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HUMAN DEVELOPMENT PROJECT, 1965-1966. FINAL REPORT.  
RICHMOND PUBLIC SCHOOLS, VA.

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RICHMOND, VIRGINIA, HUMAN DEVELOPMENT PROJECT, CALIFORNIA  
ACHIEVEMENT TEST, FORD FOUNDATION

THIS FINAL REPORT IS AN EVALUATION OF A COMPENSATORY EDUCATION PROJECT IN RICHMOND, VIRGINIA. DATA ARE DERIVED FROM TEACHERS' RESPONSES TO A QUESTIONNAIRE, FROM A REPORT ON THE ACADEMIC PERFORMANCE OF PUPILS IN THE 1965 SUMMER PROGRAM, AND FROM AN ANALYSIS OF STANDARDIZED ACHIEVEMENT TEST RESULTS IN EXPERIMENTAL AND CONTROL SCHOOLS. THE REPORT PRESENTS THE FREQUENCY OF TEACHERS' RESPONSES TO CATEGORIES WITHIN EACH OF THE 11 QUESTIONNAIRE ITEMS. FINDINGS ON THE SUMMER PROGRAM ARE CLASSIFIED INTO THE LANGUAGE ARTS, READING, SPEECH, AND ARTS AND CRAFTS ACTIVITIES. EIGHT ACTIVITIES FOR WHICH ACHIEVEMENT TEST DATA WERE AVAILABLE ARE SELECTED FOR ANALYSIS. THE LAST SECTION OF THE EVALUATION CONTAINS CALIFORNIA ACHIEVEMENT TEST DATA FOR GRADES 4, 5, AND 6. ALSO INCLUDED ARE A SAMPLE OF THE QUESTIONNAIRE, LISTS OF ACTIVITIES IN THE FIVE EXPERIMENTAL SCHOOLS, AN ANALYSIS OF VARIANCE SUMMARY TABLES FOR THE SPRING, 1966 TESTING, AND A FINANCIAL STATEMENT OF THE EXPENDITURES OF THE SCHOOL BOARD AND THE FORD FOUNDATION, WHICH WAS THE SPONSORING AGENCY.

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**RICHMOND PUBLIC SCHOOLS**

# **Human Development Project**



**Richmond, Virginia**

**1965-66**

UD 004948

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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RICHMOND PUBLIC SCHOOLS

HUMAN DEVELOPMENT PROJECT

REPORT

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312 North Ninth Street  
Richmond, Virginia

~~The~~ Human Development Project is Co-Sponsored by the  
Richmond City School Board and The Ford Foundation.

September 1966

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## INTRODUCTION

This is the third and final report of the Human Development Project supported by The Ford Foundation and the Richmond Public Schools. The 1964 and 1965 reports provide an adequate description of the compensatory education program offered to children and youth from the disadvantaged areas of Richmond. This report will feature the evaluation conducted by the Division of Educational Research of the University of Virginia and the financial statement.

The Human Development Project has had a great impact on Richmond and Virginia. An indication of this impact is conveyed in an editorial of the Richmond Times Dispatch of August 11, 1966:

Much good undoubtedly will be accomplished with the nearly \$1.5 million in federal grants awarded to the Richmond schools Tuesday.

The bulk of the money will directly benefit Negro children and their families. Negroes constitute at least 63 per cent of the city's public school population. And a larger proportion of Negroes than whites fall into the low-income or underprivileged categories which the federal money primarily is intended to help.

The funds will provide not only concentrated instruction for the children; it also will pay for certain supplementary benefits, such as medical care and breakfasts and lunches for some of the youngsters.

Services and benefits along this line will not be new in Richmond. In 1963 an overall program of this type was launched with a half million-dollar Ford Foundation grant to cover a three-year period. That grant is now expiring, but the work begun will be carried on, thanks largely to the federal aid.

In an attempt to develop guiding principles for planning school improvement projects, the Human Development Staff sought to state such principles in areas where agreements could be reached. Consequently, they will be of most value for Richmond and similar communities. Other school systems may profit from testing some of the principles in their own situations. The

statements enumerated below were based entirely on experiences in the Richmond Project.

1. The employment of teacher aides to perform noninstructional tasks in elementary schools is a reasonable alternative to the reduction of pupil-teacher ratio. Personal qualities of teacher aides who assist elementary teachers are more important than educational attainments.
2. The employment of specialists in reading, guidance, and social work is more effective than the employment of additional regular teachers, providing specialists are regular members of the school faculties. Much time and effort are wasted by an arrangement utilizing itinerant teachers.
3. School improvement projects should be school centered. Projects should be operated in such a manner as to strengthen and support the leadership role of the building principal.
4. There are many new approaches to teaching reading. The motivation of the teacher using a method is more important than the particular method selected. However, a school with varied methods is superior to a school with a single method.
5. Teachers react emotionally to class size. A reduction in class size will result in an improvement in teacher morale, at least temporarily. The reduction in class size will usually not result in measurable improved pupil achievement unless the teacher changes the method of instruction.
6. In schools with large numbers of economically and educationally deprived children the employment of a full-time person concerned with personal and community problems of pupils is worthwhile. It is not important whether this person is called a school-community coordinator, visiting teacher, guidance counselor, or school social worker. The success of

this person depends on his ability to identify himself with the problems of the community and to relate effectively to pupils, parents, teachers, and community agencies.

7. The project director should be a person who not only tolerates many different approaches to the solution of instructional and personal problems, but who can enthusiastically support ideas of people other than himself. In large school systems it is important that the project director be a member of the administrative staff at a level sufficiently close to the center of things so that he is aware of the directions and emphasis of the school system and can interpret these to principals and other project staff.
8. The educational problems of the disadvantaged must be attacked at an early age. By the time a youngster has reached his teens; expensive, radical, remedial measures are required to change behavior. Programs of Early Childhood Education offer excellent opportunities for compensatory experiences.
9. The quantity of education offered disadvantaged pupils may be increased by extending the school day, school week, or school year. The most promising approach is to extend the school year by the provision of special summer programs designed to meet the particular needs of the pupils who would attend.

## EVALUATION

The portion of the third annual report on the Human Development Project dealing with evaluation was prepared at the Division of Educational Research, the University of Virginia, Charlottesville, Virginia.

The data are presented in three sections:

- I. Teachers' responses to a questionnaire designed to elicit their conclusions concerning the effectiveness of the project during its three years of operation.
- II. A report on the academic performance of pupils who participated in the 1965 Summer Program.
- III. Analysis of standardized achievement test results in experimental and control schools for the 1965-1966 school year.

