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TITLE Title II Task Force Issues Reading and Media Selection Aid; ESEA Title II and the Right to Read Notable Reading Projects.

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ABSTRACT

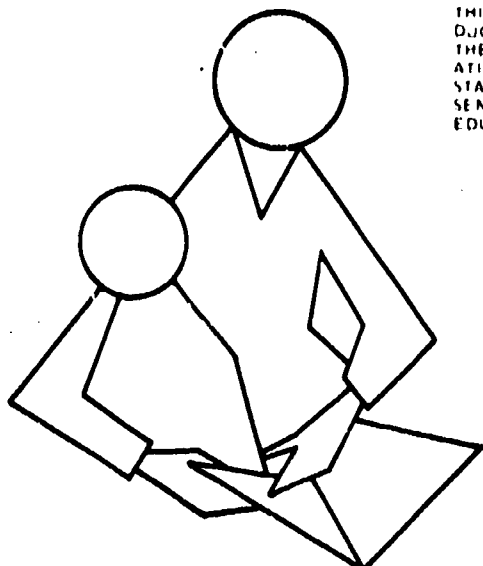
The 21 reading projects described in this report range from a bilingual reading project for second-grade students to a secondary school reading project in career education. Objectives of some of the other projects described include. to motivate pupils to read for pleasure, to develop skill in reading and learn the use of reference materials in the social studies, to involve parents in stimulating their children to develop desirable attitudes toward reading and learning, to increase the ability to read effectively in the content areas, to create a total program of individualization in reading and the language arts, and to develop positive self-concepts so that students are motivated to learn and are able to achieve success in reading. The title, the objectives, a brief description, the number of pupils served, the amount of funding, an evaluation, and the name and address of the director are provided for each project. (T0)

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ESEA TITLE II and **The Right To Read**

NOTABLE READING PROJECTS
JANUARY 1972

TITLE II TASK FORCE ISSUES READING AND MEDIA SELECTION AID

Aids to Media Selection for Students and Teachers, recently published by the U.S. Office of Education, is a list of 282 selected bibliographies and periodicals useful for selecting books, audiovisual materials, and multiethnic materials suitable for the use of pupils and teachers in elementary and secondary schools. Prepared by members of the Title II Task Force and the chief of OE's Educational Materials Center, the purpose of the list is to suggest answers to current questions pertaining to media selection, such as:

- What books are best to introduce preschool children to reading?
- What instructional materials are available that develop basic concepts important in understanding a multiethnic society, e.g., the motivations, traditions, social, and economic conditions of minority groups?
- Are there materials to interest potential secondary school dropouts reading at a level far below normal?
- What media are available for gifted pupils in both elementary and secondary schools in such subject fields as science, literature, philosophy, mathematics, and sociology?

The bibliography can be useful in identifying reading materials on current issues such as environmental/

ecological education and drug abuse. It can also be useful in the selection of materials for disadvantaged pupils.

Single copies of *Aids to Media Selection for Students and Teachers* (OE-34045) are available free from the Division of State Agency Cooperation, U.S. Office of Education, Washington, D.C. 20202, as long as the supply lasts. The publication is for sale from Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, at 75 cents a copy.

This bibliography can be very helpful in implementing reading projects similar to those described in this bulletin, which range from a bilingual reading project for 26 second grade pupils to a secondary school reading project in career education. This is the sixth in a series of reports which describe reading projects funded under title II of the Elementary and Secondary Education Act. Information about the 21 projects summarized in this issue was supplied by ESEA title II coordinators and reading and media consultants in State departments of education in Connecticut, Florida, Georgia, Illinois, Kansas, Maryland, Oklahoma, Rhode Island, and Wisconsin. Reports on other reading projects funded under title II may be submitted to Dr. Milbrey L. Jones, Division of State Agency Cooperation, U.S. Office of Education, Washington, D.C. 20202.

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INSTANT PRECIS—READING PROJECT

Title: READING AT THE SECONDARY LEVEL, RIVERVIEW JUNIOR HIGH SCHOOL, CAROLINE COUNTY, DENTON, MD.

