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ABSTRACT

The Atlanta Public Schools operated a pilot project under the Emergency School Aid Act (ESAA) from July 1, 1973 through June 30, 1974. The pilot project was subdivided into two parts. Part One, the Camp Learning Center Project, proposed the establishment of interdisciplinary educational, interracial, and cultural experiences in a camp setting for 1100 sixth grade pupils. Each child was enrolled in the program for a period of 13 weeks. During the first six weeks the children and their teacher planned the activities they would conduct at camp. The students prepared for this experience by studying a variety of subjects that would help them accomplish their goals. The children spent the seventh week at the Camp Learning Center, from Monday morning to Friday afternoon. While at camp, the children participated in group study, individual tutoring, and recreational and social activities. Following the camp week, the students continued their studies in their chosen areas and evaluated their camp experience for the final six weeks of the program. The major purpose of Part Two, the Bicultural project, was to reduce isolation and educational problems related to non-English speaking pupils and pupils with first language interferences. Thus the project proposed to extend services which would meet the needs of immigrant pupils and aid them in making proper adjustment in their learning situations. (Author/JM)

RESEARCH AND DEVELOPMENT REPORT

VOL. VII, NO. 7 DECEMBER, 1974

EMERGENCY SCHOOL AID ACT

PILOT PROJECT

Final Report

1973-74

Atlanta Public Schools

Atlanta, Georgia

RESEARCH AND EVALUATION REPORT

VOL. VIII, NO. 7 December, 1974

EMERGENCY SCHOOL AID ACT
PILOT PROJECT
1973-74

A Final Report
Submitted to the
Regional Office of Education
Department of Health, Education, and Welfare

Prepared by

Part I
Jill A. Slavin
Research Assistant

Part II
Myrtice M. Taylor
Research Associate

Patrick Henning, Statistician

Dr. Jarvis Barnes
Assistant Superintendent
for Research and Evaluation

Dr. Alonzo A. Crim
Superintendent

Atlanta Public Schools
210 Pryor Street, S. W.
Atlanta, Georgia 30303

Word Processing Staff: Josephine Cabe
Bert Landers
Ginger Lippitt

PART I

THE ESAA CAMP LEARNING CENTER

Staff

Project Coordinator -- J. P. Sherwood
Lead Teacher -- Worth Christler
Research Assistant -- Jill Slavin
Statistician -- Comer Gaskin
Camp Nurse -- Vivian Foley

Consultants

Jack Short -- State Department
Dr. Syd Smith -- Georgia State
Lonnie Love -- DeKalb County
Anne Bronner -- Atlanta Public Schools
Jeanette Moon -- Atlanta Public Schools
Heywood Thomas -- Atlanta Public Schools
Katherine Hertzka -- Atlanta Public Schools
Dr. Lou Gardner -- Georgia State
Ed Whitsett -- Atlanta Public Schools
Gladys Peck -- Atlanta Public Schools
Alma Simmons -- Atlanta Public Schools
Lynn Hill -- Georgia Conservancy

Health Services

Dr. Otis Smith — Catherine Binns
Dr. William A. Mason — Dr. B. T. Elliott
Dr. James M. Fremont — Dr. Andrew J. Randolph

Advisors to Counselors

Jennie Knueppel -- Downtown Learning Center
Alfred Carmichael -- Turner High School
Gay Griggs -- Academy Theatre
John Wilcox -- Fulton High School
Carriedelle McCray -- Archer High School
Anna Moore -- Sylvan High School
Wayne S. Sack -- North Fulton High School
W. N. Brinkley -- Roosevelt High School

Participating Schools

Schools	Principals	Teachers
Guice	John Welsh	Barbara Diggs Sarah Hall
Forrest	Randall Gay	Gwendolyn Sims Ethel McCoy
Peeples	Annie L. Jackson	Ann Davis Mary Corbitt
O'Keefe	Elton Powers	Carolyn Payne Jacquelyn Carmichael
St. Anthony's	Sister Ann	Sister Geraldine Charles Howell
Tull Waters	Jimmy Taylor	Barbara Jones Joyce Dumus Gwendolyn Miller
Morningside	Glenn Harkins	Florence Smith Otis Johnson
don	Charles Pepe	Shelia Springs Maxine Driver Mary Speights Sandra Collins
Moreland	Judson Sapp	John MacLennan Bonnie Mitchell
Perkerson	Mary T. Jenkins	Betty Bryant
Continental Colony	Kate W. Heaton	Susan Bond Ruby Lucas Brenda Arrington Raymond Ragsdale
Brewer	P. L. McCullough	Alton Kelly
Chattahoochee	William J. Rudolph	Ron Reed

Participating Schools (Cont'd

Schools	Principals	Teachers
West	Frances McKee	Gussie Quarterman Jeanette Copeland
Sutton	Robert Morrison	Marcia Wood Ray Cosma Zenobia Brown
Lakewood Heights	Bruce Blake	Emogene Kelly Lois Lenner
Crawford Long	W. C. Campbell	Eurrie Lindsey Emma Cato Mary Martin Peggy Swain Mike McClure Arthur Culpepper John Martin

High School Counselors

Turner

Derrick Barnard
Harold Beasley
Althea Bolton
Dorothy Coverson
Cheryl Douse
Cassandra Dukes
Reginald Ford
Del Harris
Gregory Hines
Gaynell Irvin
Audrey McGhee
William Potts
Henry Putman
Barbara Respress
Deborah Respress
Rachel Sledge
Vickie Sledge
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Sidney Smith
Debra Turitt
Carla Wilkins
Phillip Williamson
Denise Winfrey

Roosevelt

Deborah Robinson
Violet Tillery
Leondra Harper
Sidney Curry

Archer

Sylvia Harris
Diane Troutman
Angela Nelloms
Melba Meadows
Darlene Daniels
Harriette Gilmore
Terri Calloway
Jean Harrison
Juliette Upshaw
Yasmin Landers
Tonnette Jones
Avery Edwards
Sandra Roberts
Debra Clements
Adae Smith
Phyllis Crawford

Sylvan

Larry Simpson
Anthony Johnson
Patricia Hicks
Sam Burston
Gwendolyn Cousins
Elizabeth Weaver
Nathaniel Rainwater

Downtown Learning Center

Wanda Arnold
Cary Averback
Doug Bailey
Beverly Bass
Juarez Clayton
Gardner Daugherty
Chris Doughty
Laura Ernst
Stuart Gardner
Chris Harlan
Patricia Henritze
Pier Hill
Rebecca Horn

High School Counselors (Cont'd)

Turner

Elise Winfrey
Rickey Wood
Rudell Woodard
Tonya Carlton
Reginald Bolton
Timothy Jackson
Darryl Brown
Gail Adams

Fulton

Jeff Hodgson
Buddy Shelnut
Edward Davis
Mike Martin
Sandy Martin
Iris Rocker
Veronica Williams
Gwendolyn Gibson
Tim Elliott
Charles Moses

Archer

Quaquetta Grooms
Timothy Render
Darryl Taylor
Charles Strickland
Terrell Taylor
Michael Mitchell
Gaye Harris
Paula Flood
Hillery Samples
Tere Lewis

North Fulton

Joan Coats
Phyllis Baisden
Steven Tucker
Judy Brownlee
Aretha Miller
Beverly Bird
Eunice Williams
Susan Cawthorn
Kathy Cushing
Ricky Perdue
Terry Trollinger
Venetia Baron

Downtown Learning Center

David Lewis
Amalia Loupis
Brenda Martin
Kim Martus
Stradia Prothro
Bill Pulling
Sam Ranger
Alice Rybert
Dale Strickland
Teresa Tanner
George Thompson
Dexter Tucker
David Whittier

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INTRODUCTION

The Atlanta Public Schools received a federal grant of $198,424 for the operation of a pilot project under the Emergency School Aid Act (ESAA) from July 1, 1973 through June 30, 1974. The pilot project was subdivided into two parts as follows: Part I, Camp Learning Center, and Part II, Bicultural Program. The grant award included $108,286 for operation of the Camp Learning Center.

It was believed that in integrated schools a lack of understanding of racial and cultural differences and the existence of stereotyped opinion about other ethnic groups hindered the academic learning process. Conversely, it was felt that when human relationships improve, tensions decrease and learning possibilities increase. Further, it was believed that a Camp Learning Center would provide an ideal setting for improving teacher-pupil and pupil-pupil relationships. Accordingly, the Camp Learning Center Project proposed the establishment of interdisciplinary educational, interracial, and cultural experiences in a camp setting for 1,100 sixth grade pupils.

Each child was enrolled in the program for a period of 13 weeks. During the first six weeks the children and their teacher planned the activities they would conduct at camp. The students prepared for this experience by studying a variety of subjects that would help them accomplish their goals. The children spent the seventh week at the Camp Learning Center, leaving for camp on Monday at 8:30 A.M. and returning to their home schools by 3:00 P.M. on Friday. While at camp, the children participated in group study, individual tutoring, and recreational and social activities. Following the camp week, the students continued their studies in their chosen areas and evaluated their camp experience for the final six weeks of the program. It was predicted that, as a result of participation in the program, the students would make gains in the areas of reading, mathematics, science, and social development. In addition, it was felt that this experience would open many new fields of interest for the children to pursue at school and at home.

PROBLEM

The need for federal funds to provide assistance in coping with the problems incident to the further desegreation of the Atlanta Public Schools was especially great during the 1973-74 school year, as it marked the initial implementation of a court ordered compromise plan to settle a long standing court case involving the school system. The major changes under the compromise plan included the following:

1. A plan for desegregating the administration of the school system which required that at least 25 of the 37 top administrative positions be filled with Black persons, including a Black superintendent.

2. A plan for staff desegregation which generally required a racial ratio of teachers within each school that did not vary more than two teachers and ten per cent above or below the system average for teachers in each of the following three categories: elementary school, middle school, or high school.

3. A plan for majority to minority pupil transfers which would further the desegregation of the school system, while placing strong emphasis on expanding the educational value of the program.

4. A pupil assignment plan which was devised to insure that no school would contain less than 30 per cent Black pupils. This goal was accomplished by (a) the redrawing of school zone lines, (b) the closing of schools, and (c) the pairing of schools.

Under the desegregation plan, approximately 4,000 Black pupils and 9,000 White pupils, a total of about 13,000 pupils, were directly affected.

In preparing for the extensive changes to take place as a result of the desegregation plan, a system-wide needs assessment was conducted. Many of the problems and needs identified by the school system indicated areas of concern which presented problems requiring innovative and creative approaches for their solution.

The racial makeup of the Atlanta Public Schools at that time was 78 per cent Black and 22 per cent White. Some of the schools in the system had traditionally housed all Black or all White enrollments. Many students had not come into contact with members of other ethnic groups except in the school setting where they had little or no contact with other races on an informal basis. Lack of contact with other ethnic groups has led to students developing unfounded, sterotyped opinions about members of these groups. These opinions become further embedded as a lack of meaningful contact with other ethnic groups continues.

From the data collected during the needs assessment process, it was found that there was a need to provide opportunities for pupils to pursue academic and positive human relations experiences in an informal problem-solving situation with their classmates and teachers. It was felt that sixth grade pupils were of an appropriate age to participate in such programs, and previous experience indicated that a camp learning center structure was ideally suited to this goal.

For example, from the data, it became clear that schools in which pupils were predominantly Black or all Black usually achieved lower academic scores on standardized test measures than did schools that were predominantly White or all White.

Studies made in the Atlanta Public Schools concluded that:

1. Black and White third graders possessed powerful and consistent race and sex biases;

2. The race of the experimenter (teacher) exerted a strong but complex influence upon the expression of race and sex bias in Black and White third graders;

3. The racial composition of the school appeared to exert a significant influence on every component of race, sex, and color bias. Specifically, the larger the number of members of the other race with whom the child came into contact, the more likely he was to express negative biases toward the members of that other race.

The unitary school system resulted in many problems centering around racial and cultural differences. Formation of problems seemed to begin in the elementary schools where impressionable students are confronted with stereotypes and prejudicial behaviors which are many times handed down to them by older individuals. It was felt that there was a need to break down these stereotypes early -- preferably at the elementary school level. It was felt that this could be most efficiently accomplished by exposing students to other social, cultural, and economic systems in the least stressful situation. Further, experiences related to high school pupils of the Atlanta Public Schools in a camp learning center during the summer of 1971 suggested that a lack of understanding of racial and cultural differences and stereotyped opinions about other ethnic groups can be diminished during a brief camp period. These data indicated one overriding need which could be met through a camp learning center approach:

NEED: To provide opportunities for elementary school pupils to pursue acacemic and positive human relaticns experiences in an informal problem-solving situation with their classmates and teachers.

OBJECTIVES

Two major objectives and two enabling objectives were identified for the Camp Learning Center Project.

1. Major objectives -- remedial education

   a. At the conclusion of the 1973-74 school year, students in the remedial reading program will exhibit an average rate of gain in reading achievement which is 50 per cent greater than their average for the previous year. This gain will be measured by using the Metropolitan Achievement Tests in a pretest and posttest design. The tests will be given in October and in April.

   b. At the conclusion of the 1973-74 school year, students in the remedial mathematics program will exhibit an average rate of gain in mathematics achievement which is 50 per cent greater than their average for the previous year. This gain will be measured by using the Metropolitan Achievement Tests in a pretest and posttest design. The tests will be given in October and in April.