### TEACHERS' RESPONSES TO QUESTIONNAIRE

A copy of the questionnaire administered to teachers in the Human Development Project schools is included in Appendix A. It should be used as a guide in examining responses and as a source for fuller descriptions of categories within questionnaire items.

Responses to the eleven items comprising the questionnaire are reported below in the form of frequencies of response to categories within each item. Since some teachers did not respond to all questionnaire items, totals for different items may disagree.

Conclusions and generalizations derived from the questionnaire appear following the presentation of item responses.

Item 1. How many years have you been participating in the Ford Foundation Human Development Project:

Responses:

<u>School</u>	<u>Years</u>		
	<u>3</u>	<u>2</u>	<u>1</u>
A	14	2	7
B	11	1	2
C	11	0	1
D	16	1	4
E	20	3	6
F	20	0	0
<hr/>			
Total Responses	92	7	20

Item 2. Please describe your general observation of student behavior during the course of the project.

Responses:

A. Academic Performance

<u>School</u>	<u>Average Gain</u>	<u>Better than Average Gain</u>	<u>Significant Gain</u>
A	3	9	3
B	8	9	0
C	8	3	1
D	0	12	6
E	1	20	8
F	13	19	2
<hr/>			
Total Responses	33	72	20

B. Students' Attitudes

<u>School</u>	<u>Remained the Same</u>	<u>Somewhat More Interested</u>	<u>Much More Positive</u>
A	1	11	2
B	5	11	1
C	1	10	1
D	0	9	10
E	0	21	7
F	8	15	11
Total Responses	15	77	32

Item 3. Cite the basis of your judgment in answering questions 2A and 2B.

Responses:

Bases for judgment cited by the teachers included observation of behavior, study habits and attitudes, attendance, test results and student participation.

Items 4, 5, and 6.

Please rate the following activities by giving a "1" to an activity you feel is of greatest value to the students, a "2" to the one of next value, etc.

Responses:

School	Rating	Item 4			Item 5				Item 6			
		Summer Reading and Language Arts	Academic Remedial Activities	Other Activities Related to Academics	Adult Education and Training Programs	Extended Psychological Guidance Services	Preschool Programs	Summer Programs	Field Trips, Cultural Events, etc.	Recreational Activities	Enrichment Programs	Health and Hygiene Programs
A	1	3	10	2	2	4	1	13	5	5	8	2
	2	7	7	0	3	6	2	2	1	6	6	4
	3	0	0	9	3	1	1	0	3	2	1	3
	4	0	0	0	1	1	2	0	2	1	1	3
B	1	4	12	3	0	9	5	5	10	2	4	5
	2	8	0	6	7	3	2	5	3	3	7	4
	3	6	0	8	5	1	5	4	1	5	5	4
	4	0	0	0	5	4	4	2	2	8	1	5
C	1	5	1	4	2	1	4	4	9	0	3	0
	2	5	1	5	5	2	2	4	3	0	7	2
	3	1	6	1	4	2	0	3	0	6	1	3
	4	0	0	0	0	4	3	0	0	3	0	6
D	1	11	7	1	6	2	5	8	16	1	1	2
	2	7	6	6	4	1	9	4	2	1	15	2
	3	1	2	9	4	4	2	2	0	3	1	9
	4	0	0	0	5	6	0	1	0	8	0	3
E	1	6	20	5	10	13	9	3	11	3	11	12
	2	18	4	7	8	5	7	7	14	5	7	6
	3	3	4	14	4	2	6	9	3	8	6	8
	4	0	0	0	4	7	3	5	0	8	2	2
F	1	16	22	4	15	7	11	16	17	5	15	12
	2	15	10	14	9	11	9	10	5	5	11	5
	3	5	3	7	8	6	8	3	2	7	5	11
	4	0	0	0	5	2	4	6	0	13	3	5

NOTE: This presentation of data should be read as follows: Eight teachers in school A gave the summer reading and language arts program a rating of "1" and seven teachers gave the same program a rating of "2", etc.

Item 7. Indicate the changes in student behavior you have observed which appear related to the following activities. (+ indicates positive changes in behavior, - indicates negative changes, and No indicates no change.

TYPE OF CHANGE	SCHOOL																	
	A		B		C		D		E		F							
	+	No	+	No	+	No	+	No	+	No	+	No						
A. Changes as a result of Psychological and Guidance Services																		
1. Academic skill and development	8	0	7	6	0	6	2	0	9	15	0	4	33	0	6	19	1	13
2. Motivation for learning	8	0	7	7	0	5	2	0	8	17	0	4	29	0	8	22	0	10
3. Self Concept	10	0	6	9	0	4	1	0	9	19	0	0	33	0	3	17	1	13
4. Social development	10	0	6	7	0	5	2	0	9	18	0	1	30	1	7	16	0	18
B. Changes as a result of Field Trips and Cultural Programs																		
1. Academic skill and development	7	0	5	11	0	4	9	0	2	22	0	0	37	0	1	25	2	7
2. Motivation for learning	13	0	1	12	0	3	11	0	2	22	0	0	39	0	0	31	1	5
3. Self concept	12	0	3	10	0	4	8	0	4	21	0	1	30	1	5	27	0	8
4. Social development	13	0	2	11	0	3	10	0	3	21	0	0	37	0	0	26	1	8
C. Changes as a result of Remedial and Compensatory Programs																		
1. Academic skill and development	12	0	0	9	0	5	6	0	4	19	0	0	26	0	2	26	1	9
2. Motivation for learning	13	0	0	8	0	6	6	0	4	18	0	1	21	1	2	23	0	13
3. Self concept	13	0	1	8	0	6	6	0	4	18	0	1	21	1	0	23	1	11
4. Social development	10	0	2	7	0	8	5	0	5	16	0	1	20	0	0	20	0	15
D. Changes as a result of Sports and Recreational Programs																		
1. Academic skill and development	6	0	6	6	0	9	4	0	7	13	0	6	11	1	9	18	1	12
2. Motivation for learning	9	0	4	7	0	8	6	0	5	13	0	6	11	0	9	20	0	14
3. Self concept	15	0	1	7	0	7	7	0	4	14	0	4	12	0	7	21	0	11
4. Social development	14	0	1	7	0	7	7	0	4	15	0	3	18	0	6	18	1	13
E. Changes as a result of Health and Hygiene Programs																		
1. Academic skill and development	6	0	4	3	0	9	4	0	7	15	0	2	24	0	2	19	0	16
2. Motivation for learning	6	0	5	4	0	9	3	0	8	14	0	3	21	1	3	11	0	20
3. Self concept	11	0	2	7	0	6	5	0	6	16	0	1	26	0	2	19	0	12
4. Social development	6	0	5	6	0	6	3	0	8	16	0	1	22	0	3	17	0	14

NOTE: This presentation of data should be read as follows: In School F, nineteen teachers observed that psychological and guidance services resulted in positive changes in pupil behavior in the area of academic skill and development, one teacher observed negative changes and thirteen observed no change, etc.