Objective: To motivate pupils to read for pleasure

Project: Teachers in this school have seen a special need to encourage students to develop a wider and richer reading experience in the content fields, such as social studies, science, mathematics, and literature. The schoolwide approach to meeting this need is to provide a daily free reading experience when pupils can read materials of their own choosing. Large collections of paperback books supplement more traditional library materials. Pupils are reading science fiction, biography, true accounts of adventure, and material on current topics of interest to them such as ecology, popular music, sports, moon exploration, and politics. Audiovisual materials are available to provide motivation and encouragement to pupils lacking interest and reading skill.

Number of pupils served: 750 public junior high school pupils

Amount and type of title II grant: Special-purpose grant, \$3,000

Other Federal program assistance: NDEA title III matching funds for equipment

Evaluation: Continuous subjective evaluation by students and teachers; quantity and quality of reading accomplishments

Further information: Mr. John J. Smith, Principal and Mrs. Pauline Thorton, Librarian, Riverview High School, Caroline County, Denton, Md. 21629 (telephone 301-479-9891)

Title: BILINGUAL READING PROJECT, WALTERSVILLE ELEMENTARY SCHOOL, BRIDGEPORT, CONN.

Objective: To improve reading ability and stimulate cultural pride of Spanish-surnamed pupils

Project: A second grade teacher has developed a reading project for Spanish-surnamed pupils experiencing difficulty in speaking and reading standard English. An attractive learning environment features displays and exhibits, posters, and interesting arrangements of appealing books, filmstrips, recordings, pictures, and magazines. Children have the opportunity to read to each other and record stories on tapes. Special attention is given to studies of Puerto Rican, Spanish, and Latin American culture. Programs given in both Spanish and English for other students and parents feature such creative activities as poetry, drama, songs, and dances.

Number of pupils served: 26 public elementary school pupils

Amount and type of title II grant:

Special-purpose grant, \$2,000

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Evaluation:

Teacher and parent observation of vocabulary gains, adjustment to school and community, and improved attitude toward reading

Further information:

Mrs. Naoma Lane, Waltersville Elementary School, 95 Gilmore St., Bridgeport, Conn. 06608

Title:

INDEPENDENT LIBRARY PROJECT IN SOCIAL STUDIES, CLINTON COMMUNITY UNIT NO. 15, CLINTON, ILL.

Objectives:

To develop skill in reading and learn use of reference materials in the social studies

Project:

Social studies teachers are placing consistent emphasis on reading for information and knowledge. Students are guided in identifying diverse patterns of subject content and in developing the reading competencies necessary for adjustment to them. Competencies include word recognition and comprehension skills; reading rate and adjustment techniques; and organization, including categorizing, outlining, summarizing, and use of charts, graphs, and maps. Units of study include special attention to the selection of reading materials which are most helpful in teaching these skills. Following implementation of the reading program in social studies, consideration will be given to extending it into the sciences.

Number of pupils served:

449 public elementary and secondary school pupils

Amount and type of title II grant:

Basic grant, \$344 (books and other printed materials); \$67 (audiovisual materials)

Evaluation:

Brief questionnaire to children and teachers involved; use of data from regularly scheduled achievement tests

Further information:

Mr. William C. McNulty, District Superintendent, Clinton Community Unit No. 15, 205 Ohio Building, Clinton, Ill. 61727

Title:

READING AND LANGUAGE ARTS, HOLLAND HALL LOWER-MIDDLE SCHOOL, TULSA, OKLA.

Objective:

To improve instruction in reading and related language arts

Project:

In this school, the availability of materials combined with the energies of an innovative faculty has produced several interesting projects. As an example, an English teacher and an art teacher cooperated to give seventh graders a concentrated course in English, art, drama, and history through presentation of

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three dramatic productions—a Japanese Noh play, *Everyman*, and scenes from *Midsummer Night's Dream*. Students read numerous books on hair styles, costumes, and Japanese art history and used recordings, filmstrips, and other media for the preparation of *Everyman* and the scenes from Shakespeare. Sixth grade pupils read *Tom Sawyer* and followed up their reading with a trip to the Mark Twain sites in Missouri. Teachers rate the projects as extremely successful and believe that having high-quality materials available contributes to their success in innovative teaching. They note that their pupils appear to enjoy their studies and take pride in academic achievement.