2. Enabling objectives

   a. At the end of the 1973-74 school year, at least 50 per cent of all students who participated in camping activities will show an improvement in student adjustment, as determined by a decline in the number of reported absentees, tardinesses, failures, and disruptive behavior over the previous years of similar report.

   b. Through participating in camping activities concerned with nature studies, the students will demonstrate a greater understanding of their physical and natural environment than students who have not participated in these activities. Further, the students will demonstrate understanding of the interrelations between man and his environment. The degree of understanding will be measured by a criterion referenced test developed by each classroom teacher, designed to measure this general concept in relation to the specific curriculum and activities developed during the students participation in the project. This test will be administered at the end of each thirteen-week program to the participating students and a sample of control students who have not participated in the project.

Copies of all measuring instruments used to evaluate the project may be found in Appendix A.

PARTICIPANTS

A total of 1,071 sixth grade students participated in the Camp Learning Center Project. Of this number, 779 students actually attended the camp sessions while 292 were enrolled in participating sections but did not attend camp. In addition, 116 high school students of mixed racial and economic backgrounds participated in the program by serving as camp counselors. A breakdown of the sixth grade participants by race and school is presented in Table 1.

TABLE 1

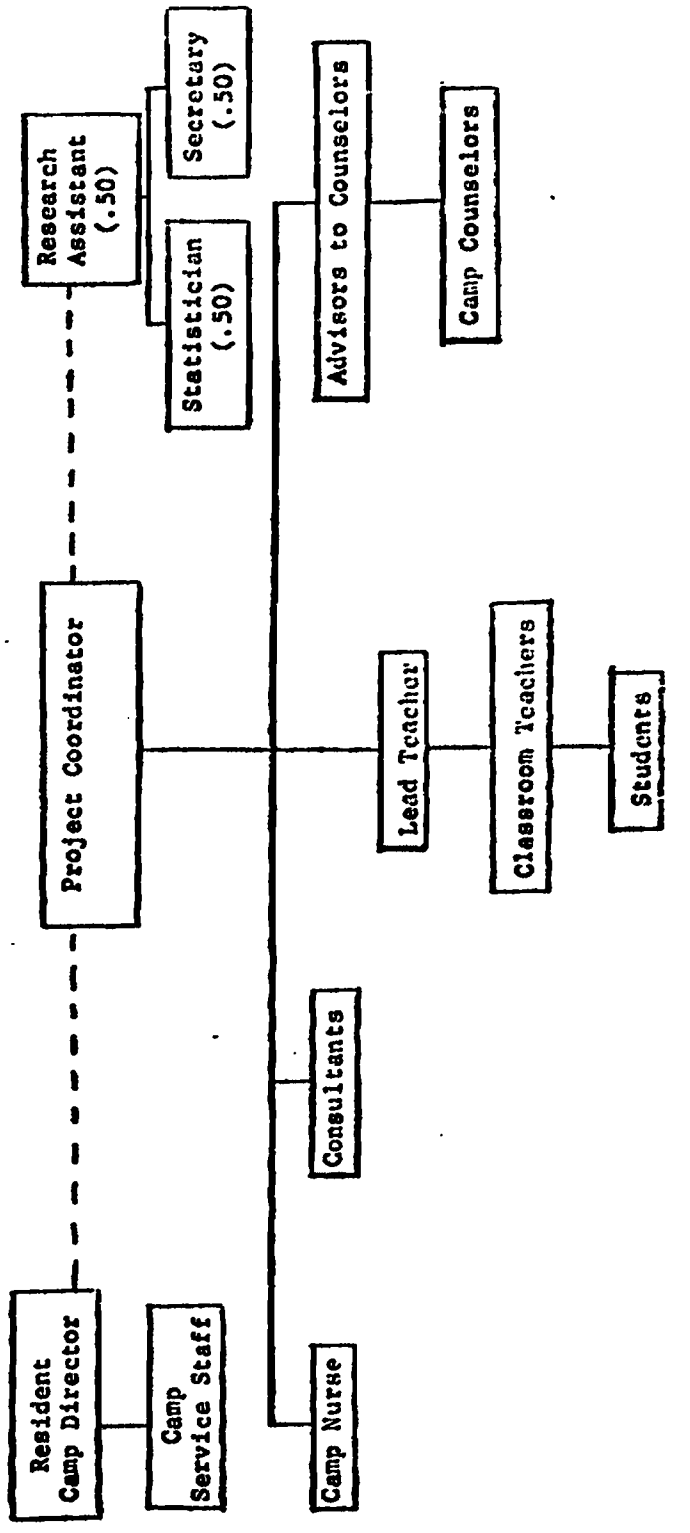
PARTICIPANTS BY RACE AND SCHOOL

Name of School	Number of Participants			
	Students			
Public Schools	Minority	Non-Minority	Total	Teachers
Guice	21	27	48	2
Forrest	42	14	56	2
Peeples	34	8	42	2
O'Keefe Middle	34	31	65	2
Tull Waters	79	29	108	3
Morningside	51	19	70	2
Gordon	81	19	100	4
Moreland	19	46	65	2
Perkerson	10	17	27	1
Continental Colony	85	21	106	4
Brewer	7	20	27	1
Chattahoochee	34	19	53	1
West	18	39	57	2
Sutton Middle	34	59	93	3
Lakewood Heights	24	33	57	2
Long Middle	49	48	97	7
Private Schools				
St. Anthony's	15	15	30	2
Totals	622	449	1,071	42

Permanent staff consisted of the project coordinator, lead teacher, research assistant, a statistician, and camp nurse. An organization chart for all adult participants is presented in Figure 1.

FIGURE 1

ORGANIZATION OF CAMP LEARNING CENTER PROJECT



Other participants in the project included 12 individuals from the school system, Georgia State University, and the State Department of Education, who served as consultants; six individuals who provided health services and consultation; and eight individuals who served as advisors to the high school students.

ACTIVITIES

The participants in the project were divided into five major groups, one for each camping session. Each individual participated for a total of 13 weeks: six weeks precamp preparation, one week camp session, and six weeks postcamp activities. For purposes of evaluation, each group was further subdivided into campers and noncampers, as those children who did not attend the actual camp sessions missed a great part of the impact of the program.

A number of compelling problems arose during implementation of the project which made it impossible to conduct the program exactly as designed in the original proposal. A major problem was the inability of the school system to recruit project staff at the start of the project. This significantly reduced the amount of time available for planning, and resulted in the unfortunate situation of having the staff plan and implement virtually simultaneously. The failure to complete assignment of the project staff on schedule was a result of the massive personnel changes dictated by the Compromise School Desegregation Plan which was started at the beginning of the 1973-74 school year. Many new positions were created and filled on a system-wide basis, as well as transfers of staff to meet required racial ratios in the schools. These factors placed an understandable overload on the Personnel Department, and the project coordinator and the lead teacher were not identified until September 1, 1973 and September 30, 1973, respectively.

A second change was necessitated by the requirements of the camp which was used for the project. This camp, a state owned facility fifty miles outside of Atlanta, was selected as it was felt that the site presented accommodations and facilities which were ideal for the program. The camp was easily accessible to Atlanta, was completely winterized, and had a variety of outdoor and indoor facilities. In order to obtain this site, it was necessary to have a reduction in both the number of camping sessions (seven instead of thirteen) and the number of sixth graders participating (1,100 instead of 1,300). The camp accepted a minimum of 100 persons per reservation and preferred even larger groups to assure meeting their expenses. In addition, because the camp must serve the needs of many State educational agencies, only a limited number of weeks were available. Since no other camping facility considered met the needs of the project as fully as this one, the compromise was considered worthwhile. A second reason for the reduction in the number of participating students came about due to budgetary considerations. The approved budget allowed $6.00 per day per child while the camp charged $7.00 per day during 1973 and $8.50 per day after January 1, 1974. The rapidly rising cost of living, especially food costs, had caused comparative increases in all facilities investigated. However, the marked decrease in enrollment in Atlanta Public Schools during the 1973-74 school year meant that approximately the same proportion of children was served as had been proposed.

A significant area of concern occurred due to the limitations imposed by the inadequate number of permanent staff personnel. Only two individuals were responsible for the total implementation of the program, and a huge number of administrative details had to be attended to in order to assure the smooth functioning of the camping sessions and the safety and well-being of all participants. As staff became more experienced in handling these details, the organization of the program improved greatly and the project was continually refined and expanded to meet identified needs. Thus, the final camp sessions were felt to be superior in quality to the initial sessions. As the project year progressed, a number of volunteer consultants were identified and a number of special activities were provided through the cooperation of various individuals and groups within the system. The basic goals and objectives of the program, however, as well as the primary structure as contained in the project proposal, remained constant for all campers. An outline of the project activities is presented below:

1. Precamp Activities

   During the weeks immediately prior to each group's camping session, all participating classroom teachers attended a full day workshop at the campsite. These workshops were conducted by the project staff in cooperation with a variety of volunteer consultants with expertise in outdoor education. Teachers were given orientation to the campsite and general camp program as well as specific instruction in conducting camp activities. The teachers were divided into teams according to their interest and ability, and each team cooperated to develop the specific activities relevant to their subject area. Also, during this period high school students were recruited and trained to serve as camp counselors. Wherever possible, the high school students were specifically assigned to a particular school and visited the school at least once a week to assist the classroom teacher in preparing the sixth grade students for camp.

In the classroom, the teacher, assisted by the lead teacher, conducted a variety of science and social studies activities to help the students to learn the new concepts needed for participation in camp activities. During the final week preceding the camp session, the students were pretested with those instruments identified for the evaluation component of the project, received instructions as to proper clothing and equipment to take to camp, and were given medical screening examinations. Copies of the forms developed to assist in precamp preparation may be found in Appendix B.

2. Camping Activities

The students were divided into teams as they arrived at the campsite and assigned to large cabins where they lived with their high school student counselors and classroom teachers. Throughout the session the teams were rotated through the various activities conducted by teachers and staff. A sample schedule for the camp week may be found in Appendix C. The students participated in a variety of academic, social and recreational activities throughout the day which were balanced to alternate periods of quiet activity with those of physical activity.

Each morning the students assembled in front of the dining hall for flag raising and to hear announcements about the day's special activities. Following breakfast the students returned to their cabins to make their beds, to clean up, and to prepare for the day's program. The major part of the morning program was devoted to academic activities including soil and water study, social studies, and language arts. The students were accompanied by their counselors to these activities so that the counselors could assist them later in the day with review and homework assignments. After lunch the students participated in cultural enrichment activities for about an hour which included presentations by high school arts groups, movies, and the like. A second academic session, similar to the morning session, was conducted each afternoon. In the late afternoon students participated in recreational activities including organized team sports, individual sports, and quiet games. Following this, the students divided into small groups of six or less and worked with their high school counselors on "reflection and reinforcement." This was a period where the students reviewed the concepts learned during the day and prepared for the next day's activities. The students then returned to their cabins for free time which was followed by dinner. After dinner the students participated in a variety of recreational and cultural evening activities which included performances by a children's theatre group, educational movies, square dancing, talent shows, and the like. The students were then accompanied back to their cabins by the high school counselors while teachers and staff met to review the day's program and to make plans for the coming day.

3. Postcamp Activities

The classroom teachers, assisted by the project staff and, in some cases, the high school students, continued the teaching of concepts presented during the camp sessions. A variety of activities including field trips to relevant places of interest and detailed projects expanding knowledge obtained at camp were conducted.

EVALUATION

Objectives

The objectives for the project are fully described in a previous section of this report, and will be abbreviated in this section as follows:

Objective I:	Reading Achievement
Objective II:	Mathematics Achievement
Objective III:	Social Adjustment
Objective IV:	Environmental Studies Achievement

Method

Several changes were made in the evaluation procedures with the permission of the funding agency as follows:

1. Reading and Mathematics Achievement

This objective was originally to be measured by the Metropolitan Achievement Tests. Since this test was discontinued by the school system, the Iowa Tests of Basic Skills was substituted. Because the ITBS is administered on a city-wide basis each year, scores obtained in May of 1973 were used as the pretest and those obtained in May of 1974 as the postest.

The ITBS is a standardized reading and mathematics test which measures achievement in a variety of skills areas. The test yields scores for each of nine subtest areas, a comprehensive reading score, a mathematics score, and a total score. These scores are expressed in grade levels and months. Thus, an average score for a sixth grader would be expressed as sixth grade, eighth month, or 6.8. These scores correlate highly with scores on the Metropolitan Achievement Tests and thus, with some caution, the two can be compared.

2. Social Adjustment

The original proposal called for measurement of this objective through collection of data such as absenteeism, tardiness, failure, and disruptive behavior and comparing them with similar data of the previous year. The information needed for this type of evaluation was not readily available and was felt by the staff to be of dubious relation to the project objectives. The Self-Observation Scales (SOS), a paper and pencil measure of student self-concept and adjustment, was substituted. The SOS was administered in a pretest and posttest design during the first and final weeks of each cycle.

3. Environmental Studies Achievement

Due to the delay in implementing the project, it was not possible to identify the type of instrument called for in the proposal. A teacher-constructed test, measuring the concepts taught during the participation of their students, was substituted. There were three such tests, one for each of the first two camp groups and a third for the final three camp groups. The test was administered immediately following each thirteen week cycle.

In addition to the above, two survey instruments, one for students and one for teachers, were used to further evaluate the project.

Results and Discussion

Objectives I and II -- Reading and Mathematics Achievement

Comparisons of changes in the rates of increase in achievement of 1973-74 over 1972-73 have been based on the scores of standardized achievement tests. The Metropolitan Achievement Tests was administered in April, 1972; the Iowa Tests of Basic Skills was administered in April, 1973 and in May, 1974. These scores are shown as mean grade equivalents, which are the year and the month in school appropriate to the performance of the students in each grade. The comparisons are of pupil performance in reading and in mathematics.

