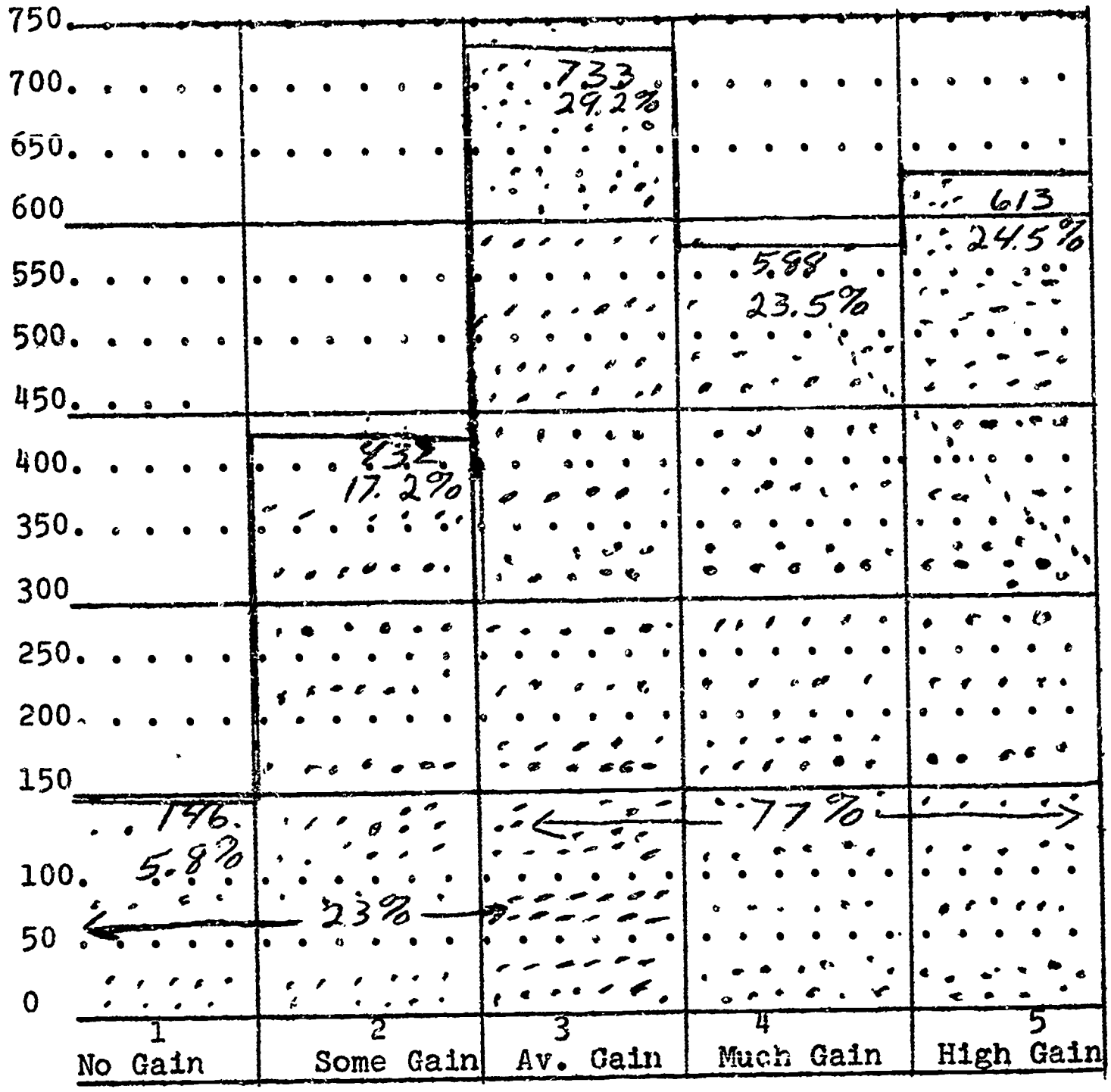
Teacher-Pupil Appraisals of Gains

		Normal* Gains			High Gains			
		1.0-1.5	1.5-2.0	2.0-2.5	2.5-3.0	3.0-3.5	3.5-4.0	4.0-5.0
Reading	Better Reader			T P				
	Better Comprehension				T	P		
	Reads Faster				T	P		
	Reading More				T	P		
	Phonics-Enunciation				P		T	
	Vocabulary			T	P			
	Written Composition				T		P	
	Oral Communication				T			P
	Spelling				T P			
Math	New Math					P	T	
	Enjoying Math			T			P	
	Basic Comput.Skills					P	T	
	Fractions				T	P		
	Applied--Story Probs.				T	P		
	Mult.-Division			T		P		
	Confidence in Math Ability					T		P
	Decimals, $, %					P	T	
General	A Better Student					T P		
	Self Confidence			T		P		

* "Normal" for this group is usual school situation, 6 weeks
T= Teachers' appraisals of each individual pupils gains.
P= Pupils' appraisals of their own gains in summer school

FORM J

PARENTS' APPRAISAL OF "PROJECT LEARNING POWER"



Number of ratings, 2,512 from 250 parents.

Parents appraise effects observed on their child of the Title I summer school, 1967. These appraisals were made two days before the close of the school session, and before parents had received any "Report Card" from the teacher. Twelve items were rated on the 1-5 scale.

FORM K

DATA FOR STATE REPORT

No. Pupils	Attitudes and Values Category
_____	Resistance to school authority
_____	Indifferent to responsibility
_____	Non-purposeful activity
_____	Low value-structures impede social efficiency
_____	Poor self-image
_____	Fearful of parental authority
_____	Mother dominated environment
_____	Rugged individualism
_____	Unconcerned with competition
_____	Other (Please specify what) _____

_____

_____

Please give instances of exceptional gains and/or unexpected outcomes, either as observed by Teacher or expressed by pupils.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

FORM L

DATA FOR STATE REPORT

No. Pupils	Physical Condition Category
_____	Poorly nourished
_____	Defective teeth
_____	Visual problems
_____	Underweight
_____	Overweight
_____	High absenteeism due to poor health
_____	Poor sleep patterns
_____	Motor oriented
_____	Hearing problems
_____	Anemia
_____	Asthma
_____	Hypertension
_____	Other (Please specify) _____
	_____
	_____

No. Pupils	Social Skills Category
_____	Hostile
_____	Aggressive
_____	Withdrawn
_____	Rejected
_____	Not concerned with status
_____	Pragmatic (problem solving oriented; practical views)
_____	No civic concern
_____	In trouble with the law
_____	Over dependence upon siblings (bro-sisters)
_____	Over dependence upon parents
_____	Other (Please specify what) _____

DATA NEEDED FOR STATE REPORT OF SUMMER SCHOOL

Sorry to do this to Teachers, and I wouldn't if it wasn't required that a book-sized report must be made to the State at the end of the project. With these data I can process and code-up the required report for the group. M.R.S.

Teacher _____ Grade level: (check one)

School _____ _____Primary

No. public school pupils ____ _____Intermediate

No. non-pub. school pupils ____ _____Jr. High

Total No. pupils in class _____ _____High School

Indicate the number of pupils for whom each of the criteria listed below is appropriate. (If unknown, please estimate.)

(No. pupils)	Learning Skills Category
_____	Anti-intellectual
_____	Low achievement level
_____	Low intelligence test score
_____	High failure rate
_____	Poor verbal communication skills
_____	Poor written communication skills
_____	Does better in concrete learning situations
_____	Short attention span
_____	Inefficient work-study habits
_____	Inflexible, rigid thinking
_____	Other (Please indicate what) _____

_____

_____

_____

FORM N

PROJECT LEARNING POWER

FEATURES AND INNOVATIONS

Paramount in the success of the summer program was the team teacher planning for the individualized instruction of the pupils working with that particular team. Each team of two teachers, responsible for reading and mathematics, had a class team of thirty pupils (15 - 15). This arrangement led to varied groupings not possible in the regular classroom. Planning, organization, and teaching was "team", yet each of the two team members had prescribed professional responsibilities to the program and to the students with whom they worked.

A second major innovative feature was a motor skills controlled study. The instruction connected with the study was based in coordination and perceptual development. All children in the experimental group improved in motor skills.

Another feature was originality in the production of materials: classroom objects, pre-and-post reading and mathematics tests, and the perceptual tests used in the motor skills experiment. Children were encouraged to use all of their verbal ability, and to increase it, but the production of original stories which, in turn, were read by other children in the classroom.

A cultural teacher provided programs of an instructional nature, of appreciation, or designed to stimulate and motivate interest and personal growth in, for example, crafts or

A second major innovative feature was a motor skills controlled study. The instruction connected with the study was based in coordination and perceptual development. All children in the experimental group improved in motor skills.

drama, or to participate in a "fun" program.