Item 8. Describe a compensatory activity in which you were directly involved.

Responses:

<u>Activity</u>	<u>Number of Responses</u>
Adult education and vocational opportunities	7
Ability to motivate children	2
Cultural enrichment	6
Academic enrichment for "slow" and "bright"	1
Improved communication and language arts skills	9
Development of motor skills and sportsmanship	6
Remedial reading	7
Music and hobbies	2
Arts and crafts	5
Guidance	1
Knowledge of library facilities	4
The activity center	2
School safety	1
Parent conferences	1
Drama club	2
Babysitter instruction	1
Science experiments	2
Study hall	5
Health program	1
Social worker	1
Adult sewing class	<u>1</u>
Total Responses	67

Item 9. Describe a major strength of the Human Development Program.

Responses:

<u>Major Strengths</u>	<u>Number of Responses</u>
Improvement of language arts and communication skills	5
Cultural enrichment and social development	20
Guidance and psychological services	8
Program for deprived areas (summer)	13
Full-time visiting teacher	12

Item 9. (continued)

<u>Major Strengths</u>	<u>Number of Responses</u>
Full-time reading consultant	10
Remedial reading program	10
Development of academic skills	5
Positive learning atmosphere	1
Science classes	1
Decreased teacher-pupil ratio	3
Arts and crafts	1
Keeps children out of trouble	5
Involvement of parents and home	9
Program geared to pupil needs	7
Adult program	7
More varied activities and resources	11
Concern about retention of activities begun	2
Help of specialists made available	2
Additional time provision	1
Lunch program	1
Provision of teacher training	1
Finance and facilities	3
<b>Total Responses</b>	<b>138</b>

Item 10. I would suggest the following as an improvement to the Human Development Project.

Responses.

<u>Suggested Improvements</u>	<u>Number of Responses</u>
Maintain good teacher-pupil ratio	5
More adequate transportation	1
More elaborate field trips	2
Improved guidance services	6
Extended winter classes	1
Better salaries for trained personnel	1
Extended and improved program in the community	15
More efficient organization	6
Encourage children to take care of the school	1
Early evaluation for adequate placement	3
Increased psychological services	8
Opportunity for brighter students throughout the city to meet for classes	1
A more inclusive budget	1
More teacher aides	2

Item 10. (continued)

<u>Suggested Improvements</u>	<u>Number of Responses</u>
Center for storage of special equipment	1
More supplies and materials	7
Lunch and/or breakfast for those without	5
More family related activities	3
Health and clothing instruction	3
Stronger adult education program	13
Stronger program of follow-ups	1
More time allotted with pupils	1
More classroom teachers directly involved	1
More specialized personnel	6
Inclusion of science in all projects	1
More inclusive record keeping	1
After school classes for severely retarded	1
More evening recreational supervision	<u>1</u>
Total Responses	98

Item 11. Other comments.

Responses:

<u>Comments</u>	<u>Number of Responses</u>
Program is positive for deprived communities and should be continued	20
Program strengthened entire school	1
Maintained "status quo" attendance record	1
Community involved in planning own program	1
Positive contribution of program's flexibility	1
Will take several years to feel the impact of the program	<u>1</u>
Total Responses	25

### Conclusions and Generalizations

Item 1 showed that a majority of the teachers in the six schools have been participating in the project for three years.

In Items 2 and 3 the teachers' observations of academic performance of students indicated gains somewhat greater than typically expected. Teachers generally indicated a relatively more positive gain in attitudes than in achievement.

The responses of teachers in schools D and E indicated more favorable observations than the responses of teachers from the four remaining schools.

Items 4, 5, and 6 asked teachers to rate three groups of activities.

When comparisons were made within the group comprised of summer reading and language arts, remedial activities and other activities related to academics (Item 4), remedial activities were rated of greatest value in four schools. Summer reading and language arts ranked first in two schools.

A comparison of adult education, psychological and guidance services, pre-school programs, and summer programs (Item 5) indicated a summer program is favored over the other services in four of the schools. Guidance and psychological ranked first in two of the schools.

A relative ranking of the activities of field trips, recreation, enrichment and health and hygiene was given in Item 6. Field trips were ranked highest in four schools, and enrichment was given a highest

rating in one school. Health and hygiene received top rating in the remaining school. Health and hygiene and enrichment were both generally favored over recreational activities. Item 7 related the four developmental areas of academic and skill development, motivation for learning, self-concept and social development to five program types. These programs were (1) psychological and guidance services, (2) field trips and cultural and enrichment programs, (3) remedial and compensatory activities related to academics, (4) sports and recreation programs, and (5) health and hygiene programs. Responses to each of these programs were indicated either as positive changes, no observable changes or negative changes.

The majority of teachers indicated a positive change in the four developmental areas for each of the five programs. With few exceptions the remaining responses were, "no observable change." The responses generally indicated that if a program contributed positively, it did so in all four developmental areas.

Responses to the programs arranged by schools are presented below. The programs are classified by the number of teachers responding with a positive change and no observable change. Level I indicates that about  $2/3$  -  $3/4$  of the teachers believed a positive change resulted from this program. Level II indicates an approximate split between the two categories and Level III indicates a majority of teachers generally attributed "no observable change" in the four developmental areas.

	<u>School</u>					
<u>Level</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
I.	remedial activities field trips	field trips	field trips	All 5 programs	All 5 programs	remedial activities field trips
II.	psych. & guidance sports & rec. health & hygiene	psych. & guidance remedial activities	remedial activities sports & rec.			remedial activities sports & rec. health & hygiene
III.		sports & rec. health & hygiene	health & hygiene psych. & guidance			

As was indicated by the distribution of responses to Items 2A and 2B teachers in schools D and E indicated generally positive changes in academic performance and attitudes and in Item 7 suggested a positive change in academic and skill development, motivation, self-concept and social development associated with the five programs.