Number of pupils served: 501 private elementary school pupils

Amount from title II for material to be loaned: \$942 (books and audiovisual materials)

Evaluation: Teacher observations of pupil interest; improvement in reading, writing, and speaking; pupil interest in further reading on topics studied.

Further information: Mr. Herbert B. Moore, Headmaster, Holland Hall Lower-Middle School, 2640 South Birmingham Place, Tulsa, Okla. 74114

Title: EXEMPLARY LIBRARY, EMANUEL COUNTY SCHOOLS, SWAINSBORO HIGH SCHOOL, SWAINSBORO, GA.

Objectives: To intensify use of instructional materials in teaching and learning

Project: This project is designed to make reading materials easily accessible and to contribute a more effective reading environment through provision of an exemplary school library. Use of a wide variety of relevant media is encouraged by the library's open door policy and operation on a flexible schedule, including hours before and after school, and one evening each week. The library itself encourages reading with its displays and exhibits, posters, special interest bibliographies, browsing and informal areas, and the presence of pupils and teachers engaged in reading. Teachers and library staff work together in building bibliographies to facilitate classroom study of particular problems. Good planning with teachers insures all pupils many opportunities to use library materials and resources.

Number of pupils served: 1,007 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, \$11,000 (books and other printed materials); \$14,000 (audiovisual materials)

Other Federal program assistance: NDEA title III matching funds for equipment

Evaluation: Student check list; and teacher and librarian critiques

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Further information: Mr. H. Clyde Pool, Superintendent, Emanuel County Schools, Swainsboro, Ga. 30401

Title: INDIVIDUALLY GUIDED EDUCATION, LOCUST LANE SCHOOL, EAU CLAIRE, WIS.

Objectives: To (1) create a total program of individualization in reading and the language arts; (2) motivate interest in reading; and (3) introduce into the school program the flexibility needed to respond to individual pupil needs

Project: Individual and small group learning stations and library materials and services are employed as prime factors in enriching the reading program in this school. Free access to equipment for listening and viewing permits pupils to become more competent and effective as they exercise their freedom of choice in using available learning materials. Library materials and learning devices are also made available for home use. Current interest and enthusiasms are studied as useful clues to pupil interest and potential development. Continual effort is made to introduce new materials so that pupils will become familiar with the materials at their disposal.

Number of pupils served: 395 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, \$12,000

Evaluation: Achievement tests; records of use of materials; teacher observation of student interest and motivation

Further information: Mr. Roger DeRusha, Principal, and Mr. Warren Randall, Project Director, Locust Lane School, 3245 Locust Lane, Eau Claire, Wis. 54701 (telephone 715-832-6028)

Title: READING IN THE CONTENT FIELDS, FLORENCE E. BLACKHAM ELEMENTARY SCHOOL, BRIDGEPORT, CONN.

Objectives: To (1) increase ability to read effectively in content areas; (2) develop desirable attitudes toward reading; and (3) encourage pupils to read a wider variety of materials

Project: The reading consultant and two teachers in this school have planned a combined reading, social studies, science program for sixth graders which features a daily opportunity to read uninterruptedly from a choice of books they can enjoy. The theme of this project is man's survival in the modern city and individual survival. Multimedia materials are to develop reading skills, implement in-depth study of the chosen topic, and to present reading as an enjoyable experience and effective means of learning. Small groups will be formed for

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discussions, for development of projects based on reading, and for instruction in reading and study skills.

