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EDUCATION IMPROVEMENT PROJECT, A STATUS REPORT ON AN ACTION
ARM OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS, FALL
1966.

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

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EDUCATIONAL OPPORTUNITIES, ENRICHMENT PROGRAMS, COLLEGE
COOPERATION, FINANCIAL SUPPORT, SOUTHERN ASSOCIATION OF
COLLEGES AND SCHOOLS, EDUCATION IMPROVEMENT PROJECT,
NASHVILLE, TENNESSEE, DURHAM, NORTH CAROLINA, ATLANTA,
GEORGIA, HUNTSVILLE, ALABAMA

THIS REPORT DESCRIBES THE ACTIVITIES OF THE EDUCATION
IMPROVEMENT PROJECT (EIP), A MULTIFACETED COMPENSATORY
EDUCATION AND ENRICHMENT PROJECT FOR DISADVANTAGED PUPILS IN
SOUTHERN SCHOOLS. SUPPORTED BY THE SOUTHERN ASSOCIATION OF
COLLEGES AND SCHOOLS AND VARIOUS FOUNDATIONS, PROGRAMS
ADMINISTERED BY EIP INCLUDE PROJECT OPPORTUNITY, AIMED AT
POTENTIALLY SUPERIOR DISADVANTAGED STUDENTS FROM ELEVEN
SOUTHERN COMMUNITIES, AND THE COLLEGE PREPARATORY CENTER
PROGRAMS, WHICH PROVIDE REMEDIAL AND FINANCIAL SUPPORT TO
SELECTED PROSPECTIVE COLLEGE STUDENTS. A RURAL EIP AND A TOOL
TECHNOLOGY PROGRAM ARE ALSO BEING DEVELOPED. PROGRAMS NEARING
COMPLETION INCLUDE A READING INSTITUTE PROGRAM AND A
PAPERBACK BOOK PROGRAM. THE REPORT ALSO DESCRIBES THE
IMPLEMENTATION OF EIP IN NASHVILLE, TENNESSEE, DURHAM, NORTH
CAROLINA, ATLANTA, GEORGIA, AND HUNTSVILLE, ALABAMA. THIS
REPORT IS THE PROCEEDINGS OF THE SOUTHERN ASSOCIATION OF
COLLEGES AND SCHOOLS, VOLUME 19, NUMBER 3, NOVEMBER 1966.
(AF)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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proceedings A status report on an action arm of the Southern
Association of Colleges and Schools. Fall, 1966

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November, 1966

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FOREWORD IN APPRECIATION

In the less than three years since its formal establishment, Education Improvement Project has operated with a minimum of fanfare and publicity. This has been by design, the intent being to wait until certain accomplishments could be pinpointed and the future clearly charted, before issuing public reports.

The time has arrived when accomplishments can be cited, and when experience can dictate to some degree the future course. This report is intended to provide the background on the establishment of Education Improvement Project and its activities to date, and to assess some of the Project's potential for the future improvement of education in the Southern Region.

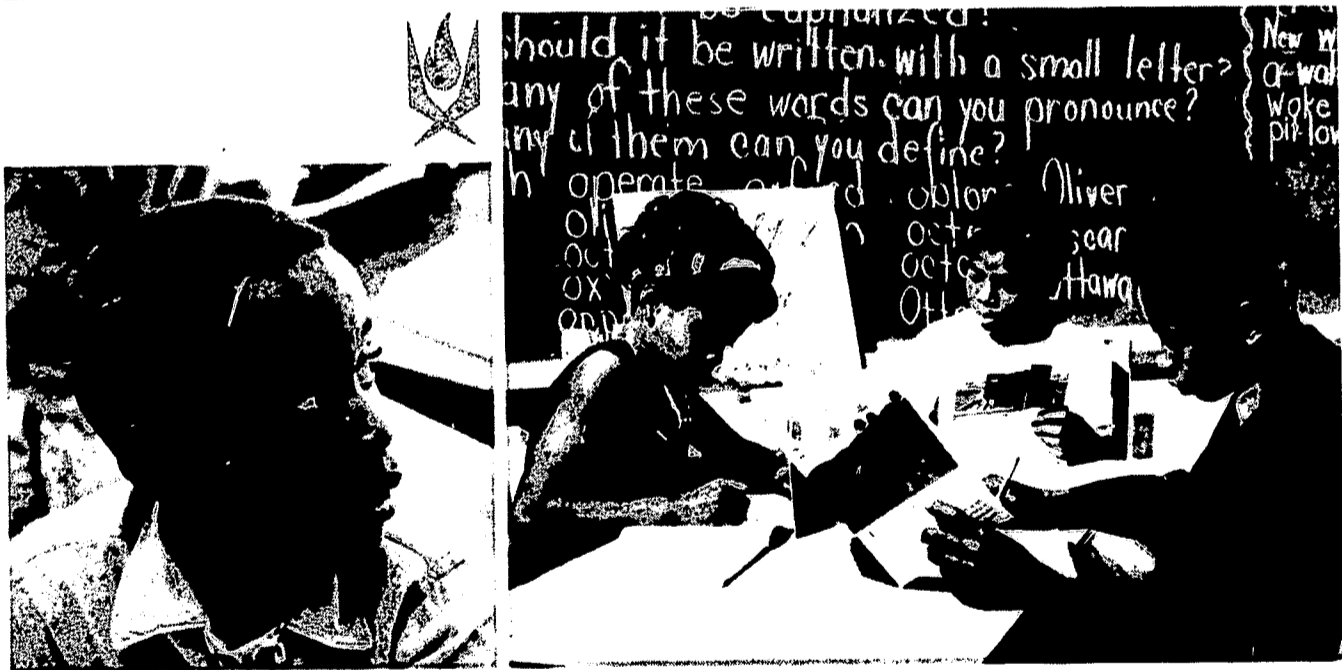
In 1967, a report will include a more complete account of the accumulated data and research findings for those projects that have reached a stage of development which permits evaluation.

Education Improvement Project is an enterprise of the Southern Association of Colleges and Schools—but an enterprise that would not have been possible without several vital partnerships.

The Association and the participating colleges, universities and schools acknowledge with deep appreciation the contributions of The Danforth Foundation, The Ford Foundation, The Fund for Advancement of Education, the Jessie Smith Noyes Foundation, and the Office of Economic Opportunity. Without the altruistic interests of these organizations, funding of these massive projects would not have been possible. The contributions of supporting agencies, however, range far beyond mere financing. Their staffs have worked side-by-side with those of the Association and the participating institutions in the design of the projects. The assistance given by their staffs in ideas, talent and time has been immense.

The Association also acknowledges with deep appreciation the invaluable contributions of the College Entrance Examination Board to the Education Improvement Project endeavor. It should be recalled that a committee appointed by the CEEB wrote the original proposal for Project Opportunity. The coordinating committee of EIP is composed of some of the members of the original CEEB committee. The staff of CEEB has served EIP in many helpful ways, particularly with respect to Project Opportunity.

The Southern Association and the staff of Education Improvement Project acknowledge with deep appreciation the contributions in time, talent, and effective work of teachers, administrators, state departments of education officials, and the various project staffs. The Southern Association expresses its gratitude for the immense contributions in staff time and other resources on the part of the participating colleges, universities, schools, and school systems.