The evaluation teacher kept records of the workshops, collected data, interviewed teachers, children and parents, and became a recorder for the entire project.

The community thoroughly supported the program. In a demonstration of a true "community school" philosophy, the community members assisted in the culture program mentioned above, summer session personnel appeared on local radio broadcasts. Feature writer Adeline McGahen took such an interest in the program that the park district, various villages, and the school districts cooperated to provide the Title I summer session with a series of swim programs. Parents volunteered to transport students in a police-conducted motorcade across village boundaries to the swimming pool.

Voluminous coverage in the local press announced, among other headlines, "Federal money returns to the community in the Title I program."

Workshops in reading and mathematics preceeded the summer session. These were designed to attract the superior teacher. These workshops initiated teachers to the ideas of other teachers in the district, to the suggestions of specialists, provided a give-and-take, and gave the administration a field of talented professionals for the Title I program.

The Title I program was not a remedial program in the traditional sense. Children who are consistent in low achievement are those who say, "It isn't any use", when they reach high school, thus becoming drop-outs. This Title I program attempted to attack more than the subject matter deficiency; it attempted to utilize a "mental hygiene" approach, so often neglected in day-to-day contact with children in our "pressure society".

Everyone connected with the program was involved in the evaluation process.

One of the special highlights of the summer program features the capable professional people employed. Many of the teaching team members had Master of Arts degrees, and the specialists in the program had earned doctoral degrees. Graduate students in the Purdue University education program furnished additional help in the various areas.

Positive suggestions were received from the teachers and parents. These suggestions follow the direction and philosophy of the Title I program and pose no major changes. The suggestions are those which can help make future programs more effective.

ADDENDA

1. Staff List
2. Significant sections from the original proposal
3. Class Lists
4. Sample Problems from the Reading Test used in the Motor Skills Study
5. Sample Reading Test
6. Sample Mathematics Test
7. Selected Pictures from News Releases

TITLE I SUMMER SCHOOL

1967 Teaching Staff

Dr. John H. Tibbett, Consultant-Director of Title I
Program and Mathematics Consultant

Dr. Ruth Brown, Physical Education Consultant and
Director of the Motor Skills Study

Dr. Ivan Samuels, Reading Consultant

SPECIAL TEACHING STAFF AND SERVICES

Ron Bonfiglio, Culture Teacher and Coordinator
Lillian Lynn, Social Worker
Phil O'Connor, Physical Education
Dorothy Pais, Librarian
Helena Rosengard, Nurse
Mildred Silkett, Evaluation Teacher
Fred Washburn, Guidance
Barbara Whalen, Physical Education

THORNTON FRACTIONAL NORTH AND SOUTH, Telephones: 862-5168 (N),
474-6060 (S)

Bonnie Ferczok, Head Teacher and Reading
Joanne Lieberman, Mathematics and Reading
Sue McConnaughay, Mathematics
Helene Gregor, Substitute
Beverly Stanislawski, Substitute

WENTWORTH-WILSON, Telephone: 862-5166 (at Wilson)

Pat Schmidt, Head Teacher and Reading
Judity Lyon, Substitute
Robert Nichols, Mathematics
Elizabeth Perzo, Mathematics
Richard Pond, Mathematics
Hlen Vizencu, Reading
Mary Vuksanovic, Reading

HOOVER-SCHRUM, Telephone: 362-4236 (at Schrum)

Don Schaal, Head Teacher and Reading
Hildegarde Haniwell, Reading
Rita Kowalski, Mathematics
Helen Kraus, Reading
Virginia Milyasovich, Substitute
Gwen Molenaar, Mathematics
Ruth Petree, Substitute
Frank Stoming, Mathematics

TITLE I SUMMER SCHOOL: 1967 TEACHING STAFF

LANSING PUBLIC SCHOOLS, Telephone: 474-5072 (at Reavis)

James LaFollete, Head Teacher and Mathematics
Eleanor Armstrong, Substitute
Eva Brown, Reading
Archilla Hamilton, Reading
Sandra Helen Karow, Mathematics
Florence Lockwood, Reading
Mary Moreno, Mathematics
Pearl Palmer, Reading
Julia Stewart, Mathematics

LINCOLN SCHOOL, Telephone: 862-6620

Andrew Sobek, Head Teacher and Reading
Irene Casey, Mathematics
Bertha Chipokas, Mathematics
Charlotte Irvine, Substitute
Diane Johnston, Mathematics
Sue Long, Reading
Judy Murphy, Mathematics
Barbara Slane, Reading
Betty Storek, Reading
Helen Stralke, Substitute

SUNNYBROOK-NATHAN HALE, Telephone: 474-4309 (at Nathan Hale)

Edward Williams, Head Teacher and Reading
Sherri Eggert, Mathematics
Marianne Mueller, Mathematics
Janet VanderWaal, Reading

PROJECT LEARNING POWER: TITLE I PROPOSAL

PART I. PROJECT DESIGN

A. Need. The teachers, community members, administrative staff, and consultants - all identify a need to develop educational experiences for needy learners with specific problems. Experiences will be developed to encourage positive change in the cultural, academic, and emotional base of those culturally disoriented children, of Thornton Fractional Area Educational Cooperative population, ages 5 - 17, inclusive

B. The Project Area. The Public project area includes the attendance areas of these cooperating school districts of Cook County, Illinois:

School District	Attendance Center	Estimated Project Students
155	Wentworth Jr. High	86
156	Lincoln	109
157	Schrum	86
158	Reavis	120
171	Sunnybrook	44
215	Thornton Fractional	63
	Total:	503

This concentration of children, including those from low income families, is from age group, 5-17, inclusive.

C. Non-public. Children, specifically identified as those most in need of extra help, in the above school districts, and the following non-public schools, comprise the project area of emphasis.

Private and Parochial Schools

St. Ann's - Lansing
St. Victor's - Calumet City
St. Andrew's - Calumet City
St. John Lutheran School - Lansing
Trinity Lutheran School - Lansing
Lansing Christian School - Lansing
Our Lady of Knock - Calumet City

(Note: E.S.E.A.: Title I Data appears in the section, Project Learning Power: Administrative. The forms for selection are to be viewed there.)

H. Identification of Participants. Each child, identified as a participant in the "Educationally Deprived" program is to receive the following examinations:

1. Hearing
2. Sight
3. Overall physical condition
4. Dental
5. Achievement Test
6. Ability Test

I. The results will give specific help for guidance, instruction, and evaluation of participants. An additional benefit of an examination schedule is that the instructional program may be tailored to the specific needs of the student participats to provide for:

1. Motivation
2. Developing parental help and interest
3. Determining learning level assignment
4. Planning for specific instructional media
5. Coordination of related materials and services
6. Developing a positive school plan and atmosphere for each child
7. Planning activities for specific cultural enrichment.

J. Planning. Cooperative planning will keynote the project. Teachers, consultants, community members, and administrative staff involvement is included in the project design, implementation, and evaluation. Participation by parochial and private schools, their administrators and teachers, is also a part of the project design. The basic goal of developing pupil motivation, achievement, nd on-going maturation is a concern felt by many.

K. Funding Need. The great need for this project--developing a better personal atmosphere for educationally deprived children--would go unfulfilled without the availability of E.S.E.A. funds to support the direction and development of the idea. Individual pupil emphasis demands cultural enrichment, cooperative planning, motivated learning, and continuous evaluation, and are only possible due to this funding opportunity. Each school district appreciates the importance of total involvement in ESEA planning so that available funds may help to answer the community's needs in the best possible way. The project is designed to be a springboard to continuous local cooperation, support, and improved education.

PART II.

A. Specific Planning Design. now taking place
has taken place
to take place

*1. Joint planning meeting of all faculty members of cooperating school districts.

*2. Specific proposals from teachers for a program include special experiences in music, reading, laboratory, library use, natural science and outdoor education, physical fitness, creative resource materials, guidance, tutoring, special activities classified as "cultural enrichment", human relations, critical thinking, self awareness, vocational education understanding, and specialized vocational experiences, and pre-school and kindergarten programs.

✓*3. Workshop for teachers to be working in a program for the gifted. It is hoped that pupils may be identified who have potential but who are found to be non-motivated and under-achieving, and that one phase of this program may provide the necessary motivation and self understanding by the pupil of himself so that this human potential may be developed.

o4. Reading Workshop for teachers emphasizing instruction for pupils. The result of this workshop should be seen in the summer workshop for educationally deprived children. Goals beyond the teacher workshop anticipate a foundation for a reading program in the schools of the cooperative area which will result in a plan for reading instruction suited to these specific school districts, and a plan for both vertical and horizontal articulation within the program.

o5. Mathematics workshop for teachers emphasizing instruction for pupils. The outlined objectives are:
   a. To stress specific ideas to help teachers understand mathematics content appropriate to the students in the program.
   b. Introduce basic concepts to be taught and suggest various methods of teaching the concepts.
   c. Emphasize how to reinforce concepts.
   d. Help students to understand the creative aspects of mathematics.
   e. Develop ways to motivate the pupil toward more mature thinking in mathematics.

o6. Individual conferences with students who participate in the program.

o7. Individual conferences with parents whose children participate in the summer program.

o8. A series of planning sessions with the staff.

o9. At least one group meeting with parents and community participants.

o10. Administrative staff meeting to approve instructional plans and experiences and to verify total summer session plans for the "emotionally deprived children" project.