Number of pupils served: 50 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, \$1,986

Evaluation: Reading attitude inventories and achievement in content subject areas

Further information: Mrs. Patricia Teague, Florence E. Blackham Elementary School, 425 Thorne Street, Bridgeport, Conn. 06606

Title: USING LIBRARY MATERIALS TO IMPROVE SOCIAL STUDIES READING SKILLS, WELLSVILLE HIGH SCHOOL, WELLSVILLE, KANS.

Objectives: To (1) improve reading comprehension and speed, vocabulary, and word analysis skills; (2) improve vocabulary in the area of social studies; and (3) develop the ability to use maps and charts to derive information.

Project: Seventeen seventh grade pupils identified as problem readers are being taught social studies and reading with procedures calling for intensive use of print and audiovisual media. Special attention is given to skills needed for reading for information and knowledge. These include learning to identify and understand the meaning of words, selecting and organizing information, interpreting information, and use of information. To develop these skills, pupils will be taught the use of library reference materials; techniques of selecting significant ideas; skimming, outlining, and note-taking; skill in judging the authoritative-ness of sources and evaluation of information; how to generalize and draw conclusions; and how to relate facts to other situations. Extensive use is made of the materials selected especially for this project.

Number of pupils served: 17 public school pupils

Amount and type of title II grant: Special-purpose grant, \$3,000; basic grant, \$588

Other Federal program assistance: ESEA title I funds, \$12,826; and NDEA title III matching funds for personnel, materials, and equipment

Evaluation: Pretesting and posttesting of reading and study skills and comparison with control group; student and teacher "opinionnaire"; judgment of Kansas University consultants

Further information: Mrs. Lois Adriaance, Librarian, Wellsville High School, Wellsville, Kans. 66092

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Title: 'PARENT INVOLVEMENT IN READING, UNCASVILLE ELEMENTARY SCHOOL, MONTVILLE, CONN.

Objectives: To motivate interest in reading and involve parents in stimulating their children to develop desirable attitudes toward reading and learning

Project: Beyond the immediate aim of promoting the reading skill of fourth grade pupils to the highest potential for each child, an additional aim of this project is to communicate to parents the meaning and the objectives of the reading program. Parents attend an open house during which they have the opportunity to examine new instructional materials. Teachers and librarians offer advice to interested parents about books for their children's personal libraries. Informal discussions and planned programs are used to encourage families to institute sessions of reading aloud, sharing and discussing reading experiences. Children will also participate in such creative aspects of the reading program as art and dramatic activities. Books for their home libraries are awarded to pupils who complete the reading activities related to the program.

Number of pupils served: 57 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, \$2,000

Evaluation: Observation of parent interest; reading records of students

Further information: Miss Jean S. Hill, Uncasville Elementary School, Montville, Conn. 06382

Title: SPECIAL MATERIALS PROJECT, MCDONALD STREET ELEMENTARY SCHOOL, WAYCROSS CITY SCHOOLS, WAYCROSS, GA.

Objective: To improve the educational opportunities of culturally disadvantaged youth through an innovative reading program

Project: Plans to broaden reading instruction in this school are focused on the provision of library resources to support and enrich the reading experiences offered by basal texts. In a school where 80 percent of the pupils are educationally and culturally disadvantaged, many low-vocabulary high-interest materials and audiovisual materials are used to meet individual pupil needs. Reading activities are also planned for small and large-group instruction. Efforts are made to use pupil interests or purposes to extend their intellectual experiences. Study skills are taught within the context of subject matter at the time when pupils need the skills.

Number of pupils served: 630 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, \$5,000 (books and other printed materials); \$7,000 (audiovisual materials)

Other Federal program assistance: NDEA title III matching funds for audiovisual equipment

Evaluation: Records kept of use of materials; observations of teachers and media specialists

Further information: Dr. S. C. Adamson, Superintendent, Waycross City Schools, 1007 Mary St., Waycross, Ga. 31501

Title: THAT ALL MAY READ, HOWARD COUNTY BOARD OF EDUCATION, CLARKSVILLE, MD.