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Colleges and Schools

Donald C. Agnew, Director
Education Improvement Project

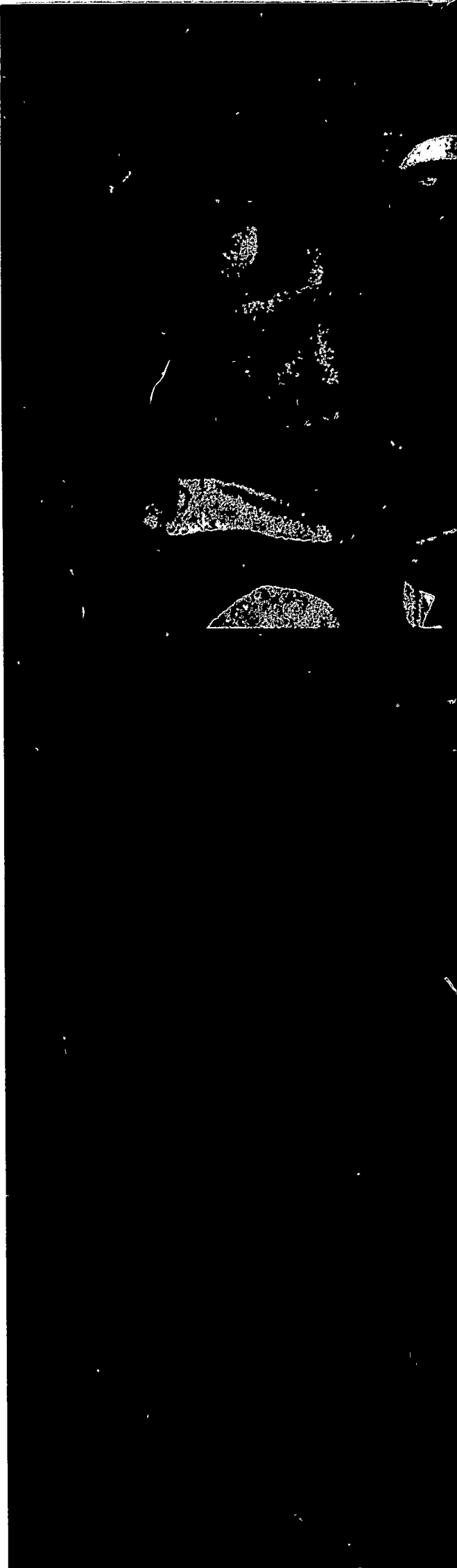
John E. Codwell, Associate Director
Education Improvement Project

George C. Seward, Associate Director
Education Improvement Project

Miss Dorothy Bunyan, Associate Director
Project Opportunity

Hugh Fordyce, Associate Director
Project Opportunity

Harry W. Miller, Assistant to Director
Southern Association of Colleges
and Schools





MILESTONES

October 2, 1963—The Danforth Foundation approved grant of \$405,000 for administrative expenses of a central staff.

January 10, 1964—Donald C. Agnew, formerly president of Oglethorpe College, appointed director of Education Improvement Project.

February 18, 1964—Coordinating Committee formed for Education Improvement Project.

April 7, 1964—The Ford Foundation announced \$500,000 grant for Nashville Education Improvement Project, a \$150,000 grant for the first-year operation of Project Opportunity, and a \$125,000 grant for a Reading Institute at Atlanta University.

April 14, 1964—The Danforth Foundation approved a supplemental grant of \$45,000 for administrative expenses of the central staff.

August 1, 1964—Dorothy Bunyan, formerly director of guidance for Alamo Heights Schools in San Antonio, Texas, joined the staff of EIP as Associate Director for Project Opportunity.

September 1, 1964—John E. Codwell, formerly principal of Jack Yates Senior High School, Houston, Texas, joined the staff of EIP as Associate Director.

April 12, 1965—The Ford Foundation announced a \$2,945,000 grant for the Durham Education Improvement Project.

June 28, 1965—The Ford Foundation announced a grant of \$3,084,900 for the Atlanta Education Improvement Project, and a grant of \$2,514,800 for the continuation of the Nashville Education Improvement Project.

October 4, 1965—George C. Seward, formerly vice president and dean of Oglethorpe College, joined the EIP staff as a consultant; he subsequently was named Associate Director.

October 12, 1965—The Danforth Foundation announced a grant of \$7,500 to finance the planning of rural education improvement projects.

November 5, 1965—The Office of Economic Opportunity granted EIP \$883,250 to establish a College Preparatory Center Program in three South Carolina junior colleges.

December 16, 1965—The Ford Foundation announced a grant of \$2,707,500 to finance the Huntsville Education Improvement Project.

January 7, 1966—The Danforth Foundation announced a grant of \$195,300 to expand the central operation of EIP to include rural education improvement projects.

January 7, 1966—The Ford Foundation announced a grant of \$2,719,500 to finance the New Orleans Education Improvement Project, and a grant of \$1,659,000 for the continuation of Project Opportunity.

March 1, 1966—Edsel T. Godbey, formerly assistant dean of Community College System, University of Kentucky, assumed the position of director of the College Preparatory Center Program.

April 20, 1966—The Fund for the Advancement of Education announced a grant of \$158,000 to EIP to establish libraries of paperback books at predominantly Negro colleges and universities. An additional \$12,000 was granted Project Opportunity to provide books for participating students, and \$10,500 was granted to Nashville EIP to provide books for participating students.

July 1, 1966—Hugh R. Fordyce, formerly associate director of admissions and registration at North Carolina State University at Raleigh, joined the staff as Associate Director for Evaluation and Design, Project Opportunity.

July, 1966—The Noyes Foundation granted \$150,000 to underwrite the cost of in-service training for three rural education improvement project centers.

EVOLVEMENT

Education Improvement Project as an organization is young but its roots dig deep into the history of the Southern Association of Colleges and Schools. The thread around which Education Improvement Project has been woven goes back to 1929 when the Commission on Colleges and Universities appointed a committee to evaluate Negro colleges.

Since that time, a number of events have shaped the formal organization of EIP; these have occurred with increased rapidity since 1951. It was then that the Commission on Colleges discontinued its "A" and "B" ratings for Negro colleges and, with the generous support of The Danforth Foundation and the General Education Board, embarked on a plan to assist the Negro colleges in measuring up to the regular standards of the Association.

The success of this program broadened the interest in the whole problem of improving Negro education. Resulting conferences on increasing educational opportunities for Negro youth led committees to view the problem on a much broader scale. If an attack on the problems limiting educational opportunities for the disadvantaged was to be successful, it had to involve all levels of education and be broad enough to encompass any ethnic group suffering from cultural and economic deprivation.

As a result, Education Improvement Project became a total Association approach. The program was given new impetus in 1963 when representatives from 17 foundations met with Southern Association representatives to discuss various proposals.

A \$405,000 grant from The Danforth Foundation in October 1963 to finance a central staff operation assured the start of Education Improvement Project. In the subsequent months, projects involving approximately \$18 million have been funded. Detailed accounts of these projects and other developments relating to Education Improvement Project are included in other sections of this report.