✓ o11. Pupil identification and evaluation by qualified instructional and guidance personnel.
o12. Testing program for pupils associated with the program.
✓ o13. Integration and coordination of special programs; i.e., The information gained in the teachers workshops for reading, mathematics, and gifted would be utilized in the summer session program for the educationally deprived child.
✓ o14. The selection and participation of pupils in the program would take place without regard to race, creed, or color.

B. Non-Public Participation Encouraged. The planning design has been developed so that workshops for instructional improvement will be co-ordinated, the varied needs of pupils will be met, and so that teachers, administrators, and those interested and concerned can participate in helping to make the summer session a successful experience for educationally deprived children. The program is open to non-public pupils.

Head Teacher. Each attendance unit is under the leadership of a head teacher. He, in brief, is responsible for the organization, responsibilities, and classroom grouping in that attendance center. The head teacher coordinates the teaching teams, assumes basic administrative responsibility, and gives leadership to the cooperative project.

Classroom Teacher. Teachers are to be divided into Teaching Teams of two. One member of each team gives leadership in reading, and the other in mathematics. The team meets together daily to plan the learning experiences.

Classroom Groups. The children who are designated for the summer session will be grouped in learning levels. The teachers who are in the program will participate in assigning particular children in flexible groups.
Learning level - Primary; Learning level-Intermediate; Learning level-Junior High; Learning level - High School. The interaging and intergrading of all students extends the individual pupils opportunity to learn more at his own rate. This arrangement also provides for more inter-age discussion and a wider expanse of cultural interests and application of subject matter.

C. Staff

a. Physical Education. These teachers are to furnish the on-going leadership for the cooperative program in providing each child with a physical education program focused on extending a knowledge and understanding of culture through this field of learning.

b. Librarian. Each attendance unit is to have a Librarian and a Library center available, for expanding their ability to use this vital resource as it contributes to the learning experience.

c. Culture Teacher. This teacher is to give continuous leadership throughout the cooperative program, stimulating and planning for cultural enhancement activities.

Pilot Idea Note: Though not a part of this proposal, this teacher's role may be one to consider for the cooperative throughout the school year.

d. Evaluation Teacher. This teacher is to give leadership in on-going evaluation of the total cooperative project at all levels. The evaluation teacher should maintain all of the records of instructional innovations, special projects, and worthwhile ideas which might be incorporated into day to day regular classroom programs. She should keep records of learning cases considered to be unusual.

Pilot Idea Note: Though not a part of this proposal, this Teacher's role may be considered as most valuable in on-going curriculum evaluation during the school year.

e. Curriculum Consultant. Mathematics: This teacher gives leadership to the teaching teams and to parent education throughout the cooperative project.

f. Curriculum Consultant. Reading: This teacher gives leadership to the teaching teams and to parent education throughout the cooperative project.

g. Physicians. Gives examinations to the students and offers medical guidance, makes recommendations for the physical well-being of the student.

h. Dentist. Provides for an oral examination of each participant, gives guidance, and recommendations for the health of each student.

i. Nurse. Provides full time leadership and guidance within the realm of health for the pupils in the project.

j. Social Worker. Provides for on-going leadership in guidance, recommendations, and close interaction between the students, their homes and families.

k. Psychologist. Gives leadership, guidance, and counseling to teacher teams and provides for maximum student psychological health and development.
l. Summer School Director. Gives instructional, planning and administrative leadership to the total cooperative project.

D. Tentative Calendar: Pupils selected by February 1, 1967
Parent Workshop, May 24
Staff meeting, June 16
School: June 18 - July 28
9:09 - 10:25; 10:30 - 12:00
Physical and Dental Exams: May 10-17
Evaluation: throughout

E. The Educational Deficiencies to be attacked by the Session:
Cultural. The focus on reading and mathematics forms a backdrop to the purpose of an improved understanding and performance in the culture.
Academic. Opportunity to gain new confidence and some measure of success in both reading and mathematics will be provided. The goal is for new motivation, understanding, maturity, and self evaluation of achievement.
Psychological. To provide for testing, guidance, counseling, with the intent of having pupils expand their self-concept ideas toward selecting realistic goals for success and ways to achieve them.

F. Evaluation. On-going throughout the program:
1. Testing of each child in the program, pre and post tests.
2. Identification of any physical deficiencies of the pupil.
3. Continuous team teaching refining of the project at each stage.
4. Anecdotal records of the pupil's behavior.
5. Team teaching conferences. Open ended self questioning.
6. Workshop specialists asked for their suggestions.
7. Conferences with parents.

PARTS III and IV discuss the objectives and goals of the reading and mathematics workshops. These are discussed elsewhere in this report, and therefore, are not included here.

TITLE I SUMMER SCHOOL CLASS LISTS
LINCOLN SCHOOL

Primary (24)

Name	Grade	Teacher
Narbut, Clarence	1	Chipokas
Roach, Robert	1	"
Spasoff, Chris	1	"
Wasko, Brian	1	"
Barnhill, Diana	2	"
Brown, Joseph	2	Long
Griner, Steve	2	"
Grubbe, Tom	2	Chipokas
Lewman, William	2	Long
Marchese, Anthony	2	"
Rodriguez, Roy	2	Chipokas
Rusinski, Edwin	2	Long
Rusinski, Sheryl	2	Chipokas
Skimshorn, Carolyn	2	"
Snyder, Jerry	2	"
Urbanczyk, Danny	2	"
Urbanczyk, David	2	Long
Craog. Jim	3	Storek
Massey, Ronald	3	"
Nix, Charles	3	Long
Piskula, Mark	3	Storek
Ross, Mark	3	"
Skimahom, Jim	3	"
Swope, Michael	3	Long

Intermediate (75)

Name	Grade	Teacher
Boston, Sandra	4	Storek
Brendel, Shelley	4	"
Hacker, Walter	4	"
Kubik,,Ed	4	"
Mecha, Leonette	4	"
Piskula, Mark	4	Murphy
Piskula, John	4	Long
Ricky, Rickert	4	Storek
Roach, Debra	4	"
Rusinski, Bruce	4	"
Rucinski, Judith	4	Long
Russell, Robert	4	Storek
Schalder, Sharon	4	"
Skimahorn, Jim	4	Murphy
Swiderski, Mike	4	Storek
Wisawaty, Leonard	4	"
Thomas, Debbie	4	"
Boston, Sandra	5	Murphy
Fowler, Kenneth	5	Casey
Hacker, Walter	5	Murphy
Kubik, Edward	5	"
Mecha, Leonette	5	"
Presca, Kathleen	5	Long
Rickert, Ricky	5	Murphy
Roach, Debrah	5	"
Rusinski, Bruce	5	"

Intermediate (Cont'd.)

Name	Grade	Teacher
Shoulders, Sharon	5	Murphy
Swiderski, Michael	5	"
Thomas, Debra	5	"
Brown, Karen	5-6	Casey
Derrow, Marc	5-6	Slane
Einsele, Patricia	5-6	Casey
Kalinowski, Kelly	5-6	Slane
Kubik, Laurel	5-6	Casey
Kubik, Thomas	5-6	Slane
Markiewicz, MaryJo	5-6	Casey
Mizwicki, David	5-6	Slane
Roberts, Larry	5-6	"
Rosario, Gladys	5-6	Casey
Rosario, Norma	5-6	Slane
Sanders, Jerry	5-6	Casey
Santich, William	5-6	Slane
Shoulders, Jess	5-6	Casey
Simms, John	5-6	Slane
Sullivan, Timmy	5-6	Casey
Swain, Beverly	5-6	Slane
Sweeney, Timothy	5-6	"
Trem, Patricia	5-6	Casey
Trzeciak, Rosalie	5-6	"
Tucker, Susan	5-6	Slane
Veslowski, Ruth	5-6	"
Warren, Wanda	5-6	Casey
Wiseman, David	5-6	"
Wiswati, Walter	5-6	Slane
Zuver, Zelphia	5-6	"
Fuentos, James	6	Sobek
Hackney, John	6	"
Howarth, Jeff	6	Johnston
Kobak, Rodger	6	"
Kroslack, Pat	6	Sobek
Kudlo, Henry	6	"
Kuto, Marcia	6	"
Lambert, Walter	6	"
Lawrence, Pamela	6	Johnston
Modjewski, Alan	6	"
Nitz, Michael	6	Sobek
Putman, Larry	6	"
Ries, James	6	"
Roberts, Karen	6	Johnston
Snyder, John	6	"
Storesniak, Larry	6	Sobek
Tucker, Dennis	6	"
Warshol, Mark	6	"
Young, Gregory	6	Johnston
Zuver, Charles	6	Sobek