The changes in the trends of the increase in achievement are examined for the whole system, for the participating schools, and for those students participating in the program. In each comparison the increase in performance was calculated from the scores of matched pupils, those pupils with achievement scores for all three years.

The changes in the increase of pupil performance are compared in four ways:

1. The achievements of all students attending camp and all students attending classroom sessions are compared to the achievement of the total system student population.

2. The performances of all camp students and all students in the classroom sessions are compared to the achievement of the total student body of their respective schools.

3. The performance of all campers is compared to the performance of the sixth and seventh grades of the system combined and separately.

4. The achievement of the campers is examined to show the per cent of the participants performing better than the total system, and to show the per cent achieving higher than the 25 per cent and the 50 per cent gain levels.

Note: All students in these comparisons were matched over the three-year period. All the students attending camp were also camp classroom participants.

Table 2 presents the changes in the increase of pupil achievement for the students attending camp and the students attending camp classroom sessions compared to the changes in the increase in achievement of the total system student population. On the average, the rate of increase in achievement was 28 per cent in 1973-74 over 1972-73 for the 415 campers. The 825 matched students attending the camp program classroom sessions achieved an 18 per cent mean increase while the 24,146 students matched for the whole system increased achievement in reading by only 1 per cent.

TABLE 2

SUMMARY OF IOWA TESTS OF BASIC SKILLS
PER CENT GAIN FOR ESAA CAMP STUDENTS
(SPRING, 1974)

School	Reading			Mathematics		
	Campers Only	All Sections	Total School	Campers Only	All Sections	Total School
Brewer	15,588	1,278	290	-4	38	64
Chattahoochee	114	75	45	80	28	32
Continental Colony	60	29	34	19	52	29
Forrest	45	165	25	344	-20	128
Gordon	-60	-25	-24	374	171	25
Guice	168	-4	11	-18	-48	10
Lakewood	119	108	15	-2	-28	-1
Long	-22	13	-23	-35	-40	-6
Moreland	-47	-4	-7	-24	-29	61
Morningside	132	95	6	-24	5	42
O'Keefe	-47	-34	-73	-34	-33	-73
Peeples	156	46	-28	35	34	6
Perkerson	-14	-12	253	-62	-2	87
Sutton	66	-6	19	-50	-34	-24
Waters	14	14	-2	93	48	28
West	116	92	31	-49	-45	15
Camp Schools (6th & 7th Graders)	28***	18**	7***	13	7	-2
System-Wide (6th & 7th Graders)			11			8
System-Wide (All Grades)			1			5

*N = 415
**N = 825
***N = 24,146

The matched data for mathematics show that the mean rate of increase in achievement was 13 per cent for the 408 camp participants. The 816 matched students attending the camp program classroom sessions accelerated their growth by 7 per cent compared to the 23,965 matched students in the system achieving a 5 per cent gain.

Another meaningful method of analysis of achievement is a comparison of the performances of the campers and of the total matched student bodies of their respective schools. Of the 16 schools participating in the program, 13 schools had the students who went to camp achieving a greater increase in reading than their total student bodies; and in 11 schools, the students attending the camp classroom sessions had greater increases than their total student bodies. Of the 415 matched campers, 82 per cent had a larger gain in reading than the total student bodies of their respective schools. Of the matched 825 students in the camp classroom sessions, 69 per cent achieved higher gains.

In mathematics, 45 per cent of the campers and 49 per cent of the classroom participants had greater increases in gain than the total population of their respective schools.

Because all the students participating in the camp program were either sixth or seventh graders, a third comparison focuses on both the combined and separate performances of the two grades. The scores for sixth and seventh graders are presented in Tables 3 and 4.

TABLE 3

SUMMARY OF IOWA TESTS OF BASIC SKILLS
PER CENT GAIN FOR SIXTH GRADE ESAA CAMP STUDENTS
(SPRING, 1974)

School	Reading			Mathematics		
	Campers Only	All Sections	Total School	Campers Only	All Sections	Total School
Brewer	15,588	1,278	1,299	-4	38	89
Chattahoochee	114	75	72	80	28	28
Continental Colony	60	29	33	19	52	48
Forrest	35	1	-35	-13	-24	-38
Gordon	-60	-27	-30	-27	-8	-8
Guice	26	-3	-8	-66	-70	-73
Lakewood	119	108	39	-2	-28	-28
Long	-22	13	-3	-35	-40	-23
Moreland	-47	-4	-4	-24	-29	-30
Morningside	132	95	78	-24	5	-3
O'Keefe	-47	-34	-35	-34	-33	-33
Peeples	238	84	84	63	53	53
Perkerson	-14	-12	-30	-62	-2	5
Sutton	66	-6	-6	-50	-34	-7
Waters	14	14	0	93	48	95
West	116	92	95	-49	-45	-43
Camp Schools (6th Graders)	31	19	36	-15	-14	-4
System-Wide (6th Graders)			26			0

TABLE 4

SUMMARY OF IOWA TESTS OF BASIC SKILLS
PER CENT GAIN FOR SEVENTH GRADE ESAA CAMP STUDENTS
(SPRING, 1974)

School	Reading			Mathematics		
	Campers Only	All Sections	Total School	Campers Only	All Sections	Total School
Brewer	--	--	92	--	--	99
Chattahoochee	--	--	-25	--	--	87
Continental Colony	--	--	98	--	--	-37
Forrest	264	1,864	--	8,900	21	--
Gordon	-59	-22	-13	759	360	337
Guice	971	-9	-13	415	42	14
Lakewood	--	--	-65	--	--	-56
Long	--	--	-40	--	--	8
Moreland	--	--	3	--	--	406
Morningside	--	--	--	--	--	--
O'Keefe	--	--	-92	--	--	-94
Peeples	-78	-44	-49	-40	-19	4
Perkerson	--	--	-30	--	--	5
Sutton	--	--	39	--	--	-37
Waters	--	--	-38	--	--	43
West	--	--	33	--	--	68
Camp Schools (7th Graders)	-1	5	-17	306	213	1
System-Wide (7th Graders)			-3			15

In reading, the 2,112 matched sixth and seventh graders in the participating schools had an increase in achievement of 7 per cent, while the 9,942 matched students in the total sixth and seventh grades of the system had an increase of 11 per cent, compared to the 28 per cent increase of the 415 matched sixth and seventh grade campers.

In mathematics, the 2,126 matched sixth and seventh grade students in the participating schools had a -2 per cent decrease in gain, while the 9,856 matched system-wide sixth and seventh graders had a mean increase of 8 per cent, compared to the 13 per cent increase of the 408 matched sixth and seventh grade camp participants.

Separate examinations of the sixth and seventh grade performances show the 377 matched sixth grade camp participants achieved a 31 per cent increase in gain in reading, while the total system sixth grade population of 4,721 matched students had a 26 per cent increase in gain. The 38 seventh grade campers had -1 per cent decrease, while the system had a -3 per cent decrease in reading.

In mathematics, the 372 sixth grade campers with matched scores had a -15 per cent mean decrease in performance while the 4,667 matched sixth graders in the system had a zero per cent gain. The 36 matched seventh grade camp participants achieved a 306 per cent gain compared to the 15 per cent gain of 5,189 system-wide seventh grade students with matched data.

Further analysis of increases in achievement shows 57 per cent of the campers achieved a greater increase in gain than the system-wide gain in reading, and these 57 per cent of campers also had greater than a 25 per cent mean gain, while 51 per cent achieved greater than a 50 per cent increase in gain.

A comparison of matched mathematics scores shows that 46 per cent of the camp participants achieved a greater increase in gain than the system gain, and 36 per cent of the campers had greater than a 25 per cent mean gain, while 30 per cent had more than a 50 per cent increase in gain.

In summary, the analysis of reading and mathematics growth rates in 1974 over 1973 for students in the camp learning program compared to the growth rates for all the students in the system revealed:

1. About 63 per cent of the camp participants, about 85 per cent of the students attending the camp classroom sessions, and about 50 per cent of the total system population have been in the school system and have test data for the three-year period studied.

2. In reading, the sixth and seventh grade campers achieved a 28 per cent increase in performance, the total sixth and seventh grades of the participating schools achieved a 7 per cent increase, and the total sixth and seventh grades of the system had an 11 per cent increase; while the system as a whole had a 1 per cent increase in gain. Singularly, the sixth grade campers achieved a 31 per cent increase in gain. Also, 82 per cent of the camp participants had a larger gain than the gain achieved by their respective schools, and 51 per cent had greater than a 50 per cent mean gain.

3. In mathematics, the sixth and seventh grade campers achieved

a 13 per cent increase in gain, the total sixth and seventh grades of the participating schools had a -2 per cent decrease in gain, and the total sixth and seventh grade of the system had an 8 per cent increase; while the total system had a 5 per cent increase. The seventh grade campers achieved a 306 per cent increase in gain. Also, 45 per cent of the campers achieved a higher increase in gain than their respective schools, and 30 per cent had more than a 50 per cent mean gain.

The results of the comparisons are quite significant. Although these results reflect favorably upon the camp program, it is not certain whether these can be totally attributed to it. Many of the students were attending integrated schools for the first time, and a large proportion were receiving other ESAA and/or Title I services. That the students who attended camp performed better than their peers in reading and mathematics achievement, however, is indisputable and encouraging.

Objective III -- Social Development

The SOS yields t scores for each of eight different subscales. Conversion to the t score allows for comparison of a group of students -- a t score of 50 indicates average performance. The pretest and posttest scores for all camp participants are presented in Table 5.

TABLE 5

SUMMARY OF t TESTS FOR PRETEST AND POSTTEST
SELF-OBSERVATION SCALES SCORES OF ALL PARTICIPANTS

	Pretest (n=573)		Posttest (n=649		
Subscale	Mean	Standard Deviation	Mean	Standard Deviation	t
Self-Acceptance	51.93	7.98	50.58	9.83	-2.61**
Self-Security	48.23	6.84	49.38	10.91	+2.17
Social Maturity	46.23	7.70	46.59	10.51	+0.68
Peer Affiliation	49.38	7.46	49.60	9.13	+0.46
School Affiliation	55.41	10.10	52.42	10.90	-4.95**
Teacher Affiliation	49.93	7.80	47.84	10.37	-3.96**
Social Confidence	45.06	9.60	47.37	9.70	+4.17**
Achievement Motivation	47.77	9.50	49.01	9.90	+2.32

**significant at .01 level

As can be seen in Table 5, the participants made statistically significant gains in the area of social confidence and exhibited significant losses in the areas of self-acceptance, school affiliation, and teacher affiliation. It is important to note, however, that the majority of activities designed to promote social development were conducted at camp and so a separate examination of the scores of those children who actually attended camp would appear to be more relevant. The scores for campers, only, may be found in Table 6.

TABLE 6

SUMMARY OF t TESTS FOR PRETEST AND POSTTEST
SELF-OBSERVATION SCALES SCORES OF CAMPERS ONLY

	Pretest (n=430)		Posttest (n=564)		
Subscale	Mean	Standard Deviation	Mean	Standard Deviation	t
Self-Acceptance	51.80	7.92	50.75	9.65	-1.83
Self-Security	48.50	6.96	50.20	9.76	+3.07**
Social Maturity	46.22	7.54	46.65	7.54	+0.72
Peer Affiliation	49.23	7.40	49.72	8.92	+0.92
School Affiliation	55.25	10.12	52.44	10.97	-4.14*
Teacher Affiliation	49.73	7.91	47.90	10.27	-3.07*
Social Confidence	45.19	9.56	47.23	9.58	+3.33*
Achievement Motivation	47.50	9.66	49.26	9.13	+2.94*

*significant at .05 level
**significant at .01 level

As is indicated in Table 6, statistically significant gains were made in three areas and significant losses were obtained for two areas. In addition, there was a trend in the desired direction for two additional subscales.

A third analysis of the test results was performed by comparing the posttest scores of the campers with the scores of 2,531 other students who took the test in May of 1974. This analysis may be found in Table 7.

TABLE 7

SUMMARY OF t TESTS COMPARING POSTTEST CAMP SCORES WITH SYSTEM-WIDE SCORES ON SELF-OBSERVATION SCALES

Subscale	Campers (n=564) Mean	Campers (n=564) Standard Deviation	System (n=2,531) Mean	System (n=2,531) Standard Deviation	t
Self Acceptance	50.75	9.65	50.03	9.65	+1.60
Self Security	50.20	9.76	47.29	9.82	+6.37*
Social Maturity	46.65	10.46	41.26	12.21	+9.72*
Peer Affiliation	49.72	8.92	46.51	9.81	+7.14*
School Affiliation	52.44	10.97	56.92	10.75	-8.92*
Teacher Affiliation	47.90	10.27	47.85	9.65	+0.11
Social Confidence	47.23	9.58	42.45	9.45	+10.84*
Achievement Motivation	49.26	9.13	49.16	10.15	+0.21

*significant at .05 level

When campers are compared against the performance of all students who took the test, the campers achieved significantly higher scores on four of the subscales than did the student population at large. In one area, school affiliation, the system-wide scores were significantly higher than were the camper's scores.

Within the limits of the test instrument, then, it would appear that students participating in the full camp program demonstrated significantly higher development in the areas of self-security, social maturity, peer affiliation and social confidence, but are below average for the system in school affiliation. The performance of the campers on the remaining three subscales -- self acceptance, teacher affiliation, and achievement motivation also tends to be higher than that of the system-wide sample, but not significantly so.

Objective IV -- Environmental Studies Achievement

As described previously, three separate science achievement tests were constructed and administered according to the camp session attended. The third test was administered to all three spring camping groups as the programs at each of these sessions were judged to be similar. The test scores for each session are presented in Table 8.