Certainly the responses may have reflected the nature and extent of the compensatory activities in each school. However, subject to the validity of teacher observations, it appeared that specific activities within successful programs generally contributed to various developmental areas, and such a diversified attack was helpful if attitudes and achievement were to be influenced. Health and Hygiene was the one program which did not evidence a consistent response in the four developmental areas. The program contributed relatively more to self-concept and social development. This in part explains why health and hygiene

was in a lower level of favor among teachers; the specificity of the program, rather than disapproval.

The sports and recreation program was generally rated as not contributing to the four areas of growth. Difficulty of observing changes related to such activities or the extent and success of the programs may have contributed to this result. However, it is also likely that, for example, field trips or cultural activities might have served a more general need. This seems to have been indicated by the strong response to field trips in all six schools. Remedial activities was next considered to influence a positive pupil change, followed by the other three programs.

Item 8 summarized teacher comments concerning an activity in which she was involved. Responses to Item 9 indicated that teachers consider as major strengths of the program, cultural enrichment and social development activities as most important, followed in order by summer programs more and varied activities and resources and specialized personnel.

The most frequent responses to Item 10 (suggested improvements) were an extended and improved program in the community and a stronger adult education program. Increased psychological services and more materials were the next most often suggested improvements. These responses indicated that the relatively lower ranking of guidance and adult programs than a feeling that these programs were less important.

Other comments given in Item 11 showed strong support for continued programs and a feeling of positive benefit for deprived communities.

It appears from the teachers' responses to the questionnaire that they experienced positive observations which they attributed to the Human Development Project. Their understanding of the program seemed to extend beyond the narrow concept of academic achievement; i. e., they attributed positive gains to programs not directly related to academic study and suggested extension of such activities to the parents and community. Cognizance of social development, self-concept, student attitudes as well as academic achievement, certainly indicated a desirable perspective of the deprived community. Such a perspective has implications for the success of an extended program which attempts to consider the needs and background of the culturally disadvantaged youngster.

Responses to items in Table I suggested that teachers felt field trips, cultural experiences, etc., influenced a positive change in the students' academic and non-academic development. Remedial activities were also highly favored, particularly in summer reading and language instructional programs. If one were to assign priorities to the development of an extended program, it is suggested that a summer program be instituted for academic assistance, field trips and enrichment activities be encouraged throughout the year and specialized personnel and services be available to the teachers. Health and hygiene has importance for self-concept and social development. Also, the teachers recognize that community and adult involvement is crucial. Their somewhat indirect experience with pre-school programs quite possibly accounts for the lower ranking of this activity.

SUMMER PROGRAM - 1965

The 1965 summer program involved nearly 100 activities. These activities were grouped for analysis into four classifications: Language Arts, Reading, Speech, and Arts and Crafts. A listing of the activities under each of the four classifications is presented below. Each teacher's reported activities are included which results in repetitions in the lists.

Activities

Language Arts

- 1) Literature - creative
- 2) Music, Drama, Literature, Creative Arts
- 3) Special Education Skills in Remedial Instruction
- 4) Creative Expression
- 5) Creative Dance, Art, and Writing Experiences
- 6) Remedial Skills in Language Arts
- 7) Enriched Literature
- 8) Language Arts
- 9) Oral and Written Expression
- 10) Oral and Written Expression
- 11) Oral and Written Expression
- 12) Log of Daily Activities - Diary
- 13) Literary Presentation for Reading Workshop
- 14) Class Log of Summer Activities
- 15) Assembly Program and City Tour
- 16) Class Newspaper and Exercises in Phonics Workbook
- 17) Using the Movie Projector to Develop Listening Skills
- 18) Means of Communication
- 19) Learning to Listen
- 20) Reading is Fun
- 21) Improving Listening Skills through Physical Education
- 22) Ways of Communicating and Our Changing Community
- 23) Working with Words and Consonants
- 24) Rhythm in Language Arts
- 25) Auditory and Visual Work
- 26) Manipulatory-Active Reading
- 27) Individual Originality
- 28) Dictionary Construction and Story Composition
- 29) Language Arts
- 30) Listening (Are You Listening?)
- 31) Language Arts

- 32) Pre-reading Activity
- 33) Language Arts
- 34) Picture Interpretation
- 35) Listening-Speaking
- 36) Animal Families
- 37) Becoming Acquainted with Wildlife
- 38) Health and Safety
- 39) Home Economics and Related Activities

Reading

- 1) Low Level Reading
- 2) Remedial Reading
- 3) Remedial Reading
- 4) Developmental Reading
- 5) Developmental Reading
- 6) SRA Reading Laboratory
- 7) Developmental Reading
- 8) Individualized Reading
- 9) Reading
- 10) Silent Reading
- 11) Reading in Dialogue
- 12) Reading
- 13) Building Word Power
- 14) Reading Enrichment
- 15) Remedial Reading through the Experience Chart
- 16) Individualized Reading

Speech

- 1) Speech
- 2) Speaking
- 3) Using the Tape Recorder to Aid Speech Improvement

Arts and Crafts

- 1) Shop-Woodworking
- 2) Homemaking
- 3) Music Appreciation
- 4) Games
- 5) Arts and Crafts
- 6) Scrapbook Covers
- 7) Water Coloring
- 8) Plaster of Paris
- 9) Work with Clay
- 10) Father's Day Gifts
- 11) Children's Art

Eight of the above activities for which achievement test data were available and which represented the variety of summer activities were selected for analysis. A correlated t-test was run between the spring and fall achievement testings to determine if a significant mean gain has occurred during the summer. The results of the analysis and a description of the activities are presented below.

Activity	N	Total Reading	Total Arithmetic	Total Language
I-A-1	22	2.73*	-1.32	.51
I-A-6	19	-2.13*	-1.82	-2.75*
I-A-13	20	.13	2.72*	2.15*
I-A-15	18	4.68**	- .52	1.63
I-A-17	20	1.39	7.72**	5.89**
I-B-1	15	.80	.19	- .77
I-B-2	19	1.97	1.79	3.55**
I-C-(1-3)	16	.11	.15	.60

\* significant at .05 level

\*\* significant at .01 level

Description of Activities (from teacher reports):

I-A-1: Literature will be reproduced, stories created, vocabularies enlarged and grammatical errors attacked.

I-A-6: Use of remedial skills with slow children involving words and color. Use of crafts, crochet, embroidery, creativity in dramatization, etc.