TITLE I SUMMER SCHOOL CLASS LISTS
LINCOLN SCHOOL (CONT'D)
Junior High School

Name	Primary Grade	Teacher
Baker, Cindy	7	Johnston
Bernstein, Randi	7	Sobek
Duczak, Linda	7	Johnston
Fuentes, Michael	7	"
Huston, Ronald	7	Sobek
Los, Janice	7	Johnston
Onley, William	7	"
McCullouth, Janice	7	Sobek
Stevens, Richard	7	Johnston
Urbanzyk, Tom	7	"
Veslowski, Mark	7	"
Ribley, Robert	7-8	Casey

TOTAL ENROLLMENT 111

TITLE I — SUMMER SCHOOL 1967 — CLASS LISTS REAVIS SCHOOL

Primary (35)

Name	Grade	Teacher
Brazeal, Charles	1	LaFollette
Eeigenburg, John	1	"
Levenson, Jody	1	"
Lyons, Lauri	1	"
Martin, James	1	"
Rhoda, Bobby	1	"
Welch, Richard	1	"
Carlson, Mike	2	"
Carter, Kenneth	2	Brown
Cimity, Kevin	2	"
DeHaan, Ronald	2	LaFollette
DeVries, Douglas	2	Brown
Hendron, Kevin	2	LaFollette
Heuwing, Barbara	2	"
Huizenga, Wayne	2	Brown
Jabaay, Dawn	2	"
Johnson, Richard	2	LaFollette
Lolleck, Donna	2	Brown
Ludders, Dane	2	LaFollette
Papineau, Julianne	2	"
Wagner, Debrah	2	"
Wagoner, Larry	2	Brown
Atchley, John	3	Karow
Coffey, Michael	3	"
Crowell, Darrell	3	Brown
DeBek, Linda	3	"
Kritenbrink, Sandra	3	"
Lapinne, Mike	3	"
Peterson, Janice	3	Karow
Ranfranz, Regina	3	Brown
Rose, Laurie	3	"
Siegers, Tim	3	Karow
Taylor, Nancy	3	"
Westeroff, Jeanette	3	"
Wulff, Reenie	3	Brown

Intermediate (51)

Name	Grade	Teacher
Beender, Perrie	4	Karow
Ferrantelli, Antoniet	4	"
Frye, Mary Jo	4	Hamilton
Lollock, JoAnn	4	Karow
Feigenbaum, Matthew	4	"
Meeter, William	4	Hamilton
Schaap, Dennis	4	Karow
Trease, Susan	4	Hamilton
Williams, Mark	4	"
Beattie, John	5	Morene
Bierman, Lonnie	5	Karow
Bice, Martha	5	Morene
Conlee, Michael	5	"
Debos, Steven	5	Hamilton

Intermediate (con'd.)

Name	Grade	Teacher
Garcia, Rosa	5	Karow
Garcia, Vidal	5	Morene
Gindl, Michael	5	Karow
Gulletta, JoEllen	5	Hamilton
Heiberger, Lee	5	"
Heuwing, David	5	Morene
Kegebein, Kenneth	5	Hamilton
McHugh, Eugene	5	"
Misun, Kathleen	5	"
Pleve, Robert	5	"
Santefort, Jerrold	5	"
Stewart, Joan	5	Karow
Sullivan, George	5	Morene
Widdel, Kenneth	5	Hamilton
Berda, Michael	6	Morene
Berda, Patricia	6	Palmer
Cameli, Cynthia	6	"
Coulter, Linda	6	"
Cremenesi, Bill	6	"
Davidson, Maureen	6	Morene
Esteviz, Gloria	6	Palmer
Glaser, John	6	"
Hall, Larry	6	Hamilton
Houwing, Daniel	6	Palmer
Huizenga, Nancy	6	Morene
Jacobs, Mike	6	Palmer
Kokes, John	6	"
Mashs, LeAnn	6	"
Meeter, Robert	6	"
McSwiggan, Thomas	6	Morene
Pierce, Eddie	6	"
Rosenberg, Kathy	6	Palmer
Rosenthal, Jack	6	Morene
Schneider, Lou	6	"
Simmons, Gloria	6	"
Trease, Dennis	6	Palmer
Zandstra, Keith	6	Morene

TITLE I | SUMMER SCHOOL 1967 | CLASS LISTS REAVIS SCHOOL (CONT'D) Junior High

Junior High (28)

Name	Grade	Teacher
Blackwood, Howard	7	Stewart
Grecilla, Nancy	7	"
Currier, James	7	Lockwood
Adams, Steve	7	"
Dykstra, Jerry	7	"
Hildebrand, Chris	7	"
Johnson, Darlene	7	Stewart
Kazen, Pamela	7	"
Kostalik, Tom	7	"
Kotur, Donald	7	Lockwood
Kueney, Thomas	7	"
LaTulip, Robert	7	"
Lonkar, Dorothy	7	Stewart
Lyles, Patricia	7	"
McSwiggen, Kathy	7	"
Metz, Kathy	7	Lockwood
Novetny, Jen	7	Stewart
Pietrzak, Jeff	7	"
Plate, Hemmina	7	Lockwood
Pezwerski, John	7	Stewart
Schaberg, Rita	7	"
Sheppard, Roseann	7	Lockwood
Schultz, Thomas	7	"
Treendlein, Deb.	7	Stewart
Treendlein, Sue	7	Lockwood
Turbin, David	7	"
Wheatman, Jane	7	"
Zitek, Bernard	7	Stewart

TOTAL ENROLLMENT 114

TITLE I — SUMMER SCHOOL 1967 — CLASS LISTS NATHAN HALE

Primary (25)

Name	Grade	Teacher
Baldeschuler, David	1	Eggert
Bolda, Suzanne	1	"
Cedarholm, Michael	1	"
Cervany, Billy	1	"
Engle, Laurie	1	"
Espinosa, Crystal	1	"
Grimmer, Andrea	1	"
Kalstrup, Steve	1	"
Mendeza, Reynalde	1	"
Pieron, Lisa	1	"
Polisson, Pattie	1	"
Thompson, Craig	1	
Cederholm, Paul	2	VanderWaal
Crowder, Mark	2	"
DeYoung, Donald	2	"
Dittman, Michael	2	"
Doss, Reatha	2	Eggert
Lannon, Raymond	2	VanderWaal
Medrane, Joanne	2	"
Ozanus, Scott	1	"
Sarles, Robert	2	"
Starks, Vivian	2	"
Whiest, Lorene	2	Eggert
Keen, Michael	3	VanderWaal
Margraff, Robert	3	"

Intermediate (18)

Name	Grade	Teacher
Carey, Curt	5	Mueller
Crowder, Linda	5	"
DeYoung, Candi	5	"
Enigenburg, Lori Lee	5	"
Jansma, Doug	5	"
Lannon, Laura	5	"
LeMay, Mark	5	"
Medrana, Margaret	5	"
Peterson, Bruce	5	"
Polisson, Nicky	5	"
Rawley, Jay	5	"
Thinquist, Robert	5	"
Zavoral, Scott	5	"
Campbell, Henry	6	"
Enigenburg, Kevin	6	"
Danks, Virginia	6	Williams
Cook, Kimberly	6	"
Gurdzien, Randy	6	"

Junior High (11)

Name	Grade	Teacher
Deni, Jeffrey	7	Williams
Grendzinski, Deb.	7	"
Jansma, Terry	7	"
Madison, Terry	7	"
Medrane, Fred	7	"
Medrane, Rosa	7	"
Carey, Debbie	8	"
Eenigenburg, Keith	8	"
Huizenga, June	8	"
Voss, Louise	8	"
Wuest, Linda	9	"

TOTAL ENROLLMENT 54

TITLE I — SUMMER SCHOOL 1967 — CLASS LISTS WENTWORTH-WILSON

Primary (9)

Name	Grade	Teacher
Henson, Kim	2	Vuksanovic
Winfield, John	2	and Perzo
Estrada, Sherri	3	" "
Halones, Darrell	3	" "
Krueger, Paul	3	" "
Schweitzer, MaryAnn	3	" "
Bieganik, Kathy	3	" "
Bieganik, Karel	3	" "
Hart, Terry	3	" "

Intermediate (29)