TABLE 8

SUMMARY OF SCIENCE TEST SCORES

Session	No. of Students	Mean Score	Total Possible Score
I	37	78.51	100
II	46	89.13	100
III, IV, V	418	48.32	100

As can be seen in Table 8, there was considerable difference in achievement among the three groups. This is to be expected, however, as three different, nonstandardized measures which are not comparable were used.

As is indicated in the table, the mean score for Test I was 78 out of 100 points, for Test II, 89 out of 100 points, and for Test III, 48 out of 100 points. In constructing the tests, each group of teachers determined that a score of 50 would be considered satisfactory. Thus, the majority of students taking the first two tests scored considerably higher than passing grades, while the average grade for those students administered the third test was slightly less than satisfactory. No differences were found when campers were compared to noncamper participants.

No definite evaluation of the science education component can be made on the basis of these admittedly limited instruments. Due to organizational problems mentioned previously, the tests were constructed without a pilot study and were adminsitered to only half of the participants. Since it was not possible to use a pretest posttest design, it is difficult to assess whether or not the students had made significant gains in their knowledge of the concepts being measured. It is felt by the project staff that an ongoing evaluation of attainment of each concept, as it is presented, will yield far more meaningful information.

Results of Surveys

In an effort to assist the staff in improving the operation of the Camp Learning Center, staff-constructed surveys were administered to students and teachers one week after they returned from camp. A total of 32 surveys were returned by the teachers, and the results are summarized in Table 9.

TABLE 9

SUMMARY OF RESPONSES TO TEACHER SURVEY

Topic	Number of Responses			
	Positive	Negative	Undecided	No Response
1. Worth of Experience	32	0	0	0
a. Academic Activities	28	0	1	3
b. Group Interaction	28	2	0	2
c. Varying Ethnic Experiences	26	2	0	4
d. Teacher-Student Interaction	28	0	1	3
2. Motivation for Academic Learning	20	3	7	2
3. Adequacy of Academic Program	22	5	0	5
4. Desire for Continuation	30	0	1	1
5. Adequacy of Teacher Training	14	13	3	2
Mean	24	4	2	2

TABLE 10

SUMMARY OF RESPONSES TO STUDENT SURVEY

Topic	Number Positive	Per Cent Positive	Number Negative	Per Cent Negative
1. Worth of Experience	602	98	12	2
2. Camp as Learning Experience	589	96	25	4
3. Change in Attitude Toward School	476	78	131	22
4. Ability to Get Along with Students from Other Schools	507	84	97	16
5. Change in Relationship with Teacher	481	80	121	20
6. Attitude Toward Children of Other Races	524	86	83	14
7. Desire to Repeat Experiences	562	93	44	7
Mean	534	88	73	12

As can be seen in the table, the majority of responses to the program were favorable. The single area which received a significant number of negative responses was that of teacher training activities. Most of the teachers indicated satisfaction with the workshops, themselves, but felt that more of this type of activity needed to be included.

A total of 614 student questionnaires were returned and are summarized in Table 10.

As Table 10 indicates, 88 per cent of the students had favorable reactions to the camp experience. It is interesting to note that many of the attitudes which showed no change on the SOS appeared to be favorably affected when viewed through the eyes of the children, themselves, and the favorable gains on others are corroborated. Eighty per cent indicated improved attitude toward their teachers; 78 per cent noted improved attitude toward school; and 86 per cent showed improved attitude toward peers.

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the foregoing analysis of the data, several conclusions were reached:

1. Students participating in the Camp Learning Center project made significantly higher gains in reading and mathematics achievement during the 1973-74 school year as compared with their rate of gain for the previous school year than did:

   a. Their classmates who did not attend camp

   b. Other children in their school

   c. Other children across the school system

2. Students participating in the full camp program demonstrated significantly improved attitudes toward school, teachers, and peers as measured by informal paper and pencil surveys. In addition, students demonstrated favorable gains in the areas of self-security, social confidence, and achievement motivation as measured by a standardized self-concept test. Further, camping students achieved significantly higher scores on four subscales of this test than did students who had not participated in the program.

3. The majority of students were not able to pass a paper and pencil environmental studies test constructed by their teachers following a 13-week exposure to the program.

The experience gained during this first year pilot study has indicated several areas of concern and recommendations for change.

One of the major concerns is that the Camp Learning Center Program as it was structured may not have been intensive enough to produce the desired results. Previous experiences using an educational camp setting under the Emergency School Assistance Program showed that while one week's exposure to the camp situation produced little change in the measured areas, significant changes were obtained with two week's exposure. It is also felt that the present program may not have allowed sufficient time to properly prepare teachers for implementation and that it may be inefficient, in the long run, to attempt to train a large number of teachers to be specialists in outdoor education. It is, therefore, felt that a program which would involve the participants for a full school year rather than the present 13 weeks might well have greater chances for success, and that a permanent camp staff could be better trained to carry out the program.

Another area of concern involves the number of permanent project staff members provided in the structure of the present program. It is felt that the number of staff members was inadequate to conduct all of the activities called for, that too many of the areas of responsibility had to be handled by too few people, and that it is possible that too much reliance was laid on volunteer staff members to insure the success of the program. It is, therefore, felt that the services of consultants, who are experts in the various areas to be included in the proposed program, would be vital to the future success of this program.

A final area of concern lies in the budgetary allocation for the project. In addition to the obvious problems of a rapidly rising cost of living, which is of special concern to this project as children must be housed and fed at camp, it is generally felt that a higher per-pupil expenditure would contribute greatly to the future success of the project by providing the necessary staff services and materials to properly conduct the program.

It was the general consensus of all those associated with the program -- staff, principals, teachers, and parents -- that the Camp Learning Center is a promising approach to reducing some of the problems in the elementary schools incident to school desegregation. It is felt that, with the program changes mentioned previously, the second year of the project should produce clearly identifiable and desirable changes in the academi and social development of the participating students.

ESAA PILOT -- PART II BICULTURAL

Project Staff

Tom Boyd	Lead Teacher
Mrs. Kathy West	ESOL Teacher
Mrs. Esther Wilcox	ESOL Teacher
Mrs. Georgina Placeres	Spanish Teacher
Mrs. Elena Mola	Spanish Assistant Teacher
Mrs. Ruby Diaz	Spanish Aide
Mrs. Rosa Guerra	Project Room Aide
Mrs. Myrtice M. Taylor	Research Associate

ESOL Teachers through General Funds

Mrs. Jean Ashe
Mrs. Helen Smith
Mrs. Elizabeth Sullenberger

INTRODUCTION

The Atlanta Public Schools received $90,138 through the Emergency School Aid Act (ESAA). Pilot Grant to fund the ESAA Pilot Project, Part II (Bicultural). This project extended services provided for non-English speaking pupils, pupils with first language interferences, and native Spanish speaking pupils.

Population Benefited from Assistance

There were 220 non-English speaking pupils or pupils with first language interference and 300 Spanish pupils for whom this project was designed. Table 11 shows by languages the number of non-English speaking pupils.

TABLE 11

NUMBER OF STUDENTS WHOSE DOMINANT LANGUAGE IS NOT ENGLISH

Language	Number of Students
Spanish	174
Portuguese	4
Chinese	6
Thai	2
Korean	12
Greek	6
Hindi	10
French	4
Polish	2
Total Number of Students	220

Achievement of Objectives

Prior to the ESAA Grant, immigrant pupils, non-English speaking, or those with first language interference were assigned to regular classrooms and limited opportunities were provided for instruction in English usage. Further, they did not receive any instruction in their native language. These factors compounded problems (peer isolation and educational achievement) stemming from communication barriers and lack of understanding of cultural differences.

Based on these facts, the major purpose of the ESAA Pilot Project, Part II (Bicultural) was to reduce isolation and educational problems related to non-English speaking pupils and pupils with first language interferences. Thus, the project proposed to extend services which would meet the needs of immigrant pupils and aid them in making proper adjustment in their learning situations.

Toward the accomplishment of the overall goal, specific objectives and activities were designed. The objectives, related activities, evaluation methods, and findings which report actual accomplishments and reasons for any slippage in outcomes were as follows.

Objective I -- English Usage

At the conclusion of the 1973-74 school year, pupils studying English as a second language in the ESAA Pilot, Part II Project will exhibit one month's gain in English usage (reading, vocabulary, grammar, and comprehension) per month of instruction.

A project room was established for the overall cultural project. The lead teacher, working from this room, coordinated project activities and provided staff development activities. Materials such as films, tapes, programmed lessons, and books were furnished through the project room.

In the schools with a high concentration of non-English-speaking pupils, a resource room was established in the school and English-to-Speakers-of-Other-Languages (ESOL) teacher was assigned to provide instruction. Pupils were cycled into the ESOL resource room for instruction in English usage and (depending upon need) instruction in various disciplines which incorporated the development of basic skills. Only one project school had enough pupils to merit a full-time ESOL teacher.

The other project ESOL teacher divided her time among schools with limited numbers of non-English speakers and community services.

Due to the fact these pupils did not speak English or had first language interference, they were exempted from the 1973 testing program. Consequently, pretest scores were not available for them. Therefore, instead of measuring gains, their performance was compared to the national average to determine an index of performance.

The data presented in Table 12 show the actual performance of these pupils on the ITBS and the per cent of the national norm this performance represents. According to these data, the pupils

TABLE 12

PERFORMANCE OF ESOL PUPILS ON THE IOWA TESTS OF BASIC SKILLS TESTS 1974

Subtest	Actual	National Norm	Index
Grade 3 (N=6)			
Vocabulary	2.9	3.8	77
Reading	3.9	3.8	103
L-1 Spelling	3.7	3.8	97
L-2 Capitalization	4.4	3.8	116
L-3 Punctuation	4.7	3.8	124
L-4 Usage	3.4	3.8	89
W-1 Map Reading	3.8	3.8	101
W-2 Reading Graphs	3.9	3.8	103
W-3 Reference Materials	4.1	3.8	109
M-1 Mathematics Concepts	3.5	3.9	93
M-2 Mathematics Problems	3.7	3.8	97
Composite	3.8	3.8	101
School Composite for all pupils			113
Grade 4 (N=7)			
Vocabulary	5.0	4.8	104
Reading	4.1	4.8	86
L-1	3.3	4.8	68
L-2	3.6	4.8	75
L-3	4.4	4.8	92
L-4	3.5	4.8	73
W-1	5.6	4.8	117
W-2	5.4	4.8	112
W-3	4.2	4.8	88
M-1	4.3	4.8	89
M-2	3.7	4.8	78
Composite	4.3	4.8	89
School Composite for all pupils			113
Grade 5 (N=10)			
Vocabulary	4.4	5.8	76
Reading	4.6	5.8	79
L-1	5.0	5.8	87
L-2	5.5	5.8	95
L-3	6.3	5.8	109
L-4	5.1	5.8	88
W-1	6.6	5.8	114
W-2	7.1	5.8	122
W-3	5.9	5.8	102
M-1	5.6	5.8	97
M-2	6.1	5.8	105
Composite	5.7	5.8	98
School Composite for all pupils			113

studying English as a second language mastered the skills on the ITBS prescribed for this grade level. In each grade level, the data indicated weakness in English usage. Reading was also a weak area in the third and fifth grades.

The data are somewhat biased by the fact that the testing was done on an individual basis with the ESOL teacher providing some objective interpretation for the pupils to accommodate their limited English language facility. However, they do indicate a measure of success in that these pupils were able to master skills to facilitate their adjustment in English-speaking classrooms.

Specifically, at the end of the year, 95 per cent of all non-English speakers were able to speak English with varying degrees of fluency.

Objective II -- Spanish Skills

At the conclusion of the 1973-74 school year, pupils studying Spanish as a native language in the Pilot, Part II Project will exhibit one-half month gain in Spanish usage per month of instruction.

Instruction in Spanish usage to native Spanish-speaking pupils was provided at the six participating schools by the four project Spanish teachers and aides. Classes were scheduled daily for from 30 to 45 minute periods. Instruction was provided utilizing the diagnostic-prescriptive methodology.

In every grade, pupil performance on the Spanish usage skills diagnostic test was improved as shown by pretest and posttest scores. Improvement in mastery or skills was of such that consistently through the grades, pupils in higher grades performed better than pupils in the lower grades. Overall, pupils gave 13 per cent more correct responses on the posttest than they did on the pretest. (See Table 13 and Graph 1.)

Due to the unavailability of standardized tests in Spanish, a diagnostic test was used to measure mastery of Spanish usage skills and no grade equivalent was given. Consequently, the objective of one-half month gain per month of instruction could not be assessed per se. The increase made by each grade in the per cent of correct responses, however, indicates substantial growth in mastery of Spanish usage skills which leads to the assumption that the equivalence of the objective was met. (A copy of the test used is Appendix D.)