CALENDAR OF EIP PROJECTS

SOURCES AND PURPOSES OF GRANTS

1964 1965 1966 1967 1968 1969 1970 1971

DANFORTH
Grant for
Central Office

FORD
Reading Institute Project

FORD
Nashville EIP

FORD
Project
Opportunity

FORD
Durham EIP

FORD
Atlanta EIP

DANFORTH
Planning Grant
& Rural EIP

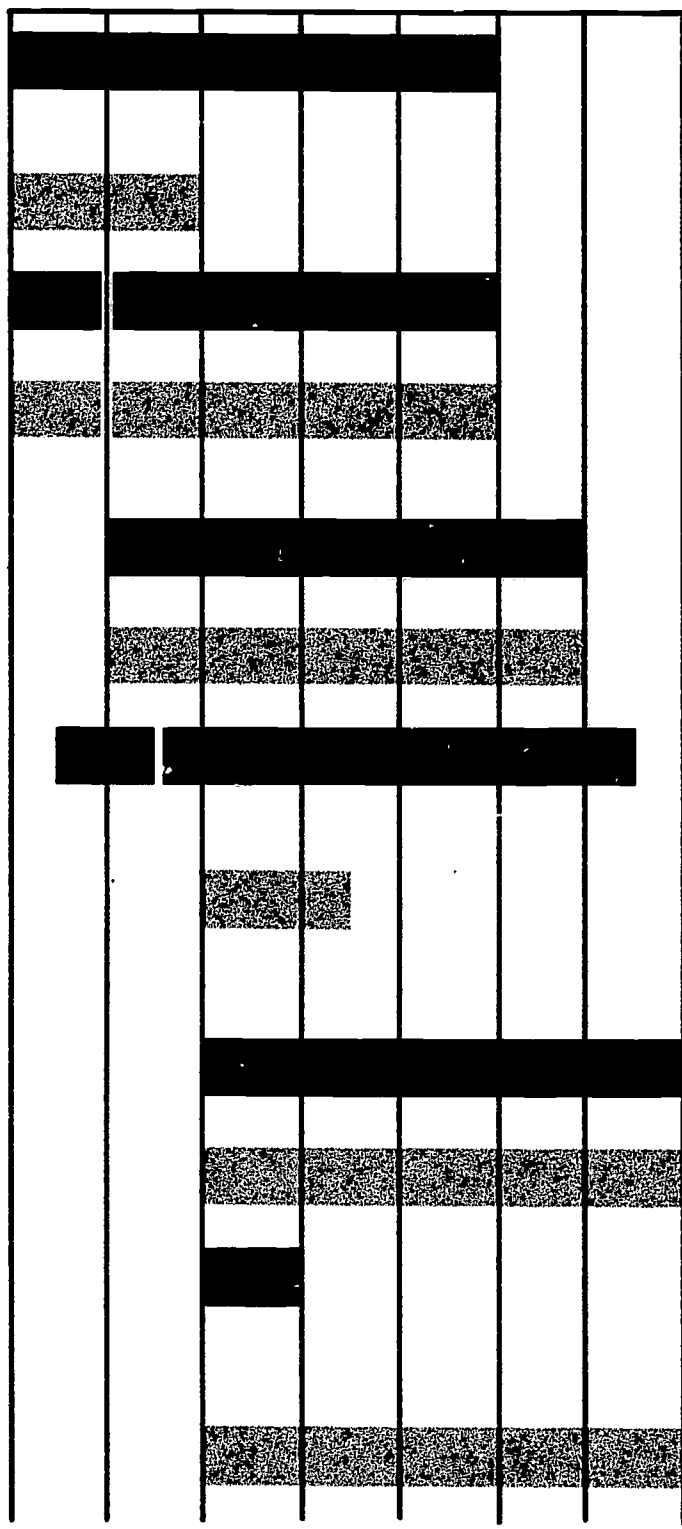
OFFICE OF ECONOMIC
OPPORTUNITY
College Preparatory
Center Program

FORD
Huntsville EIP

FORD
New Orleans EIP

FUND FOR THE
ADVANCEMENT OF
EDUCATION
Book Project

NOYES
Rural EIP



ROLE

The primary function of Education Improvement Project is to improve education for the disadvantaged. As an agent of change, EIP works in many ways and with maximum flexibility, as its activities to date illustrate:

In the Urban Education Improvement Projects, EIP established a compact of schools and colleges to work on a common problem, assisted in the development of proposals, and now serves as liaison between the cooperating institutions and the funding agencies.

In Project Opportunity, EIP was asked to serve as the sponsor and fiscal agent in a cooperative endeavor with the College Entrance Examination Board, which had originated the program.

In the College Preparatory Center Program, EIP was invited to act as the fiscal agent and provide for program administration.

In the College Book Program, EIP was requested to serve as the grant recipient and oversee the purchase and distribution of books.

In the Rural Education Improvement Projects, EIP is providing the initiative and stimulus in working with selected school systems through State Departments of Education in developing proposals and getting the projects funded. EIP will serve as the fiscal agent and provide supervision for the total project.

ORGANIZATION

The Board of Trustees of the Southern Association of Colleges and Schools has vested responsibility for Education Improvement Project in the Staff and a Coordinating Committee. This Committee, composed of persons who were on the Association Committee for EIP and members of the College Entrance Examination Board Committee for Project Opportunity, was appointed for five years with power to elect replacements and add members as it deems appropriate. The Director of Education Improvement Project makes an annual report to the Board of Trustees of the Association. The Director of the Association serves on the Coordinating Committee of Education Improvement Project and is the chairman of the Executive Committee.



PROJECTS IN OPERATION

Project Opportunity Program

OPERATING COLLEGES AND UNIVERSITIES AND PARTICIPATING SECONDARY SCHOOLS:

Living Hill College with Most Pure Heart of
High School, Mobile, Alabama

Kegee Institute with Drake High School,
Tomball, Alabama

Warehouse College and Spelman College with
Coker High School, Atlanta, Georgia

Area College, Centre College and Transyl-
vania College with Lee County High School,
Beattyville, Kentucky, and Breathitt County
High School, Jackson, Kentucky

Lane University with Priestley Junior High
School, New Orleans, Louisiana

Delta College with Rogers High School,
Hattiesburg, Mississippi

Davidson College with Second Ward High
School, Charlotte, North Carolina

North Carolina State University at Raleigh
and Duke University with Merrick-Moore High
School, Durham, North Carolina

East Tennessee State University and Vanderbilt University
with Cameron High School, Nashville,
Tennessee

University of Virginia and Mary Baldwin Col-
lege with Nelson County High School,
Staunton, Virginia

FUNDING:

\$1,809,000 Ford Foundation Grant to
the Southern Association of Colleges
and Schools

EXECUTIVE BOARD:

The Coordinating Committee of the
Education Improvement Project

STAFF:

Miss Dorothy Bunyan, Director
Hugh Fordyce, Associate Director
for Research and Evaluation

ADVISORY COMMITTEE:

William L. Brinkley, Jr., *Chairman*
Director of Undergraduate Admissions
Duke University
Durham, North Carolina

Miss Lucille Browne, Director of
Guidance Services
Greensboro Public Schools
Greensboro, North Carolina

Gordon Cook, Principal
Lee County High School
Beattyville, Kentucky

John W. Frazer, Assistant to the President
Centre College of Kentucky
Danville, Kentucky

H. Paul Kelley, Director
Southwestern Regional Office
College Entrance Examination Board
Austin, Texas

Robert E. Stoltz, Regional Director
College Entrance Examination Board
Sewanee, Tennessee

Project Opportunity, administered by Edu-
cation Improvement Project, is a demonstra-
tion program directed at potentially superior
students from disadvantaged backgrounds in
eleven Southern communities. The project is
being financed by the Danforth and Ford
foundations and is the result of cooperative
efforts of sixteen participating institutions
of higher education, eleven schools, the Col-
lege Entrance Examination Board and the
Southern Association of Colleges and
Schools.

Some 6,000 students were involved in the
Project at the beginning of the 65-66 school
year. Three thousand students per year will
be added through the 69-70 school year,
making a total involvement of 18,000 stu-
dents at that point.

A policy committee composed of representa-
tion from the school administration and the
sponsoring college or colleges and the Project
Opportunity counselor is responsible for de-
veloping the program in each individual
center and for guiding and directing individ-
ual action groups.

Students will be identified in the seventh and
eighth grades and followed throughout their
high school and college careers.

Since there is great diversity in the various
centers, programs will, by necessity, differ
from center to center. They will, in the main,
be directed toward individual academic im-
provement, improved counseling services,
involvement of parents and community, cur-
riculum development, teacher training, and
enrichment of educational experiences.

Summer programs in each center will provide opportunities for academic growth and cultural and recreational enrichment.