Name	Grade	Teacher
Ally, Robin	4	Vuksanovic
Blankenship, Curtis	4	and Perzo
Potts, Sharon	4	" "
Sadowski, David	4	" "
Siekon, Georgette	4	" "
Blankenship, Esther	4	Vizencu
Leisenfelt, Kathy	4	and Nichols
Norman, Richard	4	" "
Owen, James	4	" "
Parker, Kevin	4	" "
Ruchelt, Paul	4	" "
Styles, Richard	4	" "
Wahlman, Kevin	4	" "
Woolsey, Demetria	4	" "
Zawitaj, David	4	" "
Bieganik, Sharon	5	" "
Bryson, Katherine	5	" "
Kasak, Ronald	5	" "
Maongarcina, Laura	5	" "
Milligan, Connie	5	" "
Owen, Tim	5	" "
Padraza, Joe	5	" "
Siatta, Charles	5	" "
Siatta, Chris	5	" "
Sewinski, Ed	5	" "
Talley, Mike	5	" "
Wheeler, Evelyn	5	" "
Wilek, Jackie	5	" "
Wyatt, David	5	" "

Junior High (16)

Name	Grade	Teacher
Cavendar, Donna	7	Pond and
Kehelik, Barry	7	" Schmidt
Laivitaj, Patty	7	" "
McClure, Kathy	7	" "
Rachey, Gerald	7	" "
Runders, Marijlee	7	" "
Rizzo, Lina	7	" "
Schweitzer, Anthony	7	" "
Casiano, Denny	8	" "
Osborn, Bob	8	" "
Randulich, Michael	8	" "
Reichelt, Carl	8	" "
Reindero, Annelies	8	" "

Not Yet Classified

Lucido, Epitanie		" "
Lucido, Gerlanda		" "
Lucido, Guiseppe		" "

TOTAL ENROLLMENT 54

TITLE I SUMMER SCHOOL 1967. CLASS LIST THORNTON FRACTIONAL

Thornton Fractional North (18)

Name	Grade	Teacher
Alonse, Carl	9	Ferczok
Baker, Cindy	8	"
Baker, Diane	8	"
Baltageo, Ed	9	McConnaughay
Brandt, Mike	9	"
Casiano, Ray	9	"
Cheka, Marshall	9	"
DePyssler, Bob	8	"
Giglie, Jim	9	"
Harris, Tim	10	"
Heinnich, Dave	9	Ferczok
Kielar, Bob	9	"
Lesniak, Brian	9	"
Nilsson, Mark	10	McConnaughay
Rice, Pauline	12	Ferczok
Snyder, John	7	"
Wind, James	9	"
Zacny, Mike	9	"

Thornton Fractional South (14)

Name	Grade	Teacher
Bear, Lynn	9	Lieberman
Cederholm, Phyllis	10	"
Guest, Terry	9	"
Hickle, Wanda	9	"
Lucas, Roscoe	9	"
Lund, Hans	10	"
Martin, Janice	9	"
Martinsen, Paul	9	"
McLaughlin, Garry	9	"
Mauch, James	9	"
Poort, Grace	9	"
Warburton, Kerry	9	"
Webb, Jerry	9	"
Wilkerson, Jeffry	10	"

TOTAL ENROLLMENT 32

TITLE I — SUMMER SCHOOL 1967 — CLASS LIST SCHRUM SCHOOL

Primary (27)

Name	Grade	Teacher
Gilarski, Claudine	1	Kraus and
Guest, Kenneth	1	Kowalski
Gulledge, Beth	1	" "
White, Tisa	1	" "
Alverson, David	2	" "
Connelly, Peggy	2	" "
Cordera, Don	2	" "
Doyle, Mike	2	" "
Gindl, Tom	2	" "
Giordane, Joe	2	" "
Heehm, Rebecca	2	" "
Kaleta, Tim	2	" "
Long, Jeff	2	" "
Mattull, Janice	2	" "
Muntean, Greg	2	" "
Paul, Tammy	2	" "
Reskowsky, Kathryn	2	" "
Sidkey, Lisa	2	" "
Yankovich, Mark	2	" "
Anderson, Janet	2-3	" "
Campbell, Harold	3	" "
Babrocky, Cindy	3	" "
Doyle, Daniel	3	Hanniwell
Hecimovich, Mary	3	Kraus-Kowalski
Lopez, Bill	3	Hanniwell
Mikiel, Albert	3	"
White, Roger	3	"

Intermediate (27)

Name	Grade	Teacher
Briggs, Jay	4	Hanniwell-Molenaar
Gleason, Kathleen	4	" "
Heconovich, Michael	4	" "
Horacz, Beverly	4	" "
McCarty, David	4	" "
Ogorzalek, Chester	4	" "
Prusak, Kimberly	4	" "
Anderson, Stephen	5	" "
Brown, Richard	5	" "
Dexter, Christine	5	" "
Maggie, Mike	5	" "
Martin, Dennis	5	" "
McCambridge, Bob	5	" "
McAtee, Keith	5	" "
Smith, Devin	5	" "
Adams, Kathleen	6	Stoming
Briggs, Gayle	6	"
Cowell, Andrew	6	"
Doyle, Kathleen	6	"
Haracz, Robert	6	"

Intermediate (cont'd.)

Name	Grade	Teacher
Invergo, Linda	6	Stoming
Madden, James	6	"
Magurany, David	6	Schaal
Qualkonbush, Lewis	6	Stoming
Rybicki, Johnny	6	"
Schroeder, Pat	6	"

Junior High (9)

Name	Grade	Teacher
Bickham, Mike	7	Schaal
Dexter, Joyce	7	"
Gannuscie, Jim	7	"
Keller, Toni	7	Stoming
Koelim, Bob	7	"
Pavelka, George	7	Schaal
Rodriguez, Ray	7	"
Essary, Jim	8	"
Tomaszawski, Bruce	8	"

TOTAL ENROLLMENT 63

SAMPLE PROBLEMS FROM THE READING TEST

USED IN MOTOR SKILLS STUDY

"This is a test to see how well you can read, follow directions, and listen."

1. Draw a circle around the d

   b b d p

2. Draw a circle around the w

   w m n

3. Draw a straight line through the word with an m in it. Put a circle around the word with a b in it.

   bad dad lad tad

   we me nee see

4. Choose the word in the list which matches the word beside the list. Put a circle around the matching word in the first list, and put a straight line through the matching word in the second list.

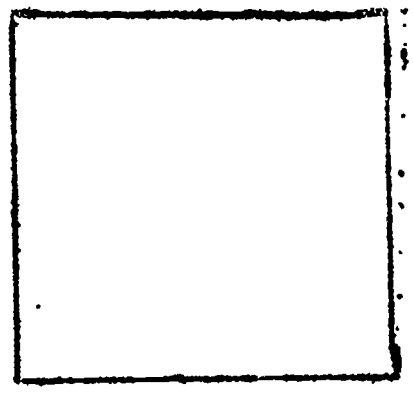
daddy	baddy	potatoes	potatos
	dappy		potoates
	daqqy		potatoes
	daddy		poatotes
	babby		potaotes

5. Put a circle around the letter which is in all of the words.

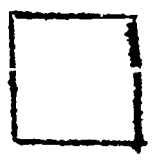
   b d t a l

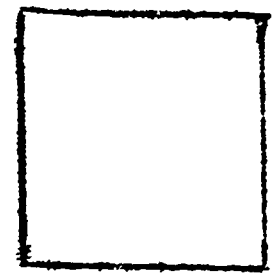
   bad dad lad tad

1. Draw a square the same size as the one given.

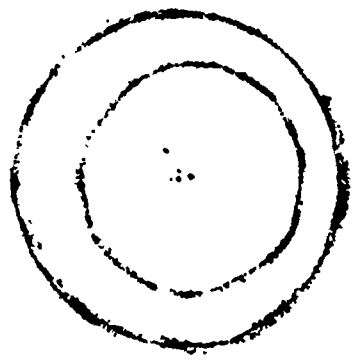


2. Draw one square this size. Draw one square this size.

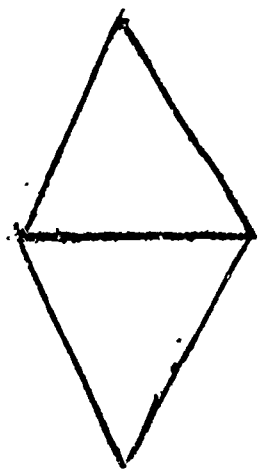


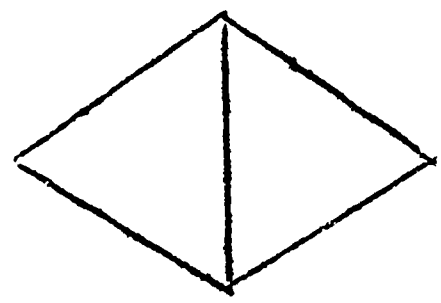


3. Draw two circles -- one within the other -- just like the picture.



4. Draw a picture just like this one.





SAMPLE PRE AND POST MATHEMATICS TESTS

ACHIEVEMENT INDEX - INTERMEDIATE LEVEL

Part I. Sets and Symbols. Directions: Match symbols with the correct word. Select the word and write the letter. Example: 1. U ____. Look at the list of words. Word "A" or "Union" matches the symbol "U". Write the letter "A" on the line next to the symbol, U.