TABLE 13

PUPIL PERFORMANCE ON THE DIAGNOSTIC TEST OF SPANISH USAGE SKILLS

	Pre		Post	
Grade	N	Per Cent Correct	N	Per Cent Correct
3	10	30.4	13	40.5
4	19	34.1	12	49.7
5	19	47.7	14	54.6
6	17	45.1	17	62.4
7	15	46.9	11	54.5
8	12	56.3	17	69.1
9	8	62.8	5	84.6
10	5	69.6	6	81.3
11	3	80.6	4	84.9
12	6	78.8	5	94.2
Overall	114	48.9	104	61.9

Social Adjustment

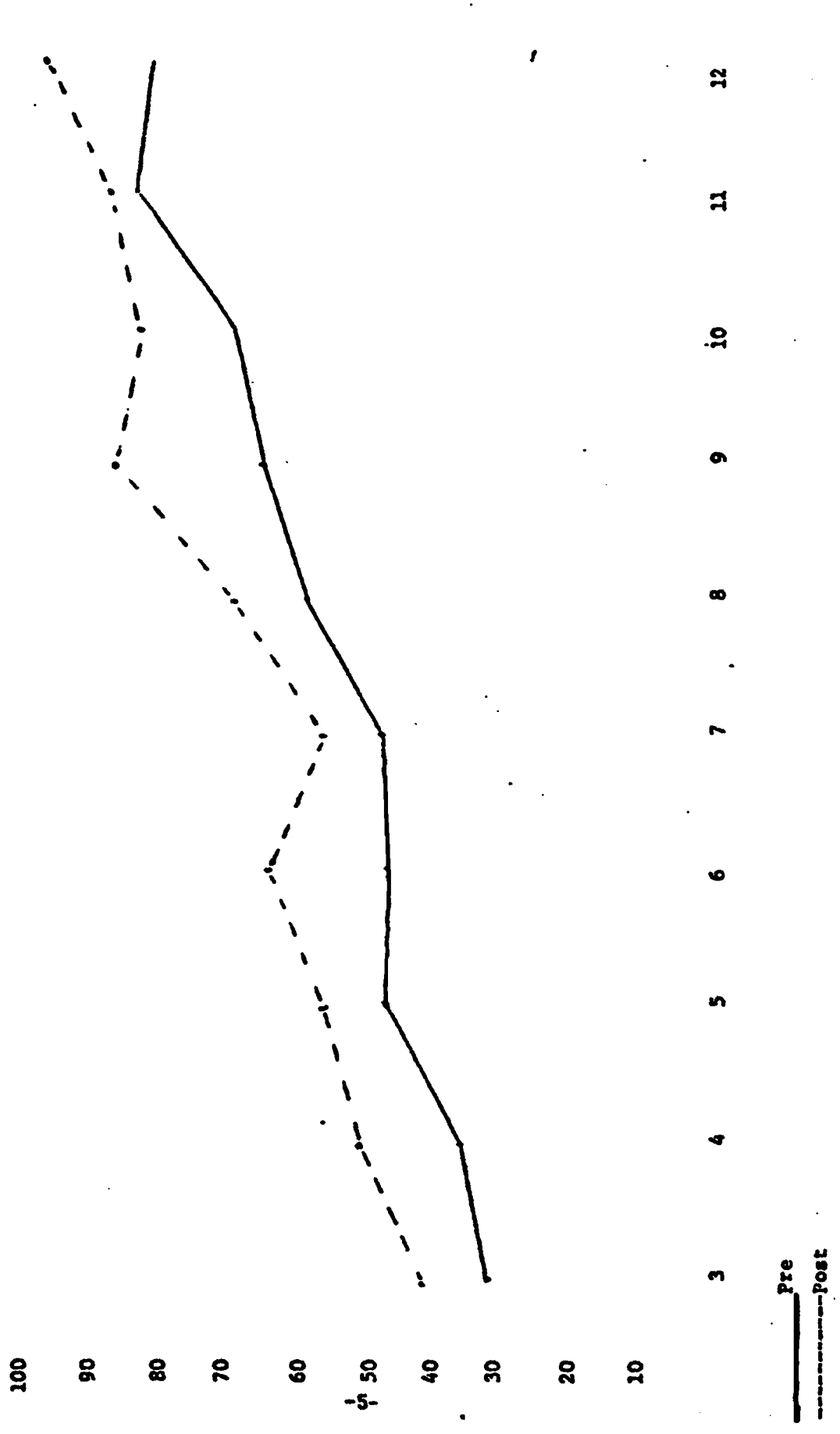
One underlying goal of the ESAA Pilot, Part II Project was to provide services for immigrant pupils which would aid them in making appropriate adjustment in English-speaking schools. Toward this goal, activities were designed to provide materials and methods for instructional improvement, to enhance the understanding of cultures, provide some social services for parents of these pupils, and facilitate community involvement.

Toward this end, a project resource room was established to provide inservice training for teachers of immigrant children and provide them with materials needed for instruction. Through the resource room instructional assistance was also provided to teachers in schools with isolated cases of immigrant pupils. Further, the project staff served the community, in many instances, as interpreters in securing needed social services and providing opportunities for exchange of cultures within the community.

The value of this project can also be assessed by the fact that fewer incidences of disruptive behavior occurred involving

GRAPH 1

PUPIL PERFORMANCE ON THE DIAGNOSTIC TEST OF SPANISH USAGE SKILLS



immigrant pupils in that there was a reduction in isolation and they received special help with language problems. Opportunities for them to display their cultural heritage was provided in the schools. Also regular teachers indicated that having a teacher possessing special skills to work with non-English speaking pupils and who could also serve, in many instances, as an interpreter during parent/teacher and teacher/pupil conferences was very beneficial to pupils' progress in the school.

CONCLUSION

1. The services provided through ESAA Pilot, Part II, (Bicultural) met the needs of the target population. Immigrant pupils were involved in activities to promote adjustment and to assist them in functioning academically in an English-speaking classroom.

2. Pupils studying English as a second language mastered basic skills prescribed for their grade levels.

3. Pupils studying Spanish as a native language increased their levels of skills in Spanish usage.

4. Special services were provided to improve the levels of interaction between parents of immigrant pupils and the school. The project staff served as interpreters in PTA meetings and sponsored community activities to promote the exchange of cultural heritage within the community.

RECOMMENDATIONS

In that the participants in this project were pupils who must function in an educational setting where the language is different from theirs and whose parents could easily be alienated from the schools because of language barriers, it is recommended that:

1. Special instructional services be continued and increased.

2. Social services be continued as a vital part of project activities.

3. Activities, methods, and materials be critiqued in terms of adaptability to varying situations.

APPENDIX A

SELF OBSERVATION SCALES

FORM A

1. (circle)	Do you play games well?
2. (dog)	Do you like to write stories in school?
3. (glasses)	Do you get upset if you cannot answer a question?
4. (star)	Do you give up easily in school work?
5. (heart)	Does being with other children bother you?
6. (horse)	Are you a good reader?
7. (four dots)	Is school a happy place?
8. (flower)	Do you like to play only when you are the leader?
9. (moon)	Do you get nervous at school?
10. (diamond)	Do most of the children in your class like you?
11. (bird)	Do you like arithmetic problems at school?
12. (fish)	Do you find it hard to talk in front of your class?
13. (triangle at the top of the page)	Do you like to stay home from school?
14. (butterfly)	Are the other children in your class friendly toward you?
15. (ice cream cone)	Do you like to come to school every day?
16. (arrow)	Are you always in a hurry?
17. (x)	Is your teache. interested in the things you do at school?
18. (big arrow)	Do you always want to be first in line?
19. (Jack-o-lantern)	Do you usually have better ideas than your friends?
20. (square)	When other people make mistakes do you laugh?
21. (bowl)	Do the other children in the class think you are a good worker?
22. (+ sign)	Does your teacher give you enough time to finish your work?
23. (cake)	Do you like to read in school?
24. (✓ mark)	Do you often feel bad in school?
25. (mouse at the top of the page)	Are most children able to finish their school work more quickly than you?
26. (mushroom)	When you are learning something new do you feel nervous?
27. (circle)	Are you nervous a lot?
28. (dog)	Do you like school?

SELF OBSERVATION SCALES—Form A (continued)

29. (glasses)	Does your mother let you do almost anything you want to do?
30. (star)	Do others at school really care about you?
31. (heart)	Do you make mistakes most of the time when you try to do things?
32. (horse)	Do you like school better than your friends do?
33. (sign)	Do you get upset easily at home?
34. (flower)	Do you wish you were younger?
35. (moon)	Do you feel lonely very often?
36. (diamond)	Do you always do what you want to do?
37. (bird at the top of the last column)	Can you only do your work if someone helps you?
38. (fish)	Do you feel good about yourself most of the time?
39. (triangle)	Are you good in your school work?
40. (butterfly)	Do you like to learn about science?
41. (thin arrow)	Do you like to follow the rules?
42. (lollipop)	Do other children do things better than you?
43. (Jack-o-lantern)	Do your parents do things with you?
44. (✓ mark)	Are you good looking?
45. (+ sign)	Do you worry about a lot of things?

SELF OBSERVATION SCALES

FORM B

1. (circle) Are you a happy person?
2. (dog) Do you like school?
3. (glasses) Do you usually like to play alone?
4. (star) Can you give a good talk in front of your class?
5. (heart) Do your parents do things with you?
6. (horse) Do you wish you were a different child?
7. (four dots) When you argue with people do you sometimes find that you were wrong?
8. (flower) Are you pretty good at everything?
9. (moon) Do you always have to be boss?
10. (diamond) Are you good looking?
11. (bird) Can you only do your work if someone helps you?
12. (fish) Do you often feel bad in the morning?
13. (triangle at the top of the page) Do you like the teacher to ask you questions in front of the other children?
14. (butterfly) Are you a good reader?
15. (ice cream cone) Do you feel good about yourself most of the time?
16. (arrow) Are other children often mean to you?
17. (x) Do you like to play only when you are the leader?
18. (big arrow) Do you like school better than your friends do?
19. (Jack-o-lantern) Do you feel lonely very often?
20. (square) Do you like to sing songs with your class?
21. (bowl) Do you make mistakes most of the time when you try to do things?
22. (+ sign) Do you always do what you want to do?
23. (cake) When you don't understand something are you afraid to ask your teacher questions?
24. (✓ mark) Do you like to come to school every day?
25. (mouse at the top of the page) Do you usually have better ideas than your friends?
26. (mushroom) Do you always want to be first in line?
27. (circle) Do you worry about a lot of things?
28. (dog) Do you like to tell stories in front of your class?

29. (glasses) Do you enjoy writing stories?
30. (star) Do you get nervous at school?
31. (heart) Is school a happy place?
32. (horse) Do you get tired a lot?
33. (sign) Do you like to stay home from school?
34. (flower) Are you nervous a lot?
35. (moon) Would you like to stay home instead of go to school?
36. (diamond) Do the other children in the class think you are a good worker?
37. (bird at the top of the last column) Are you good in your school work?
38. (fish) Do most of the children in your class like you?
39. (triangle) Do you like to follow rules?
40. (butterfly) Are you always in a hurry?
41. (thin arrow) Do you give up easily in school work?
42. (lollipop) Do you often feel bad in school?
43. (Jack-o-lantern) Is your teacher interested in the things you do at school?
44. (✓ mark) Do you like to read in school?
45. (+ sign) Do you worry a lot?

Camp Learning Center
Science Evaluation

1. In our study of the soil, we discovered that there are layers of soil. A brief description is given of these layers. Identify each layer.

   A. Top Soil ( ) B. Sub-Soil ( ) C. Parent Soil ( )

   Answers:

   A. The dark soil which usually contains very small particles of sand and has some type of vegetation growing which is visible.
   B. The soil which contains a great deal of rock and is found under the other two layers.
   C. The soil which contains a large amount of clay and is found between the other two layers.

2. Circle each word below that you would use to describe soil in land use planning.

   A. taste
   B. color
   C. texture
   D. temperature
   E. structure

3. Of what effect & significance is the color, texture, structure, temperature, and [illegible] factor of soil on investigating in land use planning?

   A. Adds to the beauty of the area.
   B. Determines the climate of the area.
   C. Helps man to decide what to plant or construct on the land.

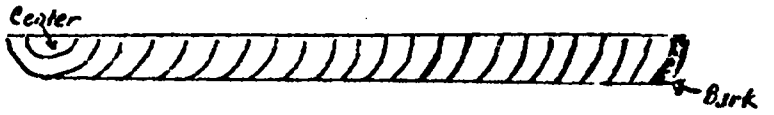
4. Circle the layer of soil in which most plants grow.

   A. topsoil B. subsoil C. parent rock

5. Circle two ways in which soil is made.

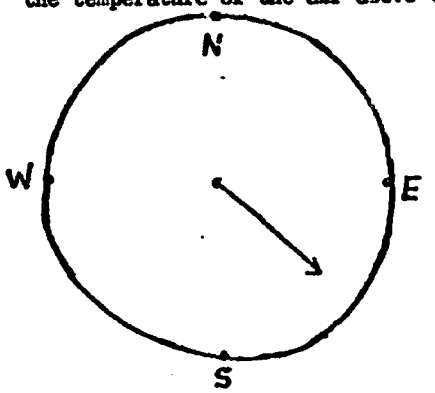
   A. Decaying of materials
   B. Animals
   C. Weathering of rocks
   D. People

6. How old is this tree?



   A. 15 Years
   B. 22 Years
   C. 32 Years

7. The temperature of water is (A. lower, B. the same, C. higher) than the temperature of the air above the water.

8. 

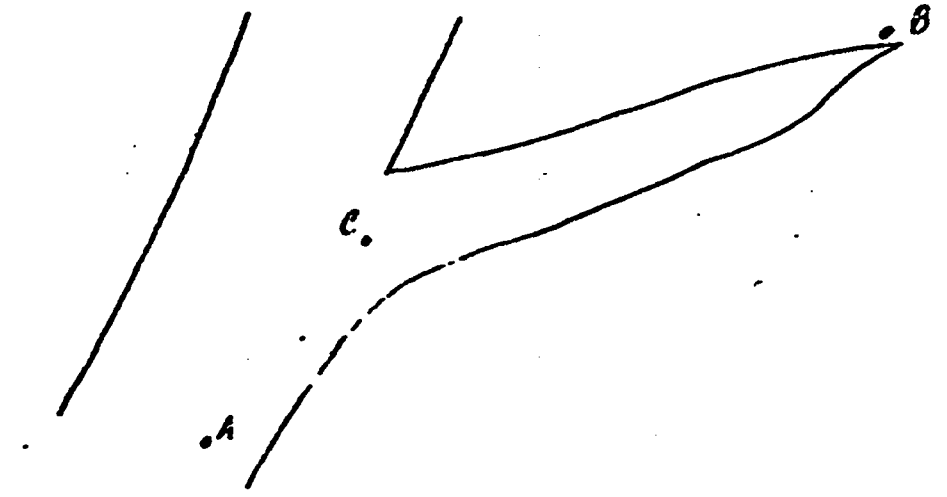
   In which direction is the needle pointing?