Project Opportunity will attempt to demonstrate:

That when improved conditions are provided meeting the educational needs of disadvantaged students they show significantly better academic achievement, their motivation is increased, and their levels of aspiration are raised.

That teachers, guidance personnel, college faculty and parents will improve their understanding and attitudes toward disadvantaged students of high academic potential in the process of identifying them and utilizing educational practices that may be appropriate in helping them achieve that potential.

The goals are:

To identify talented students in schools where a significantly low percentage of the youngsters complete an academic program through or beyond high school. Identification to be made primarily during the seventh grade.

To encourage the identified individuals to pursue and complete an academic program and to assure them an opportunity for advanced education.

To raise the level of aspiration of an entire school community by demonstrating, through educational encouragement of individuals, increased opportunity.

The Project is based on three basic assumptions that are to be implemented and evaluated for possible relevance in schools similar to those in the Project:

That intensified guidance, begun significantly earlier than is now the case, is necessary in working with youngsters from disadvantaged backgrounds. Each project school has, therefore, added a full-time counselor to work with the identified students.

That enrichment of educational experiences of talented young people whose economic and social experiences have been limited will contribute to their success in an academic program. To this end, opportunities for such experiences are being offered. In addition to providing project school teachers with access to advanced and enriched academic training, the project enables students to attend lectures, concerts and other similar events. Most of these opportunities are being provided—at no cost to the program—by the cooperating colleges. Also, faculty from the higher institutions are providing advice on curricular improvements.

That the assurance of continued educational opportunity will significantly increase the students' motivation. The project students are informed when they are identified that if they take part in the project, demonstrate academic achievement, successfully complete the program, and graduate from high school, they will be aided in obtaining sufficient financial assistance to enroll in college. Participating colleges and universities have committed financial aid funds—in advance—for the project.

Some examples of programs in the initial stages include developmental programs in reading and mathematics, use of teacher aides, in-service training programs for teachers, curriculum revision studies, increased programs in the fine arts, parent counseling groups, tutoring services, and initiation of comprehensive programs of cultural and recreational activities.



Urban Education Improvement Program

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Purposes of the Nashville Education Improvement Project are:

To demonstrate that when appropriate provisions are made for meeting the educational needs of culturally disadvantaged children, they show significantly better academic achievement and, in many cases, begin to function at a higher level intellectually than they had previously.

To demonstrate that while culturally disadvantaged children are being helped to improve academically, they can also be helped to raise their level of aspirations, to become better motivated, and to improve in other characteristics believed to be related to success—both in school and in adult life.

To demonstrate that while identifying and using practices that are appropriate for helping culturally disadvantaged children improve their academic performance, teachers and parents improve their own understanding of these young people and their attitude toward them.

To identify through demonstration research procedures the relative effectiveness of several interventions in achieving the foregoing purposes.

The Nashville Education Improvement Project involves students from the kindergarten through the senior year, and therefore, is a much broader attack on cultural deprivation than the other four urban projects. A total of fifteen schools, over 270 teachers and over 1000 students are participating in the program which had its beginning during the 1964-65 school year. The nine intervention programs include:

KINDERGARTEN—The one-year conventional-kindergarten program is intended to test the effectiveness of kindergarten on the readiness for the first grade and subsequent achievement.

KINDERGARTEN THROUGH GRADE 3—The four-year, ungraded, primary unit uses master teachers, access to on-campus modern mathematics centers, and a wide range of differentiated instructional materials and equipment. Children begin at age five and are placed in an academic program. The program's effectiveness on student achievement, intellectual functioning and motivation will be tested.

COOPERATIVE LANGUAGE DEVELOPMENT PROGRAM (NO. 1)—Operating in the first grade only, this program uses three approaches: the Peabody Language Development Kit, the Initial Teaching Alphabet, and the combined use of the Peabody Language Development Kit and the Initial Teaching Alphabet.

It appears that some rather significant educational findings are emerging from this program. For example, first grade pupils receiving the combined educational treatment of ITA plus PLDK were consistently superior to those receiving the ITA treatment only. This suggests that reading reinforced by oral expression produces significant improvements in intellectual growth, language development, and school achievement of disadvantaged pupils at the first grade level.

COOPERATIVE LANGUAGE DEVELOPMENT PROGRAM (NO. 2)—This phase is an expansion of the use of the Peabody Language Development Kit and the Initial Teaching Alphabet beyond the first grade, combining the use of Words In Color and the Hay-Wingo phonetic drills.

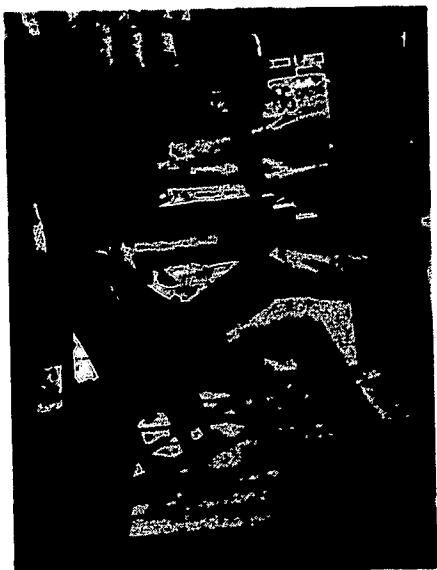
DEVELOPMENTAL AND REMEDIAL READING PROGRAM, GRADES 4-6—The program, using a variety of the latest equipment and materials for improving reading, is intended to test the premise that the general academic achievement of the culturally disadvantaged youngsters can be improved by upgrading their reading and other language arts skills.

SCHOOL-COMMUNITY RELATIONS—A multi-level supporting program, this phase is designed to increase effectiveness by improving the learning environment of students. The program utilizes home visits, parent visitation days and nights at school, and works with community leaders to identify projects needed to improve the community.

MULTI-SENSORY AIDS PROGRAM—Through the use of a variety of multi-sensory aids, this program is aimed at helping the non-verbal child succeed in abstract learning areas.

GUIDANCE SERVICES—The basic aim of guidance services is to foster pupil motivation and achievement through the provision of a lower counselor-counselee ratio in grades 7-12 and by providing, for the first time in this system, guidance services below grade 7.

IN-SERVICE EDUCATION—The program combines staff leadership conferences, consultative services, travel, summer institutes and formal graduate training as a means of upgrading staff performance.



Durham, North Carolina EIP

OPERATING INSTITUTIONS:

Durham City Schools
Durham County Schools
Duke University
North Carolina College at Durham
Operation Breakthrough, Inc.

FUNDING:

\$45,000 Ford Foundation Grant to
Duke University

COORDINATING COMMITTEE:

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Vice President, Duke University
Charles H. Chewning, Sr., Superintendent
Durham County Schools
Robert L. Foust, Director
Operation Breakthrough, Inc.
Ray W. Hannen, Superintendent
Durham City Schools
Rand H. Nelson, Chairman, Department
of Education, Duke University
G. Shipman, Chairman
Department of Education
North Carolina College at Durham
Robert L. Spaulding, *Executive Secretary*
Associate Professor of Education
Duke University

STAFF:

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Nicholas Anastasiow, Program Director
Mrs. Joan First, Director of Information
James Gallagher, Director of Special Studies
Edward N. Lee, Director of Future
Parent Program
Donald J. Stedman, Director of
Evaluation and Research

The Durham Education Improvement Program is designed to study and serve children ranging in age from a few days to nine years. In addition, a Future Parent Program provides a varied program of individual counseling and group activities for about 50 junior high school students.

The Education Improvement Program is an adjunct of Operation Breakthrough, Durham's city-wide action program supported by the U. S. Office of Economic Opportunity. EIP classrooms operate in "Target Areas" designated by Operation Breakthrough as those places in Durham City and County where money and hope are scarcest.