I-A-13: A trip to Virginia State College by the class. Emphasis on poetry in developing oral creative expression and comprehension as well as cultural appreciation

I-A-15: Assembly Program: The music teacher assisted me in training the children to sing songs related to our unit and to play flutes. The purpose of this program was to help the children develop their reading skills. It also helped the children to speak clearly and distinctly. It helped them to learn to listen and follow directions.

City Tour: The preparation for our city tour took about three weeks. The purpose of the city tour was to help the children

with their reading skills by allowing them to find information, do research and give oral and written reports on the places of interest in Richmond. Their creative abilities were used to write stories and draw pictures about these various places.

I-A-17: To develop the skill to remember in sequential order. To develop the skill to listen for fact or opinion. To develop the skill to read for information. Pupils were introduced to books related to films from which they could make selections according to their interest.

I-B-1: Helping the lower level reading group of overaged boys. Techniques of sports, etc. Boys' consultant.

I-B-2: Helping overaged boys in language arts by giving enrichment-materials. Teaching sports appreciation techniques in baseball, basketball, courtesy, social graces, etc.

I-C-(1-3):

1. Speech improvement, speech experiences, individual assistance.
2. To be able to stand before the class and speak at least a minute on some simple subject. These were called impromptu speeches. Pupils were allowed to select the topics which interested them.
3. Each child was given the opportunity twice a week to read on tape, listen critically, and reread to show improvement.

Significant reading gains in groups I-A-1 and I-A-15 indicated that varied approaches are successful to reading improvement. The enrichment activities of I-A-17 and I-B-2 were also successful in language arts and arithmetic improvement.

Gains in reading, arithmetic, and language achievement for the total group were likewise analyzed. The result of the analysis are presented below:

Significant mean differences for the total group (N=307) in Reading Arithmetic, and Language

	M <sub>1</sub>	M <sub>2</sub>	D	t
Reading	4.70	4.94	+.24	7.14**
Arithmetic	5.24	5.28	+.04	1.33
Language	4.85	5.04	+.19	4.75*

\* significant at .05 level

\*\* significant at .01 level

In general, significant gains were made in reading and language. This finding is consistent with the heavy emphasis of activities related to reading and language arts improvement.

Data were classified by sex to determine if boys or girls are more likely to benefit from the summer program. The results of the analysis are as follows:

Significant mean differences for males (N=145) in Reading, Arithmetic and Language

	M <sub>1</sub>	M <sub>2</sub>	D	t
Reading	4.48	4.76	+.28	5.38**
Arithmetic	5.16	5.20	+.04	.89
Language	4.58	4.77	+.19	2.92**

Significant mean differences for females (N=162) in Reading, Arithmetic and Language

	M <sub>1</sub>	M <sub>2</sub>	D	t
Reading	4.90	5.10	+.20	4.35**
Arithmetic	5.32	5.35	+.03	.71
Language	5.09	5.27	+.18	3.75**

\*\* significant at .01 level

The findings indicate that both boys and girls benefited in a like manner from the summer program. Significant mean gains in reading and language between the spring and fall testing period are present for both sexes.

The activities were analyzed by the four classifications: Language Arts, Reading, Speech, and Arts and Crafts. Only those activities in which achievement test data were available were included in the analysis. The results of the analyses are given below.

Significant Mean Differences for Each of Four Categories of Activities

	<u>M<sub>1</sub></u>	<u>M<sub>2</sub></u>	<u>D</u>	<u>t</u>
<u>Language Arts</u> (N = 179)				
Reading	4.75	4.95	+.20	5.00**
Arithmetic	5.23	5.22	-.01	-.26
Language	5.00	5.10	+.10	1.89
<u>Reading</u> (N = 74)				
Reading	4.65	4.91	+.26	3.77**
Arithmetic	5.29	5.34	+.05	.82
Language	4.59	4.94	+.35	4.43**
<u>Speech</u> (N = 19)				
Reading	4.76	4.87	+.11	.13
Arithmetic	5.14	5.16	+.02	.19
Language	4.87	4.97	+.10	.59
<u>Arts and Crafts</u> (N = 35)				
Reading	4.51	4.97	+.46	3.77**
Arithmetic	5.27	5.49	+.22	2.16*
Language	4.61	4.94	+.33	2.97**

\* significant mean gain at .05 level

\*\* significant mean gain at .01 level

Language arts programs are associated with significant gains in reading achievement; reading activities are associated with significant gains in reading and language arts; no significant gains were associated with the speech program, a reasonable finding because only academic achievement is defined as criterion variable 1, and significant mean gains were found in reading, arithmetic and language for the arts and

crafts group.

The summer program appears to have helped the students to make significant gains in academic performance. These results bear out the teachers' responses to the questionnaire: the high ranking of the summer program is supported by some objective measure; and arts and crafts or enrichment activities are of significant value to the student's performance.

The activities were classified by school. A description of the activities carried on in each school is presented in Appendix B. The results of the data analysis are presented below:

<u>Reading</u>		<u>Arithmetic</u>		<u>Language</u>	
Mean Spring	Mean Fall	Mean Spring	Mean Fall	Mean Spring	Mean Fall
<u>School E</u>					
4.42	4.54	5.02	4.94	4.44	4.52
t = 2.22*		t = -1.48		t = .94	
<u>School D</u>					
4.98	5.20	5.39	5.42	5.26	5.48
t = 5.37**		t = .71		t = 3.89**	
<u>School B</u>					
4.53	4.94	5.25	5.43	4.58	4.84
t = 4.45**		t = 2.32*		t = 3.68**	

\* significant at .05 level

\*\* significant at .01 level

Students were grouped by I.Q. levels to determine the appropriateness of the summer program for three levels of measured ability.

	<u>Reading</u>		<u>Arithmetic</u>		<u>Language</u>	
	Mean Spring	Mean Fall	Mean Spring	Mean Fall	Mean Spring	Mean Fall
<u>I.Q.'s above 100</u>	5.47	5.82	5.81	5.76	5.59	5.91
	t = 4.32**		t = -.72		t = 3.86**	
<u>I.Q.'s 100-85 range</u>	4.52	4.79	5.16	5.26	4.63	4.82
	t = 5.87**		t = 2.44		t = 3.17**	
<u>I.Q.'s below 85</u>	4.26	4.38	4.81	4.79	4.51	4.56
	t = 1.46		t = -.57		t = .74	

\* significant at .05 level

\*\* significant at .01 level

Students with a measured I.Q. of 85 and above generally benefitted in reading and language achievement. The importance of pre-school programs and development of new techniques for children below 85 is suggested by no gain in achievement at this level.