   A. North
   B. South
   C. Southwest
   D. Northwest

9. Waves are made in water because of:

   A. Plants
   B. Winds
   C. Rocks

10. Draw a circle around the source of this river.



Camp Learning Center
Science Evaluation

Part I
Living and Non-Living Matter

Directions: Circle the words that represent objects which exemplify Living Matter or Non-Living Matter.

1. Circle the words which represent Living Matter

a. water	d. trees	g. frogs
b. birds	e. rocks	h. sun
c. soil	f. plants	i. monkey

2. Circle the word which represent Non-Living Matter.

a. gold	d. clay	g. water
b. trees	e. bacteria	h. insects
c. flowers	f. sand	i horses

Part II
Classifying Living Things

Directions: All Living things are divided into two large groups, plants and animals. Animals are further classified into vertebrates and invertebrates. Circle the words that best classify each of the following:

a. bees _____	vertebrate	invertebrate
b. toads _____	vertebrate	invertebrate
c. lion _____	vertebrate	invertebrate
d. ants _____	vertebrate	invertebrate
e. man _____	vertebrate	invertebrate
f. spider _____	vertebrate	invertebrate
g. snail _____	vertebrate	invertebrate
h. birds _____	vertebrate	invertebrate
i. crayfish _____	vertebrate	invertebrate
j. fish _____	vertebrate	invertebrate

Part II B.

Directions: Classify the following animals into the five large classes of invertebrates.

A. frogs	( )	Birds (A) Fish (B) Reptiles (C) Amphibians (D) Mammals (E)
B. alligators	( )	
C. ducks	( )	
D. toads	( )	
E. salamander	( )	
F. snakes	( )	
G. bears	( )	
H. dogs	( )	
I. squirrels	( )	
J. sharks	( )	

Part III
The Systems of Man

Directions: Place the letter by each of the systems described below according to the key to the right.

_____ A. The system which is responsible for the delivery of food and oxygen to the cells.

_____ B. The system which is responsible for the manufacturing of blood cells that provides a frame work for the body.

_____ C. The system which is responsible for transmitting messages from the muscles to the brain.

_____ D. The system which is responsible for getting rid of waste materials.

_____ E. The system which is responsible for taking in air so that oxygen can be picked up by the blood.

_____ F. The system which is responsible for the continuation of each kind of species.

_____ G. The system which is responsible for the grinding and absorption of foods in the body.

A. The Skeletal System
B. The Circulatory System
C. The Respiratory System
D. The Digestive System
E. The Excretory System
F. The Reproductive System
G. The Nervous System

[illegible] Camp Project

Science Evaluation

3rd, 4th, and 5th Camping Sessions

Part I

Directions: Match column A with column B by placing the letter of the answers in col. B in the space provided by each term in Column A.

Column A

1. Top soil _____
2. Acid soil _____
3. pH scale _____
4. Parent Material _____
5. Humus _____
6. Sub soil _____
7. Alkali soil _____

Column B

A. The second layer of soil which contains no humus.
B. The dark substance of the earth formed by decayed plants and animals.
C. The part of the earth made of mostly rock.
D. The instrument for determining the degree of alkaline or acid in soil.
E. The upper layer of the earth which contains the vegetation.
F. Soil which has a pH of 3.
G. Soil which has a pH of 12.

Part II

Directions: Place a check by the one answer that best fits the statement.

1. When doing a soil testing experiment, which of the following would you most likely try to determine:
   A. Carbon dioxide content _____
   B. Wetness of soil _____
   C. The pH factor _____
   D. The thickness of soil _____
2. When testing soil, which of the following terms would best classify the results:
   A. Moist or dry _____
   B. Acid or alkaline _____
   C. Acid and Alkali _____
   D. Wet and dry _____
3. When the results of the soil testing experiment was 7 that meant the soil was:
   A. Not good for growing plants _____
   B. Slightly acidic _____
   C. Slightly alkaline _____
   D. Neutral _____
4. All soil has a pH factor ranging between:
   A. 1 - 10 _____
   B. 0 - 20 _____
   C. 1 - 14 _____
   D. 7 - 17 _____
5. A soil that doesn't have the proper pH factor for a particular type of plant can:
   A. Only be thrown away _____
   B. Use a fertilizer to change the pH factor _____
   C. Watered frequently to change the pH factor _____
   D. Give it a lot of sun to change the pH factor _____
6. Nitrogen fixing bacteria can be found on the roots of which of the following plants:
   A. Weeds _____
   B. Clover _____
   C. flowering _____
   D. Grass _____

Part III

Directions: Read the underlined words in items 1 - 5. Find the answer below that best tells the meaning of the word. Check only one answer.

1. Texture
   A. Smooth _____
   B. Feel _____
   C. Clay _____
2. Potassium
   A. Acid _____
   B. Liquid _____
   C. Metallic element _____
3. Soil
   A. ground _____
   B. black _____
   C. gritty _____

4. [illegible]

   a. [illegible] properties _____
   b. [illegible] softness of earth _____
   c. Depth and thickness of parent material _____

5. Parent material

   A. clay _____
   B. sand _____
   C. rock _____

Part IV

Directions: Check the answer that best fits the statement.

1. An organism is which of the following:

   A. Any living thing _____
   B. Any dead thing _____
   C. Any living plant _____
   D. Any living animal _____

2. In the water testing experiments, we tested for:

   A. Food _____
   B. Light _____
   C. Oxygen _____
   D. Temperature _____

3. The thermometer was used to determine the:

   A. Food _____
   B. Light _____
   C. Oxygen _____
   D. Temperature _____

4. The main purpose for testing water at Jackson's Lake is:

   A. To determine if the water can support life _____
   B. To determine if the water is hard or soft _____
   C. To determine if the water is clear or muddy _____
   D. To determine if the water has good taste _____

5. One way of determining if water is suitable for living things depends largely on its:

   A. The amount of nitrogen _____
   B. The amount of phosphorus _____
   C. The Oxygen content _____
   D. The calcium content _____

6. One of the reasons water becomes unfit for living things can be attributed to:

   A. Erosion of sand and rocks _____
   B. Pollution by foreign materials _____
   C. Become too warm from sunlight _____
   D. Become over-crowded by living things _____

7. Tell if the following statement is true or false. (If any part is false all of it must be false).

   All living things are related in some way, and in many cases some living things actually depend on each other for their very existence. Animals depend on plants and plants in some way on animals. Everything is centered around the sun, plants, animals and the soil. _____.

Workshop Evaluation -- Teachers

DATE:_____ SCHOOL:_____

Please help us to evaluate the merit of holding similar workshops for other teachers in the project. Please be completely candid in your responses as they will determine whether or not we will continue this method of orientation.

1. Do you feel it is important for the teachers to become familiar with the campsite before the camp session?

   Yes___ No___ No Opinion___

   Comments _____

2. Was the material presented in the workshop relevant to your role as a project teacher?

   Yes___ No___ No Opinion___

   Comments _____

3. Do you feel you received sufficient information from the workshop to help you in preparing the children for the Camp Learning Center program?

   Yes___ No___ No Opinion___

   Comments _____

4. Do you feel the workshop was of sufficient importance to warrant the expense of hiring supply teachers to cover your classes at school?

   Yes___ No___ No Opinion___

   Comments _____

5. Can you suggest any alternative method(s) of preparing teachers for the Camp-Learning Center program?

6. What were the strengths of the workshop?

7. What were the weaknesses of the workshop?

8. What changes would you make for future workshops?

9. In general, did you feel the workshop was: (Check one)

   ___Of great value to me.
   ___Of some value but not essential to me.
   ___Of little value to me.

10. Additional Comments: (Use reverse side if necessary.)

CAMP LEARNING CENTER

STUDENT QUESTIONNAIRE

QUESTION	YES	NO
1. Was your camping experience a worthwhile experience?	____	____
Comments _____		
2. Would you consider this project a learning experience?	____	____
Comments _____		
3. Has this experience influenced your attitude toward school in a positive way?	____	____
Comments _____		
4. Were you able to mix well with the children from other schools?	____	____
Comments _____		
5. Has the camping program brought about a closer relationship between you and your teacher?	____	____
Comments _____		
6. As a result of the camping experience, is your attitude more positive toward children of another race?	____	____
Comments _____		
7. If given the opportunity, would you like to participate in a similar camping experience?	____	____
Comments _____		

APPENDIX B

ATLANTA PUBLIC SCHOOLS

INSTRUCTIONAL SERVICES CENTER 3330 FORREST HILL DRIVE, S.W. ATLANTA, GEORGIA 30315

OFFICE OF
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION

M E M O R A N D U M

TO: Parents

FROM: J. P. Sherwood, Coordinator

RE: ESAA Camp Learning Center

This year we are planning a very exciting residential program for sixth grade students. The program is planned to meet the needs of the students through activities in reading, math, nature study, music, dramatics, arts and crafts, story telling, and other recreational activities.

Students from the selected high schools will act a counselors and buddies to the sixth graders. There will be no charge for the week-long camping experience for your child. The bus will pick them up at the school November 26, 1973, at 7:30 a.m., and return them to the school November 30, 1973, at 3:00 p.m.

Applications are to be completed and returned to the principal by Friday, November 10, 1973.

JPS:bm

cc: Mr. Randall Gay, Principal
Forrest Avenue Elementary School

Mrs. Annie L. Jackson, Principal
Peoples Street Elementary School

Mr. John Welsh, Principal
Guice Elementary School

Atlanta Public Schools

ESAA Pilot Project Part I

Camp Learning Center

Dates _____, 19____

Child's Name _____
Last First Middle

Parent(s) or Guardian's Name _____ Phone Number _____

Address _____
Street City Zip Code County

Birthdate _____ Sex_____ Place of Birth _____
Month Day Year City State

Blanket Permit:

_____ has my permission to be involved in this
(Child's Name) project and to go on a camping trip with his class with the understanding that such trips will be properly supervised, and further agree that I/we will not enter suit or make claim for loss or damage caused by or arising out of personal injury sustained while attending said program. I hereby give my consent and authorize the Atlanta Public School System to use and reproduce the name and photograph or photographs taken of my child in connection with his camp enrollment. Liability insurance will be provided for the children.*

Date: _____ Parent(s)' Signature _____

Return the application to the principal of your school. The applications will be picked up by the Camp Learning Center Staff.

*Each child will be given a physical examination prior to going to camp.

PARENT PERMISSION FORM

PICTURE RELEASE

I HEREBY GIVE PERMISSION FOR MY CHILD, _____

_____ TO HAVE HIS/HER PICTURE TAKEN AND USED IN CONNECTION WITH THE CAMP LEARNING CENTER. ALL PHOTOGRAPHY WILL BE SUPERVISED BY J. P. SHERWOOD AND THE INSTRUCTIONAL SERVICES CENTER STAFF WHO WILL MAKE SURE THAT THE CHILD IS PROTECTED IN EVERY WAY.

_____

Signature of Parent/Guardian

_____

Address

_____

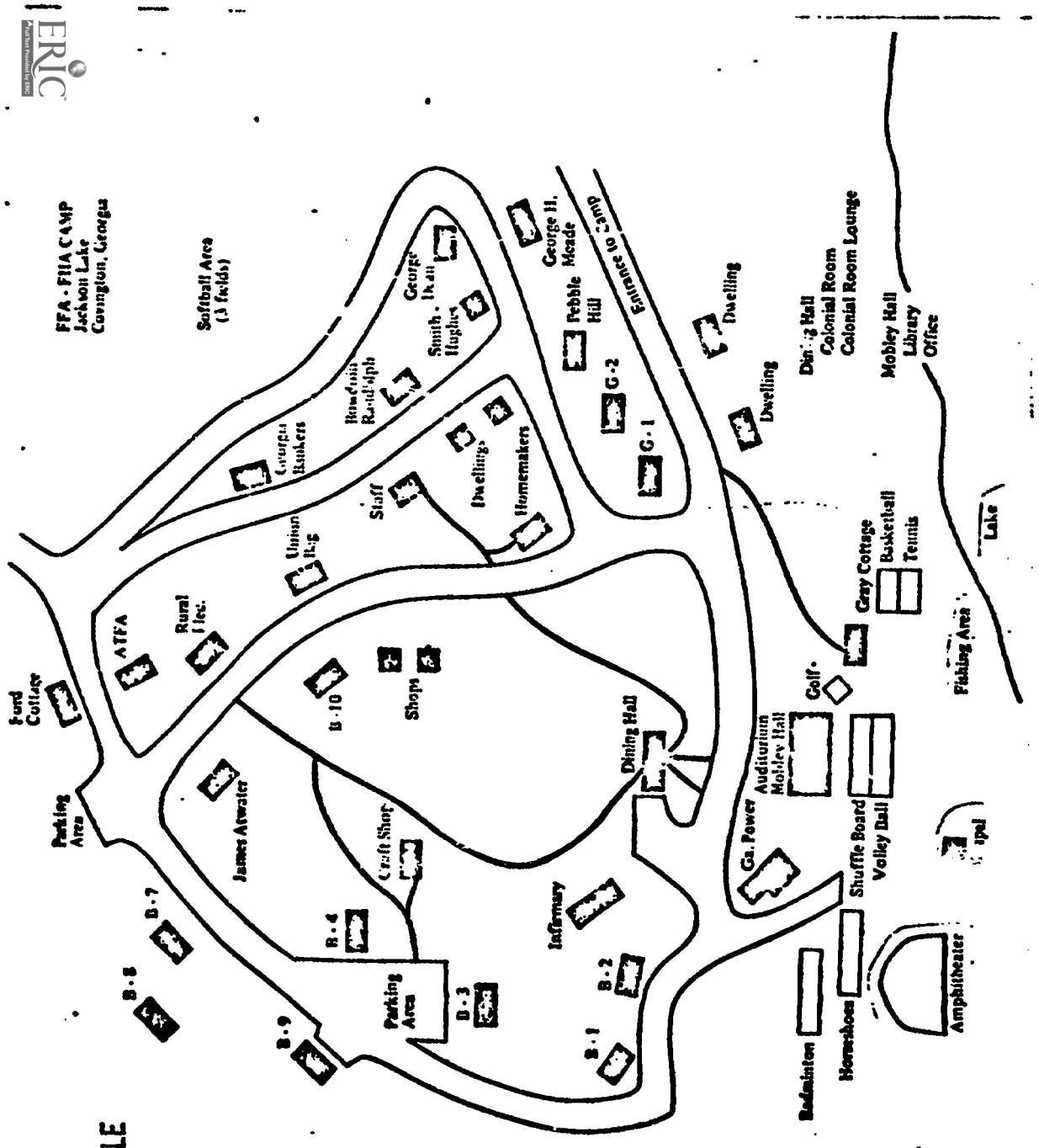
Date

CAMP LIST

NAME _____ DATE _____

Directions: Check off items as you pack and include this list in your suitcase.