EIP's youngest clients are enrolled in the Infant Evaluation Program. These 36 infants born into low-income families are evaluated regularly during the first 24 months of life at the Duke Medical Center. Infant Evaluation Program staff members use the Bayley Scales of Infant Motor and Mental Development to measure the infants' ability to respond, their general physical behavior and their curiosity levels.

Two-year-olds (including Infant Project graduates) enter the educational sequence through a carefully structured program emphasizing body care, self-control, language development, sensory motor coordination, physical skills and simple social activities. The first such unit opened in April, 1966.

A second nursery school phase for three-year-olds will emphasize language development and the ability to understand a wide variety of things, ideas and people in an ever-expanding environment.

Children of four and five years of age are enrolled in more highly structured programs. The first of these, two kindergartens operating in Durham City and County Schools, opened in September, 1965.

Southside School, located near the Duke University Campus, serves as a laboratory center for teacher training and curriculum innovation. In a current special study children receive positive reinforcement on an individualized basis as a means of bringing about desirable behavior change.

EIP staff meetings are devoted to discussion of curriculum needs, learning theory and classroom behavior analysis.

Data for such study, and for cross-sectional research, is collected by research observers who move within the classrooms regularly, documenting child behavior and fitting it into the most appropriate of 13 categories contained in the COPING ANALYSIS FOR EDUCATIONAL SETTINGS (CASES) developed by Robert L. Spaulding, EIP director.

Kindergarten classes stress readiness for formal intellectual tasks. Through a wide range of concrete activities, youngsters are helped to develop concepts which will help them to relate to symbolic representations of the world around them.

Careful preparation is made for the more formal reading and mathematical activities characteristic of first grade. Early mathematics activities include manipulation of the Cuisenaire rods and reading skills have been taught by the Words in Color method (a technique, developed by Caleb Gattegno, which assigns a different color to each sound in the language).

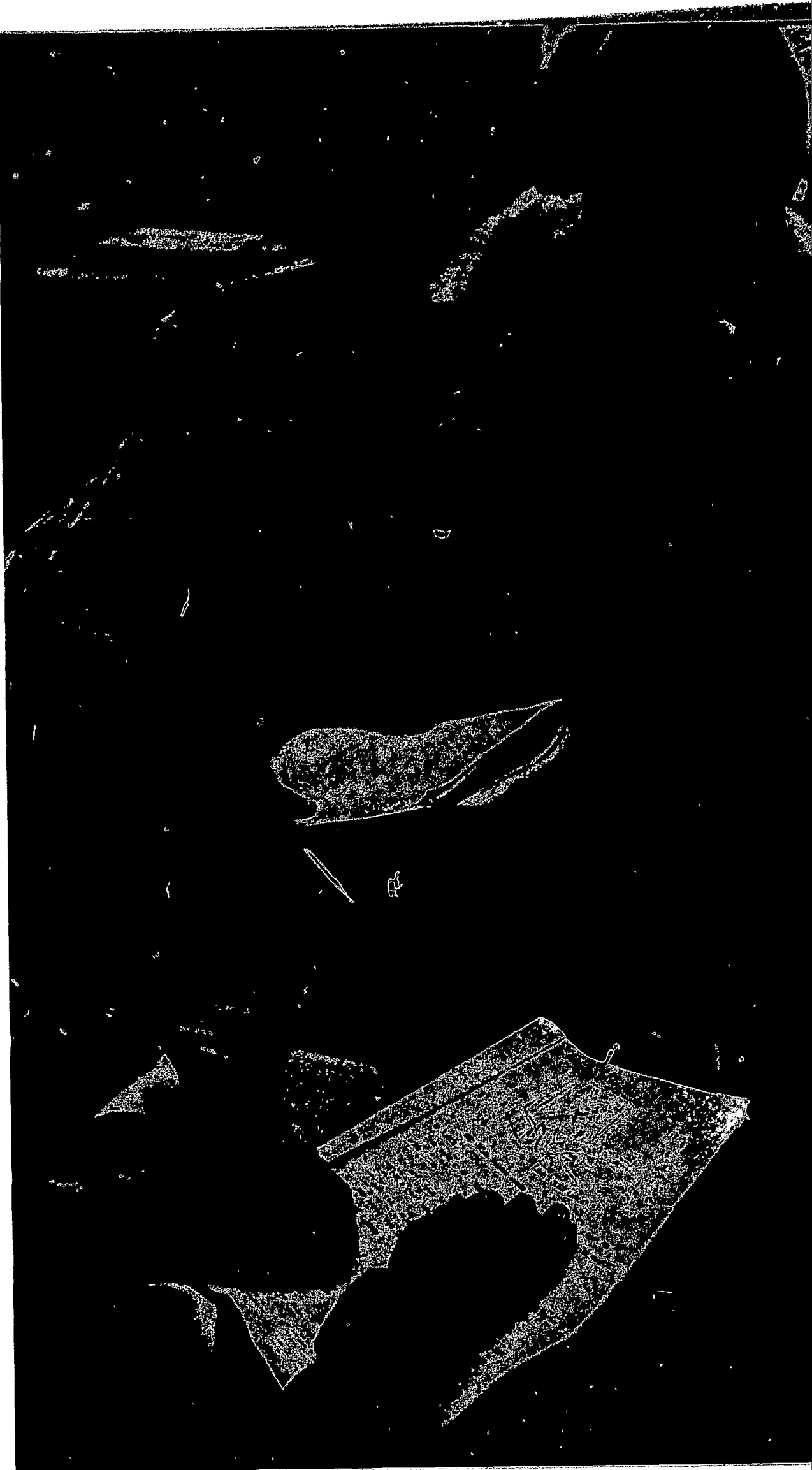
September, 1966, the first two ungraded classes under EIP's aegis will be instituted. Ungraded classes demonstrate the applicability of interage grouping and discovery pedagogy within a structured environment. Carefully articulated programs are presented in reading, mathematics, language, science, and social studies. In addition, children will have an opportunity to use a variety of materials and create their own representations of reality and/or fantasy.

Novely designed modular units increase the potential for flexible use of classroom space. Teachers and children move these units about to create instructional centers and a variety of dramatic play settings.

Through the careful structuring of each child's encounter with symbolic representations of sounds, shapes, objects and ideas, the child will learn to master the reading of English and the Arabic system of numbers. They will comprehend counting and ordinal relationships, as well as handle elementary equations and fractions.

During the 1966-67 school year the Durham Center is operating eight classrooms located in Durham City and County Schools, and serving approximately 175 youngsters. Attention is given by continued in-service training, particularly of teachers and research staff, to updating curriculum and materials now being developed.

The information program begun during the first year of EIP's operation will continue to facilitate individual group tours of demonstration facilities, and to provide visual interpretations of the program, including slide-synchronized tape shows and a portable photographic exhibit.



Atlanta, Georgia EIP

OPERATING INSTITUTIONS:

Atlanta Public Schools
Atlanta University
Morehouse College

FUNDING:

\$84,900 Ford Foundation Grant
Morehouse College

ADMINISTRATIVE COMMITTEE:

Robert S. Atwood, President
Morehouse College
Charles E. Clement, President
Atlanta University
John W. Letson, Superintendent
Atlanta Public Schools

PLANNING COMMITTEE:

Edward Ladd
Morehouse College
Martin Luther King, Jr.
Atlanta Public Schools
Edward Weaver
Atlanta University

STAFF:

Allen D. Bachelis, Executive Director
Richard E. Day, Director of Curriculum
William D. Osborne, Director of
Community Relations and Information
Thomas S. Cody, Jr.
Director of Teacher Education

Specific goals of the Atlanta Education Improvement Project, also known as the Urban Laboratory, are:

1. To introduce and demonstrate in the schools involved, the pre-kindergartens, and the related programs, the most promising procedures for raising the academic achievement level of all pupils and for giving massive assistance in the basic skills and subject matter areas to pupils who have special needs,
2. To put into effect in-service and pre-service teacher education programs and activities which will provide school and university personnel with significantly more knowledge, deeper insights, and improved skills for contributing to the education of all children, and especially those who are culturally disadvantaged,
3. To conduct studies in the social phenomena, the psychology, and the education of the culturally disadvantaged, to monitor and evaluate the school programs, and to contribute to the literature in the field, and
4. To improve understanding and communication between the schools and the communities, to coordinate the school programs with those sponsored by related agencies, and to disseminate information effectively.