ACHIEVEMENT DATA, 1965-66 SCHOOL YEAR

The California Achievement Test was administered to grades 4, 5, and 6 in E1, C1, E2, C2, and E3 schools in the fall of 1965 and spring of 1966.

The means and standard deviations of the total CAT scores by schools and grade levels are as follows:

Means and Standard Deviations; Fall vs. Spring for Each School

School	Grade	Fall		Spring	
		Mean	SD	Mean	SD
E1	4	3.43	0.63	4.22	0.77
	5	4.49	0.84	5.06	1.00
	6	5.08	0.95	5.61	1.05
C1	4	3.41	1.05	4.00	0.84
	5	4.52	1.18	5.47	1.05
	6	5.45	1.05	6.28	1.10
E2	4	3.92	0.73	4.64	0.84
	5	4.92	0.95	5.34	1.00
	6	5.63	0.95	6.21	0.70
C2	4	3.46	1.52	4.75	0.77
	5	5.00	0.77	5.63	0.84
	6	5.43	0.77	5.79	0.89
E3	4	3.67	0.71	4.36	0.84
	5	4.27	0.89	4.69	0.95
	6	5.03	1.10	5.61	1.00

It has been established that C1 school serves as a comparison school for E1 school, and that C2 school serves as a comparison school for E2 school. The mean total achievement scores of E2 and C2 schools for the spring 1966 testing are presented below:

	Reading	Arithmetic	Language	Total
E2	5.01	5.51	5.35	5.33
C2	5.17	5.47	5.47	5.41

Analysis of variance designs were used to compare the spring achievement scores of the two schools. The summary tables are included in Appendix C.

The results of the analyses indicate that mean differences at the fourth and fifth grade levels favor C2 school at the .05 level and a mean difference in total achievement at the .05 level favors E2 school. These results must be interpreted with limitations. Achievement data are not sufficient for a general evaluation. These comparison schools may no longer be appropriate for the fourth and fifth graders, and experimental control is not possible. The data do suggest, however, that if the significant difference in favor of E2 school at the sixth grade level can be at least partially attributed to the School Improvement Program, then such differences are likely to occur only after three years of compensatory activities.

Analysis of variance designs were used to compare the total groups (grades 4, 5, 6) by reading, arithmetic, language, and total score. The summary tables are presented in Appendix C. The results indicate that significant mean differences favor C2 school in arithmetic and language. No significant mean difference was found at the .05 level in reading.

The mean achievement scores for E1 and C1 schools for the Spring 1966 testing are presented below:

	Reading	Arithmetic	Language	Total
E1	4.79	5.55	4.91	5.11
C1	4.96	5.81	5.18	5.33

Analysis of variance designs were run between the total mean achievement, grades 4, 5, and 6, for E1 and C1 schools. The analysis of variance summary tables are in Appendix D. Differences at the fourth and fifth grade levels favor the comparison school, C1. However, initial differences in the fall favored C1 school at these grade levels.

The responses of the teachers in school E1 were not as positive as those teachers from school E2. The test data support the less enthusiastic responses. The lesser enthusiasm may be in itself either a result of objective observation, and/or a systematic error which tends to suppress student performance.

The reading, arithmetic, and language achievement scores were compared for grades 4, 5, and 6 for E1 and C1 schools. The analysis of variance summary tables are included in Appendix D. No significant mean differences were found except the mean arithmetic achievement which favored C1 school.

The total mean achievement scores gathered in the fall of 1965 and spring of 1966 in grades 4, 5, and 6 in E1, E2 and E3 schools were compared against the national norms at each time period.

	4		5		6	
	Fall	Spring	Fall	Spring	Fall	Spring
E1	Sig<	Sig<	Sig<	Sig<	Sig<	Sig<
E2	Sig<	Sig<	Sig<	Sig<	Sig>	Sig>
E3	Sig<	Sig<	Sig<	Sig<	Sig<	Sig<

The figures above show that mean achievement of each of the three schools is generally significantly less than the normal achievement

-25-

expected at the grade level. One exception is the sixth grade at E2 school. After three years in the program in a school which emphasized compensating activities, the students in general scored significantly above national norms.

APPENDIX A

HUMAN DEVELOPMENT PROJECT

Questionnaire

Name of School \_\_\_\_\_

1. How many years have you been participating in the Human Development Project? \_\_\_\_\_

2. Please check the blanks which describe your general observation of student behavior during the course of the project.

A. Academic Performance (check one)

( ) 1. Pupils made a normal or average academic gain. (About the same as would have been expected without Human Development Project activities.)

( ) 2. A better than average academic gain accompanied the Human Development Project.

( ) 3. A significant academic gain considerably beyond what would normally be expected accompanied the Human Development Project.

( ) 4. A lesser academic gain than normal accompanied the Human Development Project.

B. Student Attitudes - Since the initiation of the Human Development Project I have generally observed student attitudes to have: (check one)

( ) 1. become much more positive towards school and learning.

( ) 2. become somewhat more interested in school and learning.

( ) 3. remained about the same as before the Human Development Project.

( ) 4. become less enthusiastic about school and learning.

3. Cite the basis of your judgment in answering questions 2A and 2B.

\_\_\_\_\_  
\_\_\_\_\_

4. Please rate the following compensatory activities by giving a "1" to an activity you feel is of greatest value to the students, a "2" to the one of next value, etc.

\_\_\_\_\_ Summer reading and language arts programs.

\_\_\_\_\_ Remedial activities directly related to academic skills during school year.

\_\_\_\_\_ Tutorial, library or other compensatory activities during the school year which are related to academic skill development.

5. Please rate the following activities in a similar manner; i.e., by assigning a "1" to the activity rated as most valuable, a "2" to the one rated as next most valuable, etc.

- \_\_\_\_\_ Adult education and training programs.
- \_\_\_\_\_ Extended psychological and guidance services.
- \_\_\_\_\_ Pre-school programs.
- \_\_\_\_\_ Summer programs.

6. Please rate the following activities in the manner outlined in questions 4 and 5.

- \_\_\_\_\_ Field trips, cultural events, etc.
- \_\_\_\_\_ Recreational activities.
- \_\_\_\_\_ Enrichment programs in music, art, drama, etc.
- \_\_\_\_\_ Health and hygiene programs.

7. Describe the student behavior you have observed which appears related to the following activities by circling 1, 2, or 3 under each of the four categories listed below.