CHECK	ITEM:	NUMBER
____	Sheets for each bed	____
____	Blankets/quilts for each bed	____
____	pillow with pillow case for each bed	____
____	wash cloths	____
____	towels	____
____	tooth brush	____
____	tooth paste	____
____	soap	____
____	comb/brush	____
____	sweater	____
____	pants/slacks	____
____	shirt/blouse	____
____	cap/scarf	____
____	underwear	____
____	shoes (suitable for weather)	____
____	medication (if needed)	____
____	other personal toilet articles	____



ATLANTA PUBLIC SCHOOLS

OFFICIAL VOUCHER

You have been selected to receive an all expense paid week at The Camp Learning Center, Covington, Georgia, Monday _____ to Friday _____ 1973.

CHILD'S NAME _____ _____

PARENT'S NAME Mr. Mrs. _____

ATLANTA, GEORGIA _____ TELEPHONE _____

Funded by ESAA Pilot Project Part I

Coordinator, Camp Program _____

J. P. Sherwood

NON-TRANSFERABLE

Pre-Camp Check List

	Student Applications	Parent Information	Picture Release	Personal Camp List	Medical Forms	Dr. Assigned	High School Counselors	Pre Camp Test	Planning Date	Slide Presentation	Complete Camp Roster	Medical Exam Completed					
Perkerson																	
Morningside																	
Gordon																	
Tull Yeters																	
Continental Col.																	
West																	
Brewer																	
Moreland																	
Chattahoochee																	
Sutton																	
Crawford Long																	
Lakewood Heights																	
Persons Responsible For These Items																	

CAMP – TEACHING CENTER ACTIVITY LOG

NAME: _____

TITLE: _____ DATE: _____

Activity:

Actual Participants		Possible Participants	
a. 6th grade pupils	____	a. 6th grade pupils	____
b. Parents	____	b. Parents	____
c. Teachers	____	c. Teachers	____
d. Counselors (H.S.)	____	d. Counselors (H.S.)	____
e. Others (identify)	____	e. Others (identify)	____

Goal accomplished: ☐ Yes ☐ No ☐ In Process

Comments:

Revised Schedule - Camp Learning Center
(ESAA Pilot I)

	Pre-Camp	Camp	Post Camp
Group III			
Perkerson Morningside Gordon Tull Waters	1/14 - 2/22	2/25 - 3/1	3/4 - 4/12
Group IV			
Continental Colony West Brewer Moreland	1/21 - 3/1	3/4 - 3/8	3/11 - 4/19
Group V			
Chattahoochee Lakewood Heights Sutton Middle Crawford Long Middle	1/28 - /8	3/11 - 3/15	3/18 - 4/26

CONTRACT'S CONTRACT
CAMP LEARNING PROJECT

Name _____ Course Correlates: _____

_____

Adviser _____ _____

Basic Agreement: for 15 hours credit (in any depts.)

Student will make a firm committment to complete entire program as outlined, including attendance requirements and responsibilities assigned to him by both lead teachers and staff.

Performance Expectations:

A. Pre-Camp (6 weeks)

1. Student will participate in all assigned training workshops and/or pre-planning meetings.
2. Student will report to assigned sixth grade classroom at least 2 days per week (hours and activities to be worked out between teacher and student).

B. Camp (1 week)

1. Student will be present for entire camp period.
2. During camp, student will be counselor, aide, tutor, and friend to the sixth graders assigned to him.

C. Post-Camp Evaluation

1. Student will report to classroom to assist the sixth graders in his charge in their evaluation process.
2. Student will also participate in a self-evaluation process.

D. Credit

It is understood that in order to receive credit, student must fulfill all of the above requirements. Additional credit hours may be arranged by agreements with teachers in any DLC department who wish to use the camp lab experience as the core for contracts in other academic areas.

Student _____ Pre camp _____

Instructor _____ Camp Dates _____

CAMP LEARNING PROJECT
COUNSELOR INFORMAT. V

Name _____ Age _____

Address _____ Home Phone _____

DLC Advisor _____

HOBBIES / TALENTS / SPECIAL INTERESTS:

•••

PAST CAMP EXPERIENCES (or similar activity, such as jobs in schools or day care, etc.)

OTHER:

School Assigned to: _____ Phone _____

Classroom Teacher _____ Camp Period Dates _____

Downtown Learning Center Contact Person:

Virginia Knueppel 525-4473
(English lab)

DLC Office: Hilton Smith 524-1951
(Director)

CAMP LEARNING PROJECT

COUNSELOR'S SIGN-IN SHEET

Counselor's Name	Date	Time In	Time Out

Teacher's Signature _____

Secretary's Signature _____

Atlanta Public Schools

ESAA Pilot Project Part I

Camp Learning Center

Dates _____, 19____

Child's Name _____
Last First Middle

Parent(s) or Guardian's Name _____ Phone Number _____

Address _____
Street City Zip Code County

Birthdate _____ Sex _____ Place of Birth _____
Month Day Year City State

Permit for Counselors:

_____ has my permission to be involved as a high school counselor with the Camp Learning Center. As a counselor, he understands that he/she will be involved in this project to visit appointed schools and to go on a camping trip with a group of sixth grade pupils. I hereby agree that I/we will not enter suit or make claim for loss or damage caused by or arising out of personal injury sustained while attending said program. As a parent, I understand that this camping experience will be well supervised. I hereby give my consent and authorize the Atlanta Public School System to use and reproduce the name and photographs taken of my child in connection with his involvement in the project. Liability insurance will be provided for all counselors.

Date: _____

Parent(s) Signature _____ _____

Return this permit to your immediate supervisor.

[illegible] INFORMATION

Name _____ Age _____

Address _____ Home Phone _____

PLC advisor _____

SKILLS / TALENTS / SPECIAL INTERESTS:

PAST CAMP EXPERIENCES (or similar activity, such as jobs in schools or day care, etc.):

OTHER:

School Assigned to: _____ Phone _____

Classroom Teacher _____ Camp Period Dates _____

Downtown Learning Center Contact Persons:

Virginia Knueppel 525-4473
(English)

PLC Office: Milton Smith [illegible]
(Director)

TENTATIVE
Responsibilities of
the Counselors

1. The counselor will help facilitate the children's involvement in camp activities.
2. The counselor will lead the pupils in drama activities.
3. The counselor will assist the teachers, and be available and sensitive to the children's needs.
4. The counselor will become a buddie and friend to the members of his group.
5. The counselor will visit his school twice a week.

More Specific Duties

1. The counsel will learn partner games and play them with his group.
2. The counselor will tell picture stories to his group from a variety of books.
3. The counselor will make games for his pupils, teach them the games, and play with them.
4. The counselor will make puppets for his pupils and use them to tell stories, act out a role, talk about himself, or sing songs.
5. The counselor will add other ideas to this list.
6. The counselor will strive to make each trip to his school a fun, learning experience.
7. Check to see that the group's cabin chores are completed on schedule. Move together on schedule.
8. Check with your group about toileting.
9. Never leave your group alone except with permission or unless indicated by the schedule.
10. Assist him with camp activities when necessary.
11. Report any problems or anything you don't understand to the camp directors and staff.

[illegible] CONTRACT
[illegible] LEARNING PROJECT

Name ______________________ Course [illegible]: ______________________

Adviser ______________________

[illegible]: for 15 hours credit (in any depts.)

Student will make a firm commitment to complete entire program as outlined, including attendance requirements and responsibilities assigned to him by both lead teachers and staff.

Performance Expectations:

A. Pre-Camp (6 weeks)
   1. Student will participate in all assigned training workshops and/or pre-planning meetings.
   2. Student will report to assigned 6th grade classroom at least 2 days per week (hours and activities to be worked out between teacher and student).

B. Camp (1 week)
   1. Student will be present for entire camp period.
   2. During camp, student will be counselor, aide, tutor, and friend to the 6th graders assigned to him.
   3. Respons[illegible] camp staff will vary, as assigned by director.

C. Post-Camp Evaluation
   1. Student will report to classroom to assist the 6th graders in his charge in their evaluation [illegible].
   2. Student will al[illegible] in a self-evaluation [illegible].

D. Credit

It is [illegible] to receive credit, student must fulfill all of the above [illegible] additional credit [illegible] agreements [illegible] the [illegible]

[illegible] ______________________ [illegible] ______________________

[illegible] ______________________ [illegible] ______________________

ATLANTA PUBLIC SCHOOLS

INSTRUCTIONAL SERVICES CENTER 2930 FORREST HILL DRIVE, S.W. ATLANTA, GEORGIA 30315

OFFICE OF
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION

MEMORANDUM

TO: High School Principals

FROM: Mr. J. P. Sherwood, Coordinator: Camp Learning Project
Worth R. Chistler, Lead Teacher

RE: High School Counselors for the Camp Learning Center

ESAA has as one of its projects for this school year, the Camp Learning Center, Pilot Project Part V. Involved in this experience will be between 1100 and 1300 sixth grade pupils.

Our purpose for writing to you at this time is to extend to you and your students an opportunity for them to participate in this program as counselors for these sixth graders.

The actual program for each counselor would involve 13 weeks. The first six weeks would be spent working in the classrooms with the children about twice a week. There would be one week of camping and then six weeks post-camp evaluation.

We feel that your students can benefit and perhaps get credit from this type of project through your course in Independent Study.

If you are interested in this type of experience for your students, please contact us at the Instructional Services Center, 761-5411, Ext. 226.

JPS/WRC:bs

Enclosures: Camp Brochure, Tentative Schedule for Camp, Tentative Responsibilities of Counselors, Counselor's Contract.

APPENDIX C

ESAA PILOT PROJECT -- PART I

CAMP LEARNING CENTER

C A M P S C H E D U L E

FIFTH SESSION
March 11 -- March 15, 1974

MONDAY

8:30 -- 9:00	Load Buses
9:00 -- 10:30	Travel to Camp
10:30 -- 11:00	Assembly in Mobley Hall

a. Welcome
b. Introductions
c. Cabin Assignments

1. Students
2. Teachers
3. Counselors

11:30 -- 12:00	Make Beds and Unpack
12:00 -- 1:00	Lunch
1:00 -- 2:00	Music Session Alfred Campbell
2:00 -- 3:00	Tour of Camp
3:00 -- 4:00	Assembly

a. Assignments to Academic Teams
b. Organizational Structure

4:00 -- 4:30 Dry Run of Schedule (Academic)

a. Ten Minutes with Each Team

4:00 -- 6:00 Recreational Activities

BOYS	GIRLS
Touch Football	Volleyball
Softball	Table Tennis
Basketball	Kickball
Badminton	Softball
50 Yard Dash	25 Yard Dash
440 Relay	100 Yard Dash

C A M P S C H E D U L E (Cont'd)

6:00 -- 7:00	Supper
7:00 -- 9:00	Practice for Stunt Night Movie
9:00 -- 10:00	Personal Hygiene
10:00 --	Lights Out

TUESDAY -- THURSDAY

7:30 --	Reveille
7:45	Flag Raising
8:00 -- 9:00	Breakfast
9:00 -- 9:30	Clean Cabins and Prepare for Classes
9:30 -- 12:00	Academic Classes

TEAM I -- GEORGIA POWER BUILDING

STUDY OF CEMETERY — Sutton, Crawford Long

a. Math
b. Language
c. Social Studies

1. Ray Cosma
2. Marsha Wood
3. Zenobia Brown
4. John Martin

TEAM II -- BASEMENT OF MOBLEY HALL

STUDY OF SOIL AND WATER — Crawford Long, Lakewood, and Chattahoochee

a. Water Testing
b. Soil Testing
c. Soil Profiles
d. Angling and Casting

1. Arthur Culpepper
2. Emogene Kelly
3. Lois Lenner
4. Ron Reed

TEAM III -- BASEMENT OF DINING HALL

STUDY OF THE FOREST — Lynn Hill, Consultant; Crawford Long

a. Nature Trail
b. Rocks and Minerals
c. Trees and Plants
d. Arts and Crafts

1. Eurie Lindsey
2. Emma Cato
3. Mary Miller
4. Peggy Swain
5. Mike McClure

C A M P S C H E D U L E (Cont'd)

TUESDAY -- THURSDAY

12:00 --	1:00	Lunch
1:00 --	2:00	Enrichment Wednesday -- Douglass High School
2:00 --	3:30	Academic Classes
3:30 --	4:30	Reflections and Reinforcement

a. High School Counselors in Charge
b. Cabins or Out-of-Doors

4:30 --	6:00	Recreational Activities

a. Same as on Monday

6:00 --	7:00	Supper
7:00 --	9:00	Movies, Dances, Stunt Night, and Children Theatre Group
9:00 --	10:00	Personal Hygiene
10:00 --		Lights Out

APPENDIX D

EXAMEN SELECTIVO DE LENGUA ESPANOLA
(Spanish Language Placement Test)

Spanish-S
Experimental Edition

Este examen consta de 50 preguntas. Contéstolas lo más rápido posible. Si no sabe la respuesta a una pregunta, no se detenga; continúe con la pregunta siguiente. No escriba en este cuaderno. Escriba en la tarjeta especial para respuestas. Haga los ejemplos con el profesor.