The first few months of the project have been devoted mainly to the development of general principles and the employment of a professional staff. To support the work of the regular faculties at the EIP schools, three full-time professional staff members—normally not found in Atlanta Public Schools—have been employed at each facility. They are a reading specialist, a social worker, and a psychologist. These faculty members are becoming valuable resources for the classroom teachers.

Programs have been started or planned for the two elementary schools currently in the project—the E. A. Ware School on Hunter Street in Vine City and the Grant Park School one mile north of Atlanta's Grant Park.

In one section at each grade level at each school (kindergarten through six), EIP replaced the regular science curriculum with one known as the American Association for the Advancement of Science program. Directed toward thinking of processes in terms of observable performance, the sequentially developed AAAS program represents a major innovative step in the Urban Laboratory. A six-week workshop preceded its introduction into the classroom, and the participating teachers work daily with the EIP science coordinator who also directs the half-day in-service training session each week. A research assistant provides continuous assessment of the AAAS program to verify its performance as a new component to the regular school curriculum.

The first classes in the pre-school program have been held in temporary locations in the Grant Park and E. A. Ware School communities. EIP eventually plans to have several classes for three- and four-year-old children to test the value of early intervention. The structured pre-school program will seek to develop and strengthen readiness skills.

Several committees are functioning within the curriculum framework, directing the experience of personnel from the three participating educational institutions toward problems which confront all school systems. For example, the Learning Materials Center Committee has completed its initial report on the design and operation of the library as a learning materials or learning resources center. Also, the Reading Committee is scrutinizing the various basal readers used in Atlanta schools to determine weaknesses and strengths in the development of reading skills.

Developing a curriculum which has meaning and currency to inner-city children, the Urban Laboratory is simultaneously conducting an intensive in-service training program for classroom teachers. Some training activities will occur during the summer, others will be scheduled throughout the regular school year. To maintain professional continuity in the classroom during in-service training, the Urban Laboratory framework includes 12 experienced staff teachers—or base teachers—who free regular classroom teachers for training programs.

Release teachers meet the same professional standards set for regular classroom teachers.

Realizing that acceptance of EIP's activities by the school communities will determine, to a large degree, the Urban Laboratory's success in reaching its objectives, the project is attempting to build a bridge to span the gap between school and community. The buttress of the community relations program is the Community School, an extension of the regular school day to provide recreational, social, and academic activities for all ages. Operating all year until 10 p.m. weekdays and on Saturday mornings, the Community School seeks to open new doors of personal fulfillment to the citizens and to develop maximum parental involvement in the education of the children. This activity is a cooperative venture by EIP and Atlanta's Community Program. In addition, the Ware School building is utilized by the City Parks Department for a recreational program and by the Quakers for a tutorial program.

As the Urban Laboratory becomes fully staffed and as various programs are initiated, the scope of the project in all areas of instruction and community participation will be clearly visible. The project should provide a unique experimental center for the study and improvement of inner-city education, with findings and results becoming a permanent part of the educational scene in Atlanta.



Huntsville, Alabama EIP

OPERATING INSTITUTIONS:

Alabama A & M College
Auburn University
Huntsville Public School System
Madison County Public School System
University of Alabama

FUNDING:

\$2,707,500 Ford Foundation Grant to
Huntsville Public Schools

ADMINISTRATIVE AGENT:

Board of Education
Huntsville Public Schools

STAFF:

James Y. Moultrie, Director
Isaac W. Rooks, Associate Director
Curtis Sellers, Director of Research
Alton C. Crews, Superintendent
Huntsville Public Schools
Nathaniel Almon, Superintendent
Madison County Schools

ADVISORY COMMITTEE:

Representatives From:
Alabama A & M College
Auburn University
University of Alabama
Association of Huntsville Area Contractors
National Aeronautics and Space
Administration
United States Army Missile Command

The Huntsville Education Improvement Project embraces disadvantaged pre-school children from the metropolitan area of Huntsville and Madison County. The program is designed to offset the effects of cultural disadvantage by providing kindergarten activities for five year olds. The project is being phased in gradually with the kindergarten program to begin during the 1966-67 school year for approximately 300 pupils, and nursery school to begin the following year for an additional 300 youngsters.

The program in Huntsville climaxes a two-year period of activity by the Association of Huntsville Area Contractors (AHAC), which drew up the plan for the project in cooperation with local educators and representatives of neighboring colleges and universities. It was this cooperative effort between businessmen and other community agencies which helped to attract financial support for the program.

Since the program was funded last spring, school officials have been busy with such matters as selecting a professional staff, giving special training to teachers selected, identifying children who would be eligible, and locating appropriate classroom spaces. School census takers were used to help identify the children. To date, approximately 300 children have been screened and twenty-three professional employees secured. Classroom spaces have been identified for eighteen of the anticipated twenty kindergarten units. Approximately twenty teachers attended a closed workshop at Auburn University during the summer of 1966 for special training and planning for the Huntsville project.

Teacher aides for each of the kindergarten classes are being secured through a grant from the Office of Economic Opportunity. Lunches are being provided through federal funds under the Elementary and Secondary Education Act.



New Orleans, Louisiana EIP

OPERATING INSTITUTIONS:

Louisiana State University
New Orleans Public Schools
Tulane University

FUNDING:

\$19,500 Ford Foundation Grant
Tulane University

ADVISORY COMMITTEE:

Robert W. Dent, President
Louisiana State University
New Orleans, Louisiana
John J. Dolce, Superintendent
Orleans Parish Schools
New Orleans, Louisiana
Robert E. Longenecker, President
Tulane University
New Orleans, Louisiana

STAFF:

Anton D. Plattor
Director
Anna B. Henry
Assistant Director and New Orleans
Schools Coordinator
James Gaither McConnell
Field Coordinator
Violet Richards
Field Coordinator

The New Orleans Education Improvement Project is focusing on two elementary schools with predominantly Negro enrollments and involves the use of new organizational patterns, advanced educational media, and new curriculum materials. A preschool program for four-year-olds is being developed along with a primary school program to create a new sequence of early childhood education. Evening programs for parents will be instituted.

The project is being coordinated with local antipoverty and community action programs, and will receive local contributions estimated at nearly \$2,500,000.

Activities during the first eight months of the project included the selection and appointment of personnel, securing and equipping of office space and facilities and obtaining necessary equipment and supplies, conducting a seven-week summer program for teachers and other professional personnel of the project schools, and making tentative plans for the 1966-67 school year. Other tooling up efforts have included a pilot day camp, establishment of operational procedures and structures, and in-service training for teachers of the project schools.

The summer program was designed to acquaint the personnel of the project schools with the broad objectives of the program and specific knowledge concerning the sociological background of the community and the children in the schools, and to provide further insight into specific aspects of child development.

The teachers working with the university consultants explored new trends in education and began to develop possible new approaches to teaching and learning in the fields of art, music, communication skills and physical activities deemed most suitable for the children in the schools. The administrative staffs considered new organizational and supervisory patterns, effective approaches

to child guidance, new curriculum materials, educational media and methods. The pilot day camp was provided for a selected group of about two hundred children of the project schools: one-hundred-fifty in the nine to thirteen year old group, fifty in the six to eight year old group. A varied program of games, dance tournaments, and sports was carefully planned and carried out by specialists in the fields of recreation and physical education. The children in the summer program were used on several occasions for demonstration lessons in art, music and physical activities.