1. $\cup$ A	A. Union
2. $\cap$ ___	B. Subset
3. $\subset$ ___	C. Set brackets
4. $\{\}$ ___	D. Equal
5. () ___	E. Parenthesis
6. 8 ___	F. Number
7. = ___	G. Intersection
8. + ___	H. Numeral
9. x ___	I. Addition
10. + ___	J. Multiplication
11. > ___	K. Division
12. < ___	L. Greater than
	M. Less than

SETS

$\cup$ = $\{0,1,2,3,4,5,6,7,8,9\}$

A = $\{0,1,2,3,4\}$

B = $\{4,5,6,7\}$

C = $\{7\}$

D = $\{8,9\}$

$A \cup B$ = $\{0,1,2,3,4,5,6,7\}$

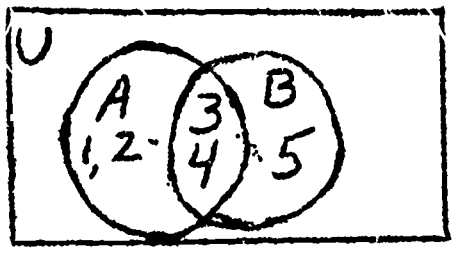
$B \cap C$ = $\{\quad\}$

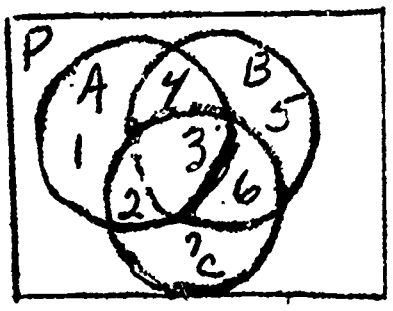
$B \cup C$ = $\{\quad\}$

$A \cup C$ = $\{\quad\}$

$A \cap C$ = $\{\quad\}$

DIRECTIONS: Using these sets, fill in the sets below.





Example: $A \cap B = \{3,4\}$ $A \cap (B \cap C) = \{$ $\}$

$A \cup B = \{$ $\}$ $A \cap B = \{$ $\}$

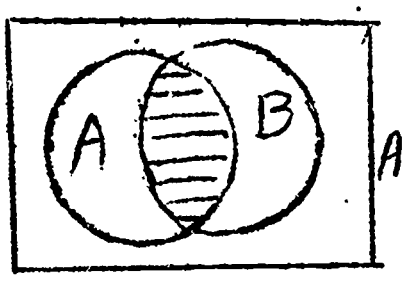
$B \cup A = \{$ $\}$ $B \cap C = \{$ $\}$

$A \cup B = \{$ $\}$

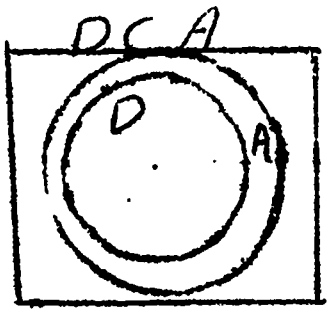
$A' = \{$ $\}$ $B' = \{$ $\}$

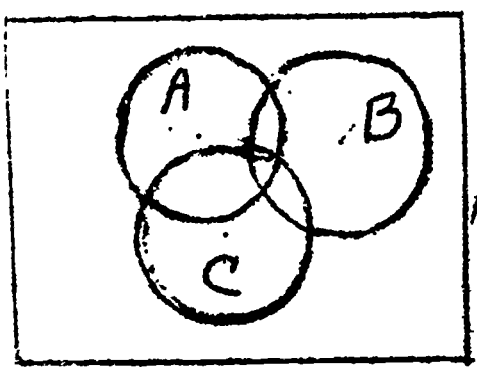
Shade in the sets. Use lines like /// ≡ in shading as needed.

Example:

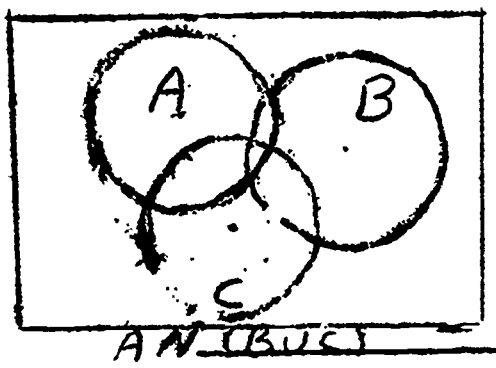


$A \cap B$

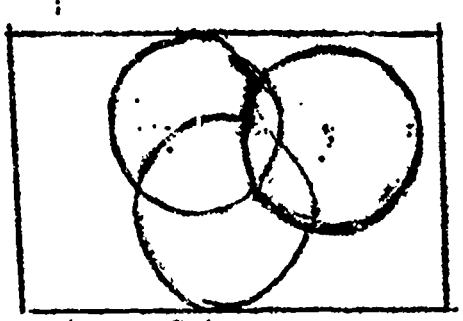




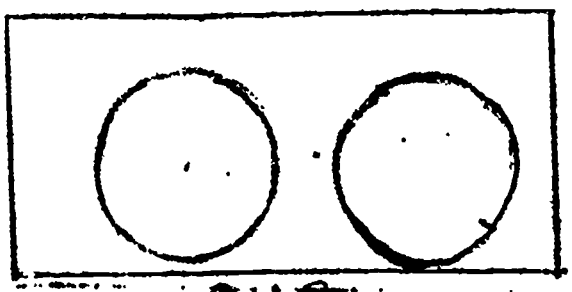
$A \cap (B \cap$



$A \cap (B \cup C)$



$(A \cap B) \cap C$



$A \cup B$

Part II. Properties of Numbers. Directions: Match the properties with the correct meaning. Place the letter in the blank.

Example: 1. $a + b = b + a$	c	A. Associative for multiplication.
2. $a \times (b \times c) = (a \times b) \times c$	___	B. Multiplicative inverse
3. $a + 0 = a$	___	C. Commutative for addition
4. $1/a \times a/1 = 1$	___	D. Identity for multiplication
5. $a \times b = b \times a$	___	E. Commutative for multiplication
6. $a \times (b + c) = a \times b + a \times c$	___	F. Distributive for multiplication over addition
7. $a \times 1 = a$	___	G. Identity element for addition

Solve this example, and name the property.

A. 2 4 x 5

B. 5 x 20 + 5 x 4 = _____

C. Property _____

Part III. Problems for solving.

1. Sixty-three airplanes are in a company fleet. Each plane has two pilots. There are three radios in each plane.

   a. How many planes in the fleet can be in the air at one time? _____

   b. If 25 planes are flying, how many fleet pilots are not flying? _____

   c. How many radios are in each fleet plane? _____

   d. How many radios are in ten planes? _____

2. Thirty girls are dancing in a ballet troupe. Each girl has twenty costumes. Each girl has ten pairs of shoes, including her ballet shoes.

   a. How many girls are in one-half the troupe? _____

   b. Double the size of the ballet troupe, and there will be how many dancers? _____

   c. If the number of girls in the ballet troupe were doubled, how many more costumes would be needed? _____

   d. How many shoes for only the right foot are there in the original troupe? _____

COMPUTATION

ADDITION

Example:

```
  12      678      234      890      456
  34     +901     +765     +321      789
 +56                                +012
 ---
 102
```

SUBTRACTION

Example:

```
 9876      864     9001     6801      13      23      19
-2345     -183    -2345    -2432      -4      -8      -7
-----
 7531

   23      530
  -14     -218
```

MULTIPLICATION

Example: $\begin{array}{r} 8 \\ \times 5 \\ \hline 40 \end{array}$ $\begin{array}{r} 3 \\ \times 4 \end{array}$ $\begin{array}{r} 5 \\ \times 6 \end{array}$ $\begin{array}{r} 8 \\ \times 9 \end{array}$ $\begin{array}{r} 10 \\ \times 4 \end{array}$ $\begin{array}{r} 12 \\ \times 8 \end{array}$ $\begin{array}{r} 13 \\ \times 4 \end{array}$

$\begin{array}{r} 234 \\ \times 56 \end{array}$ $\begin{array}{r} 178 \\ \times 9 \end{array}$ $\begin{array}{r} 563 \\ \times 48 \end{array}$ $\begin{array}{r} 23 \\ \times 18 \end{array}$ $\begin{array}{r} 26 \\ \times 34 \end{array}$ $\begin{array}{r} 7 \\ \times 7 \end{array}$