A. Psychological and guidance services seem to result in these changes in student behavior:

	<u>Academic and Skill Development</u>	<u>Motivation for Learning</u>	<u>Self- concept</u>	<u>Social Development</u>
Positive change	1	1	1	1
No observable change	2	2	2	2
Negative change	3	3	3	3

B. Field trips, cultural and enrichment programs seem to result in these changes in student behavior:

	<u>Academic and Skill Development</u>	<u>Motivation for Learning</u>	<u>Self- concept</u>	<u>Social Development</u>
Positive change	1	1	1	1
No observable change	2	2	2	2
Negative change	3	3	3	3

C. Remedial and compensatory activities directly related to academic areas:

	<u>Academic and Skill Development</u>	<u>Motivation for Learning</u>	<u>Self- concept</u>	<u>Social Development</u>
Positive change	1	1	1	1
No observable change	2	2	2	2
Negative change	3	3	3	3

D. Sports and recreational programs:

	<u>Academic and Skill Development</u>	<u>Motivation for Learning</u>	<u>Self- concept</u>	<u>Social Development</u>
Positive change	1	1	1	1
No observable change	2	2	2	2
Negative change	3	3	3	3

E. Health and hygiene programs:

	<u>Academic and Skill Development</u>	<u>Motivation for Learning</u>	<u>Self- concept</u>	<u>Social Development</u>
Positive change	1	1	1	1
No observable change	2	2	2	2
Negative change	3	3	3	3

8. Describe a compensatory activity in which you were directly involved. \_\_\_\_\_

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9. Describe a major strength of the Human Development Project. \_\_\_\_\_

---

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10. I would suggest the following as an improvement to the Human Development Project. \_\_\_\_\_

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11. Other comments: \_\_\_\_\_

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APPENDIX B

ACTIVITIES IN EACH SCHOOL

School E5

1. Developmental Reading

Choosing books  
Choral speaking  
SRA Reading Lab  
Wide-range reading  
Phonics  
Alphabetizing  
Creative stories

2. Oral and Written Expression

Book reports  
Dramatics  
Reports on Field Trips

3. Language Arts

Language usage  
Usage of teletrainer  
Creative stories

4. Arts and Crafts

Coloring, clay, painting,  
potholders

5. Games

Phonic games  
Checkers  
Emphasis on fair play, clear  
thinking, attention

School E2

1. Remedial Reading Using  
Experience Charts

Pupil-dictated stories  
Word recognition tests  
Elimination of memorization

2. Individualized Reading

Teacher-made books  
Experience charts  
Cumulative story book  
Creative writing  
Pre-primers  
Library books  
Newspapers and magazines  
Pupil chose book, read to  
teacher, received special  
help when necessary  
Develop oral reading skills

3. Reading Enrichment

Use of various supplementary books  
and related materials to improve  
reading skills through initial  
reading and subsequent activities

4. Building Word Power

Basic phonic and structural skills  
necessary for beginning to read

5. Increasing Reading Vocabulary Through  
Use of Speaking Vocabulary

Experience charts provided words  
Some use of basic readers

6. Reading in dialogue

Parts assigned to be read  
Use of tape recorder to improve  
skills

School E2 (continued)

7. Silent Reading  
Use of class interest in a story to develop a reading activity, learn new words, and participate in related art and library activities
8. Reading  
Reading for enjoyment  
Use of library  
Map reading  
Oral reading
9. Becoming Acquainted with Wildlife  
Increase knowledge of animals and their transportation to zoos and exhibits  
Creation and writing of stories about wildlife
10. Animal Families  
Identification  
Animal habitats and habits  
Exposure to live animals
11. Listening  
Identification of sound likenesses and differences.  
  
Speaking  
Roleplaying to speak clearly and express ideas
12. Picture Interpretation and Creative Expression  
Storytelling  
Shape and size discrimination  
Group discussion  
Drawing, cutting, pasting  
Singing and rhythms
13. Language Arts  
Picture interpretation  
Creative storytelling  
Creative expression through various media  
Dramatization of stories  
Visual discrimination
14. Pre-Reading  
Incorporation of a pattern of habits and skills necessary for reading readiness
15. Language Arts  
Exposure of pupils to oral descriptive interpretation, and listening activities  
Use of Surprise Boxes and field trips to increase descriptive vocabulary
16. Listening  
Use of the listening post and earphones
17. Language Arts - Poem Study  
Read, memorize, recite, illustrate, and dramatize poems
18. Dictionary Construction and Story Composition  
Films, class discussion, construct dictionary using pupils' vocabularies  
Writing stories about pictures
19. Individual Originality  
Data collection for writing
20. Manipulatory - Active Reading  
Use of experiential carry-over to stimulate interest in reading and development of reading skills
21. Auditory and Visual Activities  
Special exercises for children with visual, hearing, and retention disabilities
22. Rhythm in Language Arts  
Use of physical education, music, painting, listening and expressive reading

School E2 (continued)

23. Working with Words and Consonants, Sounds and Rhythms  
Use of descriptive words and rhythms to develop a smoother flow of reading  
Emphasis on tone quality
24. Ways of Communicating  
Study of various media of communication
25. A Study of our Changing Community  
Discussion, drawing, and story composition
26. Improving Listening Skills Through Physical Education  
Use of recorded instructions and music to develop ability to listen and to follow directions
27. Choral Speaking  
Poems used for training speech choirs
28. Reading is Fun  
Use of reading and various related experiences and activities to stimulate interest and increase skills
29. Learning to Listen  
Use of SRA reading lab activity book to help develop listening skills
30. Class Newspaper  
Pupil reporters on summer school experience
31. Phonics Workbook Exercises  
Phonics activities to develop reading skills
32. Assembly Program  
Singing and playing flutes in assembly program to help develop reading skills, speak clearly, and listen to and follow directions
33. City Tour  
Finding information, giving reports, writing and illustrating stories about the tour
34. Class Log of Summer Activities  
Chronological events recorded, using parts of speech, word meaning, creative writing, and forms of speaking and listening
35. Literary Presentation for Reading Workshop  
Use of poetry to develop oral creative expression, comprehension, and cultural appreciation
36. Childrens' Art  
Construction of prehistoric animals
37. Speaking  
Impromptu speeches developed through use of library research and other activities to get information, then each student asked to give at least 5 sentences on some familiar subject before the class

School E3

1. Remedial Reading (Overaged boys)  
Provision of enrichment material
2. Sports Appreciation  
Techniques of sports appreciation
3. Homemaking and Related Activities  
Setting tables, good manners, good grooming, personal hygiene, planning meals, clothing care, simple sewing steps

School E3 (continued)