Objectives: To improve reading and other communication skills and increase use of media in instructional programs

Project: Since reading is involved to a major degree in all of the learning activities and experiences offered to children, teachers in four elementary schools in this district have chosen to concentrate on exploiting to the fullest, varied techniques of encouraging children to read. Many opportunities are provided for pupils to work with books and other media. They share in selecting books, make illustrations, give book talks, participate in dramatics, make book lists, and use media to motivate many other learning activities and experiences. To gain facility in locating and using information, pupils have the opportunity to master such skills as using library reference books and other printed materials as sources of information and knowledge.

Number of pupils served: 658 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, \$5,000

Other Federal program assistance: Coordinated with ESEA title I reading program

Evaluation: Reading achievement tests; observation of teachers

Further information: Mrs. Dorothy J. Quinlan, Supervisor of Media Services, Howard County Board of Education, Clarksville, Md. 21029

Title: UNDERSTANDING HUMAN RELATIONS, SEMINOLE COUNTY SCHOOLS, SANFORD, FLA.

Objectives: To provide instructional materials and utilize teaching methods that will result in changed attitudes and behaviors toward persons of other cultural and ethnic groups

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Project: Instructional materials in all school media centers in Seminole County have been increased to include media covering a broad range of cultural interests. Current events, black studies, and the fine arts have been stressed. Games, activities, storytelling, group discussion, and other devices are used to introduce books and promote interest in reading. Teachers plan the use of books, reading, and discussion as a focus for teaching understanding and values, for helping children and youth to understand their own behavior and the behavior of others.

Number of pupils served: 22,000 public elementary and secondary school pupils

Amount and type of title II grant: Basic grant, \$8,885 (books and other printed materials); \$7,710 (audiovisual materials)

Evaluation: Records of use of media center services and materials; teacher observations; and student self-evaluation

Further information: Mr. Fred Taylor, Coordinator of Federal Programs, and Mrs. Ruth E. Long, Coordinator of Title II Programs, Seminole County Schools, 202 East Commercial Avenue, Sanford, Fla. 32771; (telephone 305-322-1252)

Title: INSTRUCTIONAL MATERIALS CENTER READING PROGRAM, ST. PATRICK'S SCHOOL, MADISON, WIS.

Objectives: To develop positive self-concepts so that pupils are motivated to learn and are able to achieve success in reading

Project: Individualization in reading for grades 4-8 in this school is accomplished through a prescriptive guide sheet system where work in various reading skills is prescribed following diagnostic work. Teachers are aided in diagnosis and prescribing by a learning disability specialist. The reading and audiovisual materials available have been carefully selected to give children many opportunities to practice the requisite skills and achieve success in reading. These skills will be applied to materials of increased difficulty so that students will acquire the vocabulary and learn to utilize reading abilities for recreational purposes, as well as study in the content field.

Number of pupils served: 288 private elementary school pupils

Amount from title II for material to be loaned: \$4,000

Evaluation: Pretesting and posttesting using a standardized battery; diagnostic testing; evaluation of pupils, teachers, parents, and project staff

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Further information: Sister Maureen Gallagher, Principal, St. Patrick's School, 630 East Washington Avenue, Madison, Wis. 53703 (telephone 608-255-3804)

Title: READING PROJECT ON CAREER EDUCATION, DANBURY HIGH SCHOOL, DANBURY, CONN.

Objectives: To improve reading achievement and increase awareness of vocational opportunities

Project: The school librarian, two guidance specialists, the head of the vocational education program, and teachers of vocational subjects have planned a program to give 26 secondary school pupils a better understanding of their educational and career opportunities. Home economics, business, industrial arts, and vocational occupations teachers will introduce students to specific fields of interest and extend pupil knowledge of vocations through the planned integration of library resources with teaching programs. Faculty members will recommend individual reading, suited to ability and interest, and pupils will learn how to investigate the requirements of a vocation. A particular effort will be made to prepare students to understand the changing vocational scene and to expect a number of vocational changes within their lifetime.