As part of the summer program, two tours into the community for teachers and one for pupils were arranged. Teachers attended professional conferences and workshops and worked with consultants from Dillard and Tulane universities.



College Preparatory Center Program

PARTICIPATING INSTITUTIONS:

Friendship Junior College
Rock Hill, South Carolina
Mather School
Beaufort, South Carolina
Voorhees Junior College
Rock Hill, South Carolina

FUNDING:

\$883,250 grant from Office of Economic
Opportunity to Southern Association of
Colleges and Schools

ADMINISTRATIVE COUNCIL:

James H. Goudlock, President
Friendship Junior College
John F. Potts, President
Voorhees College
Walter F. Smith, President
Mather School
John L. Herrin, Southern Representative
American Baptist Home Mission Society
Rock Hill, North Carolina
Ervin C. Josephson, Director
American Church Institute
New York, New York
Donald C. Agnew, Director
Education Improvement Project
Atlanta, Georgia

STAFF:

Walter T. Godbey, Director
Joseph P. McKelpin, Director of
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ADVISORY COMMITTEE:

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Charles S. Davis, President
Winthrop College
Rock Hill, South Carolina

G. G. Dowling, Attorney
Beaufort, South Carolina

Helen G. Edmonds, Dean
Graduate School
North Carolina College
Durham, North Carolina

Reverend Cort R. Flint
First Baptist Church
Anderson, South Carolina

Myles I. Friedman, Professor of Education
University of South Carolina
Columbia, South Carolina

Ralph Martin, Professor of Education
Knoxville College
Knoxville, Tennessee

Richard Meeth, Assistant to the President
Baldwin-Wallace College
Berea, Ohio

James A. Morris, Dean
School of Business Administration
University of South Carolina

Albert N. Whiting, Dean
Morgan State College
Baltimore, Maryland

W. Cody Wilson, Assistant Director
Behavioral Sciences
Advanced Research Projects Agency
Washington, D. C.

The College Preparatory Center Program is funded by a grant of \$883,250 made to the Educational Improvement Project of the Southern Association of Colleges and Schools. Three small, church-related junior colleges in South Carolina—Friendship, Mather and Voorhees—are serving as centers for the Program. Each is expected to enroll a maximum of 100 students in the College Preparatory Center Program on its campus. The College Preparatory Center Program is administered from offices at 1310 Lady Street, Columbia, South Carolina. Policy for the College Preparatory Center Program is determined by a board consisting of the three college presidents, representatives of the national denominational boards with whom the colleges are affiliated, and the Director of the Education Improvement Project. The Education Improvement Project is contract officer and fiscal agent for the project.

The College Preparatory Center Program is a unique undertaking in higher education. The objectives of the Program are: 1) provide interesting and original remedial offerings to certain selected prospective college students; 2) give financial support to the students enrolled in the program; and 3) allow the colleges themselves to make better use of their energies and resources by reducing their remedial responsibilities.

fuel, but basic, irony has long prevailed in the higher educational remedial programs concerned. The student needing remedial aid is most likely to have the opportunity or the motivation to gain such aid. Also, the institutions at which this student is most likely to matriculate are those most ill-equipped to offer him a proper remedial program. Thus the student, poorly prepared, unaided and financed, can gain admission to the college with the least resources to help him.

The rationale on which the College Preparatory Center Program undertaking is based is as follows: 1) the special program will make possible a higher college survival rate than a larger number of high school graduates will now continue their education rather than terminate it; 2) it will now be possible to help students see the special program as a necessary first stage in what is to be more than a four year college curriculum; 3) participants will exhibit noticeable social and cultural improvement in addition to academic; 4) both the college teachers and those of local "feeder" high schools will benefit from exposure to methods used in the special program; and 5) the experimental nature of the College Preparatory Center Program will allow the formulation of a model useful in other locations where similar conditions prevail.

The first students were enrolled in the College Preparatory Center Program in February, 1966. All the recruitment resources available at the college in a given locality were utilized in attempting to select students for the Program. Conferences with local high school guidance counselors and principals were perhaps the primary method. To date, approximately 500 students have been involved in the program.

The College Preparatory Center Program is conducted in terms of eight weeks each. Two sessions coincide roughly with each college semester, while the fifth session is equivalent to summer school. Students are usually advised to enroll for as many of the eight week

sessions as the College Preparatory Center Program faculty deems proper. Relations have been established with area trade schools and technical centers for those few students whose aptitudes or inclinations are such as to make attendance there advisable. It is recognized by the entire College Preparatory Center Program staff that extremely intensive advising and counseling are necessary for the Program to be successful.

One of the first things a new College Preparatory Center Program student does is to undergo an extensive and carefully formulated program of testing. The last thing before departure is another series of examinations. A comprehensive file is kept on each student. Much of the information is revealing indeed. At Voorhees, 92% of the College Preparatory Center Program Students reported a total family income less than \$3,000 per year. The program students at Friendship, all local high school graduates, show a median score on roughly the seventh grade level in general reading ability.

In selecting faculty and staff for the College Preparatory Center Program careful consideration has been given to those who have had

special training and experience in teaching the disadvantaged. A number of Peace Corps veterans have proven quite capable. A series of workshops for the program faculty have been planned in addition to the one already conducted. Ample finances for special equipment, materials and books have been provided.

The instructional methods used by the faculty are original and varied and sometimes even completely unconventional. The traditional compartmentalization into specific disciplines is scarcely recognizable. The standard division of the academic day into 50-minute time blocs has been discarded. Cooperative, or interdisciplinary, teaching is the rule, not the exception. In the College Preparatory Center Program "curriculum" means the entire scope of a student's experiences under the auspices of the program. An integral part of this "curriculum" may be a trip to a ballet in Charleston for the Mather students or a conversation with a man of another race who is from another state and has worked in still another country.

The preliminary indications of results from the early efforts of the College Preparatory Center Program are quite favorable. A testing program to be completed shortly will reveal a great deal. Two College Preparatory Center Program students, who were judged to be not admissible to Voorhees College originally, have recently won two of the 18 academic scholarships to be awarded by the college for September, 1966. While results can scarcely be expected to be so uniformly dramatic, early progress toward achieving the objectives of the program appears to be commendable.

PROJECTS NEARING COMPLETION

Reading Institute Program

Reading Institute Program conducted in cooperation with Atlanta University was started in 1964. This program was financed by a \$125,000 grant from the Ford Foundation. Lynette Saine Gaines, Director of the Reading Center at Atlanta University, served as Director of the Reading Institute Program. Objectives of this Reading Institute Program were:

To provide teachers with learning situations wherein they may study the reading process, analyze effective methods of dealing with pupils within the purview of their school situations, and examine and use materials and equipment suited to these purposes.

To aid teachers in sharing these understandings and skills with the larger school situations.

To encourage the teachers' creativity in approaches to the peculiar problems of their respective situations.

To share with other teachers and schools the techniques and materials developed.

The Reading Institute Program consisted of two parts. Part I was concerned with improving the teaching performance of 52 elementary and secondary teachers from eleven schools in the Southern Association region and consisted of two phases—A SUMMER STUDY phase, and a FOLLOW-UP, ON-THE-JOB TRAINING phase.

The two phases were operated as follows:

SUMMER-STUDY—In an eight-week reading institute at Atlanta University in the summer of 1964, 52 teachers were given intensive training in theory and practical applications related to the general area of developmental reading and a thorough canvass of the many difficulties which elementary and secondary school pupils face in the process of reading.