4. Remedial Skills in Language Arts  
Use of words and color, crafts and creativity in dramatization
5. Creative Dance, Art, and Writing Experience  
Group dancing
6. Creative Expression, Various Reading and Musical Experiences
7. Special Education Skills in Remedial Instruction  
Helping the seriously retarded
8. Music, Drama, Literature, Creative Arts  
Exposure to music activities, establish a readiness program, exposure to good literature
9. Literature, Creative, Oral and Written Expression, Conversational Grammar  
Creation of stories, vocabulary attention, attack on errors in grammar
10. Speech  
Individual attention in speech improvement

School E1

1. Developmental Reading  
Use of library for wide-range reading for facts and enjoyment
2. SRA Reading Lab  
Small group work, reading and answering questions
3. Oral and Written Expression  
Book and field trip reports; creative stories; practice in writing complete sentences  
Reading stories and poems
4. Father's Day Gifts  
Cards, coat-hanger book ends, clay ash trays, holders, wall plaques, leaf prints
5. Water Coloring
6. Scrapbook Covers  
String painting, cover design

School E4

1. Remedial Reading  
To raise performance levels and acquaint children with children's classics
2. Health and Safety  
Group guidance activity
3. Enriched Literature  
Development of appreciation for and selection of good reading materials
4. Music Appreciation  
Familiarize pupils with types of music and how they differ
5. Homemaking  
Learn and practice basic principles of good homemaking and sewing
6. Shop - Woodwork  
Identification and use of basic tools  
Learning to make minor repairs

APPENDIX C

ANALYSIS OF VARIANCE SUMMARY TABLES  
SCHOOL E2 vs. SCHOOL C2  
Grades 4, 5, 6

Spring 1966 Testing

		<u>Grade 4</u>		
Source	df	SS	MS(V)	F
Among	1	3	3	4.76*
Within	273	173	.63	

		<u>Grade 5</u>		
Source	df	SS	MS(V)	F
Among	1	10	10	5.88*
Within	139	235	1.7	

		<u>Grade 6</u>		
Source	df	SS	MS(V)	F
Among	1	6	6	6.0*
Within	283	284	1.0	

\* significant at .05 level

ANALYSIS OF VARIANCE SUMMARY TABLES  
SCHOOL C2 vs. SCHOOL E2  
Grades 4, 5, 6  
Spring 1966 Testing

<u>Reading</u>				
Source	df	SS	MS(V)	F
Among	1	5	5	3.33
Within	813	1228	1.5	

  

<u>Arithmetic</u>				
Source	df	SS	MS(V)	F
Among	1	280	280	47.54**
Within	819	480	.59	

  

<u>Language</u>				
Source	df	SS	MS(V)	F
Among	1	10	10	6.06*
Within	808	1337	1.65	

  

<u>Total</u>				
Source	df	SS	MS(V)	F
Among	1	20	20	17.24**
Within	799	930	1.16	

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

APPENDIX D

ANALYSIS OF VARIANCE SUMMARY TABLES  
SCHOOL E1 vs. SCHOOL C1  
Grades 4, 5, 6

Spring 1966 Testing

		<u>Grade 4</u>			
Source	df	SS	MS(V)		
Among	1	1	1	F = 1/.69=1.45	
Within	81	56	.69	not significant	

  

		<u>Grade 5</u>			
Source	df	SS	MS(V)		
Among	1	3	3	F = 3/.55=5.45*	
Within	136	75	.55		

  

		<u>Grade 6</u>			
Source	df	SS	MS(V)		
Among	1	15	15	F = 15/1.17=12.82**	
Within	126	147	1.17		

\* significant at .05 level

\*\* significant at .01 level

ANALYSIS OF VARIANCE SUMMARY TABLES  
SCHOOL E1 vs. SCHOOL C1  
Grades 4, 5, 6

Spring 1966 Testing

<u>Reading</u>					
Source	df	SS	MS(V)	F	
Among	1	5	5	2.94	
Within	345	605	1.7		

  

<u>Arithmetic</u>					
Source	df	SS	MS(V)	F	
Among	1	3	3	2.38**	
Within	350	441	1.26		

  

<u>Language</u>					
Source	df	SS	MS(V)	F	
Among	1	7	7	3.46	
Within	348	704	1.02		

  

<u>Total</u>					
Source	df	SS	MS(V)	F	
Among	1	5	5	3.21	
Within	347	543	1.56		

\*\* significant at .01 level

-37-

RECONCILIATION OF FORD FOUNDATION FUNDS

August 31, 1966

RECEIPTS

Ford Foundation	\$ 500,000.00
Interest on Temporary Deposits	<u>2,854.97</u>

TOTAL RECEIPTS	\$ 502,854.97
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DISBURSEMENTS

Disbursements to August 31, 1966	\$ 502,854.97
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FINANCIAL STATEMENT

HUMAN DEVELOPMENT PROGRAM  
August 31, 1966

SCHOOL BOARD FUND EXPENDITURES

<u>PAYROLL</u>	<u>Total Expense To Date</u>
Administration	\$ 43,899.83
Instruction - Released Time	259,329.73
"    - Extra Time	22,470.10
"    - Summer	125,256.10
"    - Adult Education	57,386.99
Teacher Aides	15,813.00
Clerical	10,590.91
Custodial	10,697.95
Bus Drivers	4,076.83
 <u>EXPENSE</u>	
Instructional Supplies	\$ 22,250.46
Textbooks and Dictionaries	6,434.63
Testing	2,063.57
Travel of Personnel	1,442.28
Utilities	8,709.47
Janitorial Supplies	2,373.08
Field Trips (Bus Op. Exp.)	1,730.48
Field Trips (Other)	9,046.99
Rent	1,275.00
Night Use of Buildings	22,360.75
Repairs to Equipment	831.35
Equipment	7,543.34
Miscellaneous	34.44
Total	<u>\$ 635,617.28</u>

FORD FOUNDATION FUND EXPENDITURES

<u>PAYROLL</u>	
Administration	\$ 18,750.00
Instruction - Summer	199,226.67
"    - Teacher (4 yr. olds)	13,525.00
Visiting Teachers	75,210.08
Counselors	50,333.87
Reading Consultants	76,116.64
Psychologists	28,151.48
Clerical	23,120.68
In-service Training	4,385.19
Teacher Aides	180.00
 <u>EXPENSE</u>	
Consultants	\$ 2,499.59
Evaluation	2,175.54
Travel	7,988.02
In-service Training	273.09
Program Promotion	352.62
YWCA Staff	566.50
Total	<u>\$ 502,854.97</u>