Number of pupils served: 26 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, \$2,000

Evaluation: Case studies developed by school counselors; pretesting and posttesting of students' interest and attitudes; records of use of library materials

Further information: Miss Rose Conway and Miss Dora Dion, Clapboard Ridge Road, Danbury, Conn. 06810

Title: PROJECT SELF-FULFILLMENT: READING FOR GIFTED PUPILS, HENRY BARNARD LABORATORY SCHOOL, RHODE ISLAND COLLEGE, PROVIDENCE, R.I.

Objective: To raise the level of reading achievement of gifted pupils

Project: The basic concept of this project is to provide self-motivating reading and learning experiences for gifted pupils in order to develop their creative and intellectual potential more fully. Pupils plan their own schedules to include some participation in regular classes but also initiate independent work on a project of their own design. They receive continuous help and guidance in developing their ability to select and organize information in a logical fashion and apply it to various situations. Basic skills will be extended and

competencies developed to the point where pupils are able to use reference materials skillfully, judge the validity and adequacy of information, and show evidence of ability to think critically about the ideas expressed.

Number of pupils served: 30 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, \$1,500 (additional portion from the \$22,740 allotted to Providence school district)

Evaluation: Standardized achievement tests and interest inventory for elementary school pupils compared with control group; reactions of parents, pupils, teachers, and project director

Further information: Mrs. Madeline Nixion, Media Specialist, Henry Barnard Laboratory School, Rhode Island College, Mount Pleasant Avenue, Providence, R.I. 02908

Title: SOLVING READING PROBLEMS BY BOMBARDING PUPILS WITH RELEVANT MEDIA, BALDWIN HIGH SCHOOL, BALDWIN CITY, KANS.

Objectives: To motivate interest in reading and increase use of media in language arts and social studies classes

Project: A preliminary survey in this school indicated that over 80 percent of the pupils polled felt the need for more materials and for special instruction to improve their reading. As a consequence of this survey, students, teachers, and media staff have planned a schoolwide approach to reading improvement in all classes and an additional project for a small group of students who need more intensive assistance. Subject matter teachers give attention to reading skills, allow time for use of the wide variety of print and audiovisual material available in the content areas, and give individual help as needed. Special materials have been acquired for the use of those secondary school pupils who read at a level well below normal. The pupil survey indicates high motivation for achieving success in this project.

Number of pupils served: 415 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, \$3,000; basic grant, \$650

Evaluation: Pretesting and posttesting; student "opinionnaire"; cross validation with another similar project

Further information: Mrs. Helen Hinson, Librarian, Baldwin City Unified School District No. 348, Baldwin City, Kans. 66006

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Title: READING ON CURRENT SOCIAL ISSUES, BRISTOL EASTERN HIGH SCHOOL, BRISTOL, CONN.

Objectives: To improve reading achievement and increase interest in reading

Project: The school reading specialist, school librarian, two social studies teachers, and two English teachers have planned a course on current social problems for ninth grade pupils. Simulation games are used where pupils deal with such problems as the environment, economic systems, the ghetto, and career choices. Library materials on these topics are available to provide students with insights into the analysis of these social issues. Attention is given to reading material in which different viewpoints are expressed and facts are mixed with opinion in order to improve ability to comprehend what is read and to select and evaluate information. English and social studies classes are scheduled consecutively to enable pupils to examine topics from a literary and social perspective.

Number of pupils served: 100 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, \$2,000

Evaluation: Reading achievement tests; reading interest inventories; and reading records

Further information: Miss Marie Donovan and Mr. Charles Boes, Bristol Eastern High School, 632 King Street, Bristol, Conn. 06010

Title: PROJECT PAPERBACK, SHAWNEE UNION #84, WOLF LAKE HIGH SCHOOL, WOLF LAKE, ILL.

Objective: To encourage reading through the provision of more relevant reading material

Project: A paperback book collection featuring special interests of pupils has been placed in each elementary classroom in this school district as a means of encouraging reluctant readers and nonreaders to read. Joke and riddle books, suspense and science fiction, books about automobiles and racing, and motorcycle magazines are some of the items having greatest appeal. Pupils are given the opportunity to select books of their own choice for the school collections. Teachers create opportunities to talk casually and informally about books with students in order to discover their interests and concerns. They are then able to suggest appropriate books based on the needs and interests of individuals and their general stage of development.