DIVISION

Example: $3\overline{)9}$ $\quad 4\overline{)16}$ $\quad 5\overline{)27}$ $\quad 6\overline{)43}$

$21\overline{)147}$ $\quad 33\overline{)198}$ $\quad 33\overline{)1896}$ $\quad 41\overline{)205}$

$5.2\overline{)3.64}$ $\quad 7.2\overline{)6.48}$ $\quad 3.84\overline{)23.04}$

ADDITION OF FRACTIONS

$\begin{array}{r} 3\ 1/4 \\ +2\ 3/4 \end{array}$ $\begin{array}{r} 5\ 1/3 \\ +2\ 3/8 \end{array}$ $\begin{array}{r} 3\ 1/7 \\ +2\ 3/14 \end{array}$

3/8 + 2/3 =

3 1/5 + 2/7 =

SUBTRACTION OF FRACTIONS

$\begin{array}{r} 13 \\ -2\frac{1}{4} \end{array}$ $\begin{array}{r} 3\ 1/3 \\ -2\ 3/6 \end{array}$ $\begin{array}{r} 21\ 3/4 \\ -2\ 1/8 \end{array}$ 5/8 - 5/10 =

MULTIPLICATION OF FRACTIONS

3/4 x 2/3 = $\quad$ 7 1/2 x 3/8 = $\quad$ 4 x 3/5 =

2 3/4 x 3 1/2 =

DIVISION OF FRACTIONS

3/4 ÷ 1/2 = $\quad$ 7/8 ÷ 2 = $\quad$ 7 1/2 ÷ 3/4 =

$\dfrac{5/8}{1/4}$

DECIMALS. Change each member of the set to a decimal.

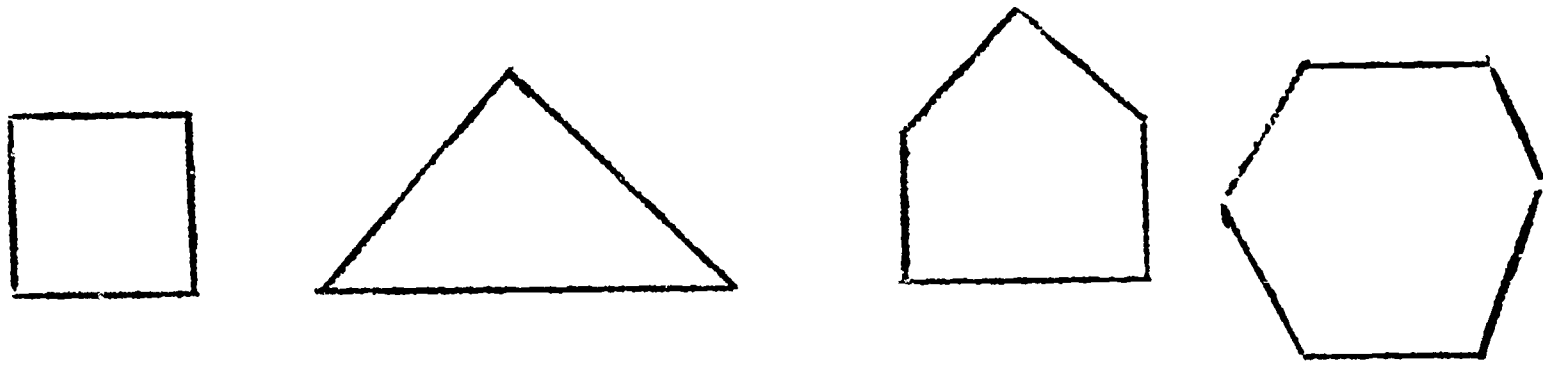
N = {¾, 3/4, ½, 5/8} 1.____ 2.____ 3.____ 4.____

$3\overline{)6.00}$ $\quad 1.2\overline{)24}$ $\quad .25\overline{)100}$

Part IV. GEOMETRY Draw a representative of each of the following ideas.

1. A point has position
2. A line extends very far in two directions
3. A line segment
4. A point separates a line into two half lines
5. A line separates a plane into two half planes
6. The shortest distance between two points on a sphere
7. A pseudosphere 8. A right triangle 9. A cube
10. A hexagon 11. A tetrahedron 12. Vertical angles
13. An angle bisector 14. A transversal

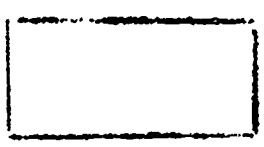
Name the Polygons.

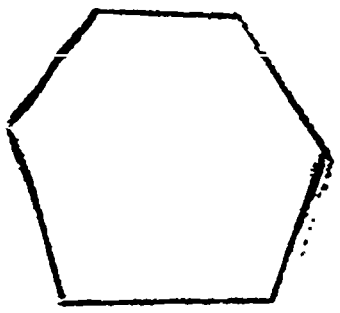


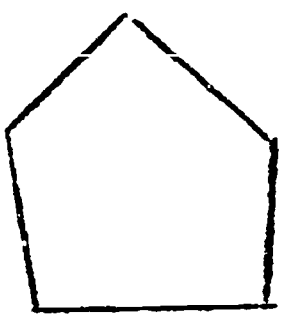
1. _____ 2. _____ 3. _____

4. _____

Draw all possible diagonals and write the number of diagonals below each.



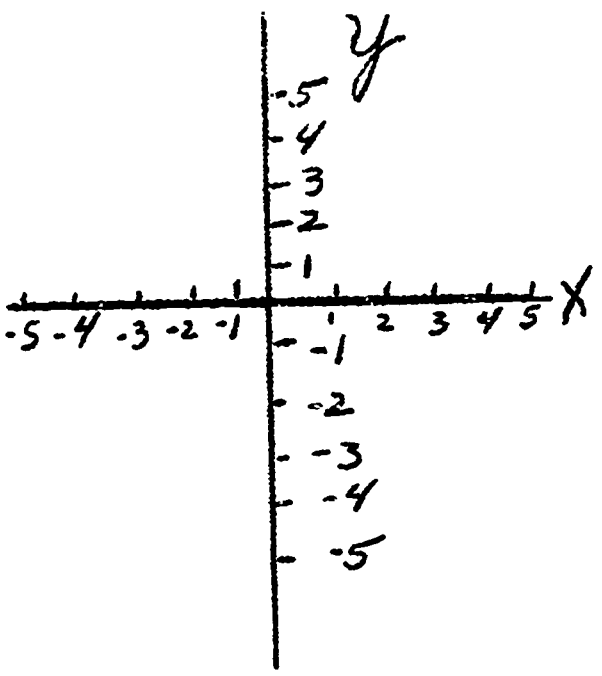




1. _____ 2. _____ 3. _____

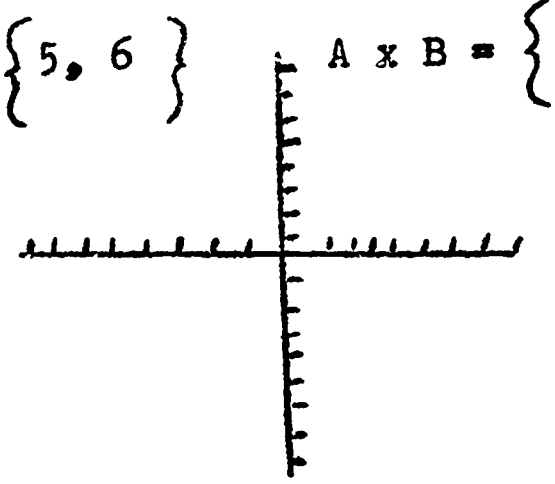
Locate the points on the plane for the following ordered pairs:

(1, 2) (-2, 2) (3, -4) (-4, -4)

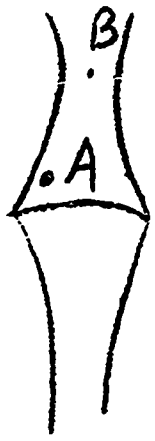


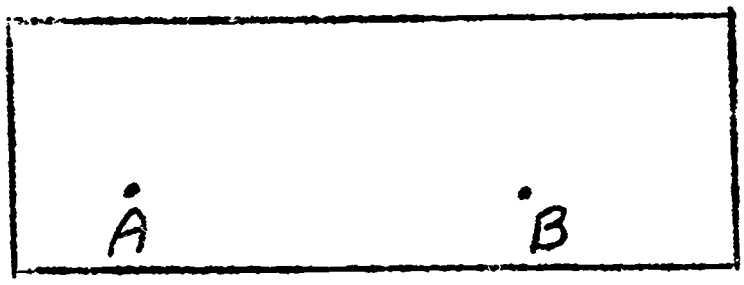
Complete the Cartesian Product and locate the points on the plane.