ON-THE-JOB-TRAINING — During the academic year of 1964-65, the teachers engaged in a follow-up ON-THE-JOB TRAINING program in the institutions in which they were

employed. The following conditions had to be met for participation in the ON-THE-JOB TRAINING phase of the program:

1. The teachers would have the approval of their administrative officials to execute the plans which they outlined in the SUMMER STUDY phase of the program.
2. The teachers would present to the total faculty of their respective schools plans and materials for all-school participation in the improvement of reading.
3. Initial testing of reading levels of pupils and follow-up testing of status would be conducted.
4. Weekly reports would be sent in to the director of the program in Atlanta, Georgia.

Visitations were made by the director of the program to the teachers in their respective schools. The teacher participants in the ON-THE-JOB TRAINING phase of the program returned to Atlanta University twice during the 1964-65 school year for special conferences where common problems were discussed and current emphases and new trends were explored.

Part II was concerned with improving the teaching performance of ten teachers of English and reading in the Rogers High School, Canton, Mississippi—one of the schools in the Project Opportunity program of the Southern Association's Education Improvement Project. The objectives of the program were as follows:

1. To plan with a group of teachers in a kind of setting that will increase their consciousness of certain basic principles in the effective teaching of reading, and to emphasize certain methods and procedures that may be effective with children who may face certain disadvantages and limitations in reading.
2. To apply these learnings and insights in actual classroom situations in Rogers High

School, Canton, Mississippi, where pupils may receive training according to their needs, interests and abilities.

3. To provide on-the-job guidance so that the summer's work may be as effective as possible, and ultimately the participating teachers may share with others who have a desire to improve the teaching of reading.
4. To appraise through certain types of evaluative criteria the benefits of such experiences to participating pupils and teachers.

Mrs. Sarah Barnes, an elementary school teacher in Jackson, Tennessee, directed this program under the supervision of Dr. Lynette Saine Gaines. This part of the Reading Institute Program also had two phases—A SUMMER READING INSTITUTE phase and a follow-up LABORATORY phase. The two phases operated as follows:

THE SUMMER READING INSTITUTE—In a three-week reading institute at Atlanta University in the summer of 1966, 10 teachers of English and reading were given an intensive training program in basic principles, concepts, etc. in the effective teaching of reading in general, and in methods and procedures that may be effective with children who face certain disadvantages and limitations in reading.

THE FOLLOW-UP LABORATORY—Immediately following the three-week institute at Atlanta University, the 10 participating teachers returned to Canton, Mississippi, and participated in a five week "laboratory" teaching period under the direction of the coordinator of the reading institute held at Atlanta University. These 10 teachers taught 150 pupils in actual classroom situations for a five week period. It was felt that this immediate laboratory reinforcement to theoretical reading concepts discussed by these teachers in the Atlanta institute provided a fertile "improvement of reading" climate for the pupils concerned.

Paperback Book Program

Students from 97 predominantly Negro colleges in 19 states and the District of Columbia are the recipients of over 150,000 volumes of paperback books distributed by Education Improvement Project under the grant from the Fund for Advancement of Education.

The \$158,000 grant was made as an experiment to encourage the reading and ownership of books for pleasure by students in the predominantly Negro colleges, and was part of a larger attempt by the Fund to encourage reading by disadvantaged children and adults. It is included among the \$486,500 worth of grants for similar book projects from The Fund for the Advancement of Education. Grants of \$10,500 to the Nashville Education Improvement Project and \$12,000 to Project Opportunity.

Eighty-two of the colleges were in the Southern Association area. The other fifteen institutions were located in the District of Columbia, Arkansas, Delaware, Maryland, Missouri, Ohio, Oklahoma, Pennsylvania, and West Virginia. Both public and private, junior and senior colleges and universities were included. The staff of Education Improvement Project administered the program.

A committee of faculty members, librarians and student leaders from the participating institutions prepared an advisory list of some 1,800 titles from which each college—through a similarly constituted committee—made its own selections.

The list ranges widely over poetry, drama, fiction, art, music, religion, philosophy, history, biography, and includes over a hundred books by Negro authors. Individual college allotments provided approximately one book per student.

The collections are being made readily accessible to the students, either in a special corner of the library, in the dormitories, or in the student center but will not be catalogued and distributed as regular library books.

The books are being loaned on the honor system with the understanding that a student should return a borrowed book before he can take another. On many campuses, the student government is responsible for operating the experiment with the help of faculty advisors or the college librarian.

The 2,600 children participating in the Nashville Education Improvement Project were provided with books of their own choice. Reading nooks for parents, including paperback books and popular magazines, were established in each of the eight NEIP schools under that section of the grant.

The Project Opportunity grant was used to establish libraries of pleasurable books in each of the twelve schools participating in the Project.





PROJECTS IN THE PROCESS OF DEVELOPMENT

Rural Education Improvement Program

er helping launch the five urban centers, Education Improvement Project staff ned its attention to cultural disadvantage it affects rural children. The Danforth undation responded with a planning grant \$7,500 and followed that with another nt of \$195,300 to cover the administrative enses of rural Education Improvement ject centers.

etings were held with representatives of e departments of education in most of eleven states in the Southern Associ- n area. They, in turn, helped select school ems in their respective states to partic- e in the project. Presently, school systems each of the eleven states except Alabama Virginia are planning to participate in the ject.

oposals have been prepared for projects he Wheeler County (Georgia) schools, ahitchka schools in Gulf County (Florida), he Overton County Schools (Tennessee). or funding agencies now have the pro- als under consideration.

e Noyes Foundation has made a grant of 60,000 to finance five years of in-service ining for the teachers in each of the sys- ns mentioned above. Other funding is jected this fall.

te departments of education are cooperat- Administrative responsibility for the jects is being assumed by the Education rovement Project staff in Atlanta.

The staff has also been in communication with the state departments of education in Kentucky, North Carolina, South Carolina, Mississippi, Louisiana, and Texas. In most of these states possible project areas have been recommended by state department officials. It is expected that the areas will be chosen in the near future and the projects will be planned by representatives of the local school system, the cooperating colleges and universities, the state department of education, and the Education Improvement Project staff.



Tool Technology Program

Experimentation with the idea of injecting the study and use of tools as an integral part of the school curriculum, beginning as early as the first grade, is under development by the Education Improvement Project staff. The staff is now in the process of obtaining financing for the development of a major proposal for developing such a program as a result of the endorsement of the idea by a group which met in the Southern Association offices in the summer to discuss the proposal.

The theory, which originated with Donald C. Agnew, Director of Education Improvement Project, grew out of a search for solutions that would get at the heart of the drop-out problem and the drop-out's lack of interest in the predominantly verbally-oriented curriculum in the current school program. It is believed that a number of benefits would accrue; primary among them would be:

1. The non-verbal child would be motivated to remain in school through regular exposure to the handling of tools and being taught about their uses.
2. The program would create a success area other than in verbal skills and thereby give the non-verbally oriented child another chance for status.
3. The handling of tools and learning about their uses would assist the non-verbal child in learning to verbalize.
4. The history and place of tools in the social process, now almost totally neglected, would be placed in their proper perspective.

The group urged the Association to proceed immediately to obtain financing for the development of a major proposal. Under a planning grant, further development and refinement of the tool theory through the use of consultants will be continued. Major efforts will also go into the development of the historical and anthropological basis and information as well as into the production of some tool program materials.

Target date for the introduction of the tool theory into schools on a pilot basis is September 1967.

LOCATION OF EIP CENTERS

- ☆ URBAN CENTER
- ★ PROJECT OPPORTUNITY CENTER
- CPCP CENTER
- PROPOSED RURAL EIP CENTER
- + READING CLINIC INSTITUTE
- * PAPERBACK BOOK PROGRAM