Number of pupils served: 818 public secondary school pupils

Amount and type of title II grant: Basic grant, \$526 (books and other printed materials); \$374 (audio visual materials)

Evaluation: Observations of teachers

Further information: Mr. Donald R. Coleman, Superintendent, and Mrs. Willadene Brown, Library Supervisor, Shawnee Unit District #84, Union County, Wolf Lake High School, Wolf Lake, Ill. 62998; (telephone 618-883-5709)

Title: USING AUDIOVISUAL MATERIALS TO STIMULATE READING, WASHINGTON MIDDLE SCHOOL, MERIDEN, CONN.

Objectives: To (1) develop more positive attitudes toward reading; (2) increase amount of reading; and (3) study two methods of teaching to determine their effectiveness in reading instruction

Project: The school reading specialist and a sixth grade teacher are cooperating to plan an audiovisual approach to reading that will motivate pupils who are not interested in reading. The first phase will involve intensive use of films, filmstrips, film loops, recordings, and tapes, all correlated with books. Small group instructional methods will be employed for 15 students, with the remaining 15 receiving individual instruction in the school reading clinic. Phase two will move students toward the use of reading materials as an outgrowth of their experience with audiovisual media.

Number of pupils served: 30 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, \$2,000

Evaluation: Individual reading records; reading attitude scales

Further information: Mrs. Janet Giuliano and Miss Nancy Jones, Washington Middle School, 35 Pleasant St., Meriden, Conn. 06450

Title: INDIVIDUALIZED AND DEVELOPMENTAL READING PROGRAM, SHERMAN JUNIOR HIGH SCHOOL, MADISON, WIS.

Objectives: To (1) make positive changes in pupil attitudes toward reading; (2) assist project staff in identification of specific reading skills pupils need and materials most useful in acquisition of skills; and (3) develop alternative reading activities and materials for varied learning styles.

Project: This project provides for the development of reading skills at varied learning levels, depending upon particular needs of pupils. The approach is based primarily on reinforcement of positive behavior and successful performance. Opportunity is provided for each student to choose materials that he can read and enjoy according to his own pace and direction. Varied reading and learning activities allow for development of comprehension skills. Attention is given to specialized skills needed in the content fields, as well as those common to all reading. These include attention to understanding the purposes or outcomes of reading, adjusting method and rate to the nature of the material, and use of library reference sources.

Number of pupils served: 460 public junior high school pupils

Amount and type of title II grant: Special-purpose grant, \$14,000

Evaluation: Informal reading inventory; reading achievement tests; opinions of advisory committee which includes pupils, parents, teachers, and media personnel

Further information: Mr. Roger Cerutti, Principal, Sherman Junior High School, 1601 N. Sherman St., Madison, Wis. 53704 (telephone 608-249-6641)

Title: REMEDIAL READING, MABELLE B. AVERY ELEMENTARY SCHOOL, SOMERS, CONN.

Objectives: To improve attitudes toward reading and learning and improve reading and study skills

Project: A reading specialist has planned an individualized reading program for fourth- and fifth-grade pupils who read below grade level. Children's reading experiences are channeled into a wide variety of related creative activities. One activity used includes formation of a travel bureau to plan such tours as "A Theatre Tour of Japan," using poetry, music, fairy tales, legends, fiction, and factual material as a basis for plans. The activities carry reading into major areas of the elementary school curriculum, move children toward mastery of the reading process, and hopefully toward the creation of permanent interest and participation in reading.

Number of pupils served: 30 elementary school pupils

Amount and type of title II grant: Special-purpose grant, \$1,944

Evaluation: Pretesting and posttesting in study skills; teacher-pupil conferences

Further information: Mr. Raymond Sargent, Principal, Mabelle B. Avery Elementary School, Ninth District Road, Somers, Conn. 06071