Ejemplos

Seleccione la forma mejor para llenar el espacio en blanco, entre las dos respuestas a continuación.

1. La camisa está rota. ¿Me la puedes _____?

   A. coser B. cocer

La respuesta marcada A (coser) es la correcta. Llene el espacio junto a la letra A en la tarjeta.

Seleccione la forma mejor para llenar el espacio en blanco, entre las cuatro respuestas a continuación.

2. El femenino de el héroe es _____.

   A. la héroe C. la heroína
   B. la héroa D. la herona

La respuesta marcada C (la heroína) es la correcta. Llene el espacio en blanco junto a la letra C en la tarjeta.

NO ABRA EL CUADERNO HASTA QUE EL PROFESOR DIGA, "COMIENCEN."

PARTE I. Seleccione la forma mejor para llenar el espacio en blanco, entre las dos respuestas a continuación.

3. Lo dijo _____ todo el mundo.

   A. delante B. delante de

4. Da gusto dormir con _____ de hilo.

   A. sábanas B. sabanas

5. Se _____ el pelo en la peluquería.

   A. risa B. riza

6. Si te _____ en el sillón, no tendrás calor.

   A. meces B. meses

7. No importa que el _____ llegado tarde.

   A. haya B. halla

8. _____ hada bienhechora.

   A. el B. la

9. Esta tela es mala, pero ésta es aún _____.

   A. más peor B. peor

10. Ocupa el _____ lugar en la clase.

    A. veintidós B. vigésimo segundo

11. Mi pluma es buena, pero la suya es _____ que la mía.

    A. mejor B. más mejor

12. El femenino de el testigo es _____.

    A. la testigo B. la testiga

13. Son los que cantan _____.

A. peor B. peores

14. _____ lo que pueda.

A. Ará B. Haré

15. Son los que _____ hablan.

A. mejores B. mejor

16. Los daños del frió en el campo han sido este año _____ que los del año pasado.

A. menores B. mas pequeños

PARTE II. Seleccione la forma mejor para llanar el espacio en blanco, entre las cuatro respuestas a continuación.

17. Vi ese automóvil ayer pero el precio no me _____.

A. satisfacio
B. satisfizo
C. satisface
D. satisfecho

18. Anoche _____ cinco automóviles estacionados frente a la escuela.

A. hay
B. había
C. habían
D. hubieron

19. Cuando el niño se iba a acostar, su padre lo _____.

A. bendicio
B. bendicio
C. bendijo
D. bendecía

20. _____ muy feliz si tuviera salud.

A. sería
B. soy
C. fuera
D. seré

21. Tu _____ venir a vernos.

A. prometistes
B. prometiste
C. prometio
D. prometí

22. Me gustaría que _____ todos en la sala.

A. cupiera
B. cabieran
C. quepan
D. cupieran

Parte III. Seleccione la forma mejor que indique cuál de las cuatro respuestas mejor define la palabra subrayada.

23. No pudo <u>recuperar</u> lo perdido.

A. volver a conseguir
B. ponerse lleno
C. retener de nuevo
D. aumentar la cantidad

24. El hombre <u>grabó</u> el mensaje.

A. escribió
B. cambió
C. llevó
D. menoscabó

25. La <u>cisterna</u> se quedó seca.

A. pozo artesiano
B. manantial subterráneo
C. depósito de agua lloviza
D. cuenca de río

26. Los hombres <u>merodeaban</u> varios días por aquel sitio.

A. vacilaban
B. mendigaban
C. vagaban
D. [illegible]caban mero

27. La vaca es un animal <u>mamífero</u>.

A. que se alimenta con leche
B. que alimenta sus hijos con leche
C. que mama mas tiempo del regular
D. que come con apetito

28. Fue un asunto <u>súbito</u> que trajo a la asamblea.

A. sujeto a las circunstancias
B. repentino en las circunstancias
C. esperado en las circunstancias
D. planeado para las circunstancias

29. Es peligroso <u>generalizar</u>.

A. mandar soldados en una guerra
B. considerar muchas cosas en común
C. considerar muchas cosas una por una
D. actuar de jefe en una batalla

30. Después de la muerte de su hijo, <u>permutó</u> la casa.

A. dejó la casa prestada
B. dejó la casa alquilada
C. cambió la casa por otra
D. perdió la casa por no poder pagar

PARTE IV.

La casa de la familia Reyes queda en una montaña. Es muy fresca. Desde allí se ve el mar. También se ve la ciudad. Allá pasó Daniel unas vacaciones con su amigo Pepe.

Daniel corría a caballo todo el día con Pepe. Después se bañaban. Entonces pasaban la noche contando y recontando cuentos. Daniel disfrutó mucho sus vacaciones.

31. Desde la casa de los reyes se ven

A. un río y el mar
B. la ciudad y el mar
C. un camino y el mar
D. un lago y el mar

32. Daniel pasó unas vacaciones en casa de

A. su primo Pepe
B. sus tíos los Reyes
C. su abuelo, el señor Reyes
D. su amigo Pepe

33. Pasaban la noche

A. bañandose
B. cantando canciones
C. contando cuentos
D. corriendo a caballo

PARTE V.

- Yo sé un secreto, Cecilia. Como los secretos no se dicen, tú lo vas a adivinar. ¡Es una alegre sorpresa!

- Bueno, Chiqui, vamos a ver la sorpresa.

- ¿Ves este lindo árbol? El secreto está en el árbol. ¿Sabes qué es?

- Sé el secreto, Chiqui. Hay dos ruiseñores en el árbol. Están en el nido. ¡Qué lindos se ven!

- El nido es su casa. ¿Sabes quien hace el nido? Este es un nuevo secreto.

- Para mí no es un secreto. Yo sé que los pájaros hacen su nido. Trabajan y hacen su nido en el árbol.

- ¿Sabes cómo nacen los pajaritos? ¿A que no lo sabes? Eso sí que es una sorpresa.

- Para mí no lo es, Chiqui. Sé como nacen los pajaritos. Nacen de los huevitos. La mamá cuida los huevos. El papá cuida a la mamá.

34. El primer secreto es que

A. hay dos ruiseñores en un nido
B. hay un nido en la casa de las niñas
C. hay dos palomitas en un nido
D. hay dos nidos de pájaros en el árbol

35. Otra sorpresa es

A. cómo los pájaros cuidan a sus hijos
B. cómo nacen los pajaritos
C. cómo las palomas hacen su nido
D. cómo nacen las palomitas

36. El papá cuida

A. los huevos
B. a la mamá
C. a las niñas
D. el árbol

PARTE VI.

Un día muy nublado nació en un jardín una extraña flor. Su tallo era fuerte, y su carola muy grande, como un disco.

Las demás la miraban con desprecio. Ella era humilde, pero se sentía triste al verse despreciada por las otras flores. Ninguna era más infeliz en el jardín. Mas no podía llorar.

Todos los animales se reían de la flor. Y la despreciaban diciéndole: -No te pareces a ninguna otra flor. Te falta gracia y brillo.

Aquellos desprecios hacían sufrir a la humilde flor. Un día miró al sol y le dijo: -Necesito que hagas el milagro de prestarme tu luz. No quiero sufrir y verme despreciada por los demás...

37. La extraña flor tenía

A. tallo grande y corola muy fuerte
B. tallo fuerte y corola grande
C. tallo como un disco
D. corola pequeña en forma de disco

38. Los animales despreciaban esta flor, diciéndole que

A. le faltaba brillo y gracia
B. tenía el tallo grande
C. parecía a otras flores
D. lloraba mucho

39. La flor sufría mucho por

A. su humildad
B. aquellos desprecios
C. su tamaño
D. su tristeza

PARTE VII.

Lea cuidadosomente cada una de las selecciones a continuación, las afirmaciones incompletas y las palabras o grupos de palabras que les siguen. Escoja entre éstas las que completen cada afirmación con mayor corrección y marque el espacio junto a la letra correspondiente en la tarjeta.

Primera seleccion.-

Un anciano de calva sien y barba blanca asomó a la puerta. Sobre la nieve de su cabellera larga y nazarena temblaba un arco de luz dorada. Su túnica era azul y bordada de estrellas. Parecía el cielo de Arabia en las noches serenas. El manto era rojo, como el mar de Egipto. Y el báculo en que se apoyaba era de oro, florecido en lo alto con lirios blancos de plata. Al verse en su presencia, los tres reyes se inclinaron. El anciano sonrió con la inocencia de un niño y permitiéndoles la entrada dijo con santa alegría: ¡Pasad!

40. Cuando el anciano apareció

A. llevaba un manto azul bordado de estrellas
B. venía ricamente vestido
C. llevaba una túnica parecida al mar de Egipto por su color rojo
D. se apoyaba en un báculo plateado

41. El anciano se apoyaba en un báculo de

A. oro
B. plata
C. luz dorada
D. lirios blancos

42. El anciano de calva sien

A. temblaba cuando asomó a la puerta
B. sonrió a un niño con inocencia
C. permitió a los Reyes que pasaran
D. se inclinó en presencia de los Reyes

43. El anciano probablemente era

A. un rico, porque tenía cien caballos
B. un esclavo, porque se inclinó en la presencia de los Reyes
C. un minero, porque llevaba un arco de luz en la cabeza
D. una persona importante, porque los Reyes se inclinaron en su presencia

Cuarta seleccion.-

En Panamá, Colombia y en el norte de Perú, crece una palmera denominada tagua, que da unos frutos que se asemejan mucho al marfil de los colmillos de elefante y que son utilizables en la fabricación de botones. Cuando las nueces de marfil se reciben en la fábrica, están provistas de una corteza suficientemente dura, capaz de resistir al acero, pero se abren fácilmente al golpearlas y en su interior se encuentra la almendra. Estas almendras se colocan en tambores giratorios que las separan de la cáscara, más tarde se clasifican por tamaño y se entresacan; luego van a las sierras donde se hacen los botones del núcleo de las almendras.

44. En Panamá crece un árbol que

A. tiene colmillos
B. se llama almendra
C. lo dicen tagua
D. produce una corteza de la cual se hacen botones

45. Los frutos de la tagua se asemejan

A. al acero
B. a la corteza de la palma
C. a la cáscara de nueces
D. al marfil de los colmillos de elefante

46. Los botones se hacen de

A. la cáscara de los frutos de la tagua
B. la corteza de las almendras
C. las almendras con su cáscara
D. el núcleo de las almendras

47. Los botones se cortan con

A. tambores
B. sierras
C. colmillos
D. golpes

Quinta selección

Sin duda que las fiestas tradicionales en los pueblos pequeños no pasan, como aquí en las ciudades, casi inadvertidas. Allá, tan pronto la gente sale fuera de los templos, dan indicios del regocijo o de la tristeza que les causa alguna ceremonia que acaban de presenciar. Todos revelan franca y sinceramente los sentimientos que los dominan; y aún procuran, sin esfuerzo, comunicarlos a los demás, hallar eco en ellos, uniformar su manera de expansión. De aquí que en las reuniones de las familias sea fácil descubrir el espíritu que las inspira.

No sucede lo mismo en los grandes centros metropolitanos donde la población es menos ingenua. Allí todo se pierde y se confunde; aquí es necesario que la fuerza de una tradición y los usos que la tradición ha sancionado vengan a imprimir carácter a las fiestas del pueblo.

48. El autor dice que las fiestas religiosas que no exigen manifestaciones exteriores

    A. pasan inadvertidas en las ciudades igual que en los pueblos pequeños
    B. no pasan inadvertidas en las ciudades porque las sanciona la fuerza de la tradición
    C. no pasan inadvertidas en los pueblos pequeños porque la gente revela sus sentimientos cuando sale de los templos
    D. pasan inadvertidas en los pueblos pequeños porque en estos todo se pierde y se confunde

49. Dice el autor que la gente del pueblo pequeño que acaba de presenciar alguna ceremonia

    A. revela francamente los sentimientos que le dominan
    B. no hace esfuerzos para comunicar sus sentimientos a sus vecinos
    C. no demuestra iniciativa, pues espera hallar eco de sus sentimientos en los periódicos y las revistas de la ciudad
    D. domina sus sentimientos al salir de los templos

50. El autor dice que en las ciudades las fiestas no son iguales a las de los pueblos pequeños porque

    A. la gente comunica sus sentimientos al salir de los templos
    B. no están sancionadas por la tradición
    C. todo se pierde y se confunde
    D. las familias no se reúnen después de la ceremonia religiosa