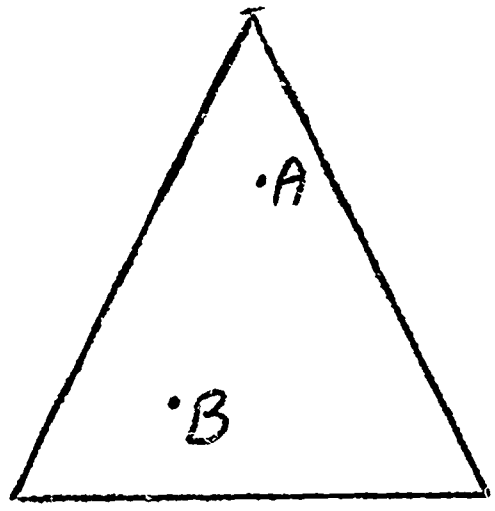
A = {2, 3, 4} B = {5, 6} A x B = { }

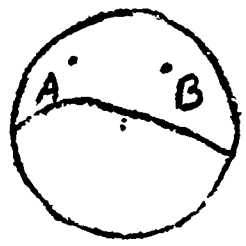


Draw the line that is the shortest distance between points A and B.









SAMPLE POST AND PRE READING TESTS

1. Structure and Sound. Divide the following words into syllables. Place the number of syllables for each word in the blank at the left of the word. Example: 3 hamburger

____ responsibility

____ uneducated

____ graduation

____ deny

____ arose

____ Chevrolet

____ Calumet

____ Kaskaskia

____ government

____ knee

II. Place the number for the correct synonym in the blank before the word.

____	responsibility	1. miniskirt
____	nutrition	2. tooth
____	vaccine	3. obligation
____	guidance	4. immunization
____	obstinate	5. nourishment
____	detention	6. enforced stay
____	bicuspid	7. assistance
____	insolent	8. stubborn
____	opera	9. musical drama
____	curfew	10. disrespectful
		11. hungry
		12. signal
		13. federal

III. Place the number for the correct antonym or homonym in the blank before the word.

____	tardy	1.	flew
____	poverty	2.	early
____	urban	3.	oral
____	recreation	4.	scene
____	juvenile	5.	too
____	sea	6.	failure
____	silent	7.	mature
____	seen	8.	see
____	two	9.	rich
____	flue	10.	work
____	achievement	11.	rural
		12.	toupee
		13.	play

IV. Read the following paragraph. Respond to the questions which follow.

All nations have outstanding heroes that inspire people with pride in their national origin. The Polish people look with pride to Casimir Pulaski. At the age of twenty-four, Pulaski was driven into exile by political trouble in Poland. He came to America in 1772, and joined the army of Washington in 1777. After he distinguished himself at Brandywine Battle, he was made a brigadier-general and Chief of the Cavalry by Congress. He raised a mixed corps called the Pulaski Legion, with which he defended Charleston, South Carolina, May 1779. He was mortally wounded at Savannah that same year. Our region and country have honored him for his bravery.

Drawing conclusions. True or False. Place "T" or "F" before the sentences.

_____1. The war in which Pulaski served so valorously was the Civil War.

_____2. Casimir Pulaski came to the United States approximately 100 years ago.

_____3. Herbert Hoover was the president of the United States when Casimir Pulaski was serving in the American army.

_____4. "Driven into exile" means a person must leave his country.

_____5. "Mortally wounded" means seriously wounded, but capable of recovery.

_____6. "Cavalry" is a synonym for "calvary".

_____7. Pulaski was an immigrant.

_____8. There were many kinds of soldiers in Pulaski's Legion.

V. Following Directions. Draw a picture of the item you would assemble by following these directions.

Attach the short legs to the long legs with the four 1 5/8" round head bolts and cap nuts.

Put the four plastic caps on the bottom of each leg.

Fasten the wood brace between the two long legs by placing the bolts in each end of the brace through the holes in the legs.

Take the two remaining 1 5/8" bolts and turn the wing nuts on all the way to the head. Place the 1½" board between the two legs and turn the bolts into the molding on each side as far as they will go. Then turn the wing nut up tight against the leg. Loosen the wing nut to adjust the tilt of board.

VI. Organize the following story by placing it in correct outline form.

The sleepy crew from the converted minesweeper, the U.S.S. Condor, sighted a periscope. They came to the general headquarters and sent a blinker message to a destroyer on night patrol. The destroyer zigzagged across the sea looking for the unknown vessel which did not belong in these waters. This was a clue that something was wrong, and that everything was not as peaceful as it seemed.

In August, 1940, sixteen months before, the Army Corps had broken the Japanese diplomatic code, known as "purple". We were then able to read the messages sent between Tokyo and Japanese officers all over the world. Pearl Harbor had received no machine to break the code, and it was because of this that no one at the base actually knew what was soon to happen that morning. The messages from the Japanese were decoded in Washington.

We know now that the Japanese completed the plan for bombing Pearl Harbor in October, and in November, the date December 7 (Hawaiian time) or December 8 (Japanese time) was set as the day for the Pearl Harbor attack. Before eight on the morning of December 7, 1941, Japanese bombs fell on Pearl Harbor. The American battleships Arizona, California, Oklahoma, and West Virginia were hit. All were sunk except for the Arizona and Oklahoma.

Outline

I.

II.

III.

If you were to rewrite this story, what details would you want to know so that you could include them?

1. _____

2. _____

VI. Read the story

Mattie Hattie was a teen-age girl in the "Roaring Twenties". Her ancestors had been farmers in Ohio for almost a century. The family lived in Cleveland now because the family had lost the farm in the depression following World War I. All that they had of any value was their 1921 "Tin Lizzie", and they had traveled to Cleveland to find a better life.

Mattie's father had been fortunate to get a job in a small factory. The family moved to a small apartment in the city. On Mattie's first day in Cleveland, she looked out over the city from the apartment rooftop and saw at least one building which she decided would probably be a "skyscraper". The city excited and thrilled her as she walked through the downtown and saw the bustle of activity.

Activity was everywhere. Signs lured prospective buyers to "Buy and live in Florida", or the signs that begged, "Buy Stock" promised the buyer quick riches. The theater nearby featured the film hero, Al Jolson, in the first "talkie". The newspaper blared headlines, "Al Capone Under Arrest!" She glanced through the article quickly and noted that he had been accused of selling alcohol, prohibited by the 18th Amendment.

At home, her Papa read "Babe Ruth hits 60 home runs this year", and "U of I's half-back hero, Red Grange, saves the game." Mattie preferred to spend the evening with a good crossword puzzle or in playing a game of mah-jongg, a Chinese game. Her brothers would have preferred the pasttime of flagpole sitting.

In some of her spare time, Mattie read books, all current, like the one by T. S. Eliot, The Wasteland, or This Side of Paradise by Fitzgerald. Power and machines in the new age seemed to be the theme of these writings.

It was only in the city that Mattie felt the excitement of the new developments of the Twenties. Lindbergh and Byrd did the impossible, and Mattie was one of the lucky ones to see and hear them after their fantastic adventures!

A. Complete the sentences

1. Mattie lived in the period, 19__ to 19__.

2. Cleveland is located in _____.

3. A film hero was _____, and a notorious gangster was _____.

4. Not enough money seems to be a characteristic of a _____.

B. Match. Place the correct number before the items in column I.

Column I	Column II
_____A. No alcohol	1. Tin Lizzie
_____B. Automobile	2. Ohio
_____C. building	3. Babe Ruth
_____D. baseball	4. Byrd
_____E. Wasteland	5. 18th Amendment
_____F. Paradise	6. skyscraper
_____G. game	7. flagpole sitting
_____H. individual entertainment	8. Eliot
_____I. power and machine	9. adventurer
_____J. do on a dare	10. crossword puzzle
_____K. talkie	11. mah-jongg
	12. Mattie Hattie
	13. Fitzgerald
	14. theme
	15. movie

C. Name two things that were enjoyed during the Twenties that are rarely heard of today:

_____

_____

D. Name two people who could still be seen or read about:

_____

_____

Label with "seen" or "read about".

VII. Read the News account:

Teahouse of the August Moon, as a comic story, portrays an incident which occurs immediately following World War II while the United States' Army was occupying Okinawa.

Captain Fisby, assigned to Okinawa, manages to conflict with Colonel Purdy, his commanding officer, when Purdy sends him to the native village of Tobiki where he is to "orient the Orientals".

Captain Fisby fails to follow orders when he builds a Geisha teahouse instead of a pentagon-shaped school house. Fisby further complicates matters when, in an attempt to increase industry, he starts all the natives in the brandy-making business.

The above news article is a poor one because, although it tells the theme of the play, and it might interest the reader so that he would choose to attend the play, necessary information is left out of the article. List the necessary information to be added to the article so that the reader may attend the play.

Draw a pentagon

Explain the following:

A. "orient the Orientals" _____

_____

B. commanding officer _____

_____

C. occupying Army _____

_____

D. complicates matters _____

_____